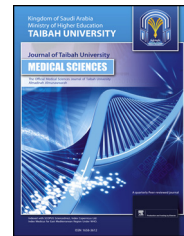




Taibah University
Journal of Taibah University Medical Sciences

www.sciencedirect.com



Original Article

Does personalized goal setting and study planning improve academic performance and perception of learning experience in a developing setting?

Kazeem B. Yusuff, PhD

Department of Pharmacy Practice, College of Clinical Pharmacy, King Faisal University, Hofuf Al-Ahsa, KSA

Received 14 October 2017; revised 4 February 2018; accepted 7 February 2018; Available online ■ ■ ■

المخلص

أهداف البحث: يجب أن تمكن عملية التعلم للصداقة استخداما ماهرا لقدرات ما وراء المعرفة والتفكير النقدي الذي يضمن التطبيق الفعال للمهارات المتخصصة لتحقيق أفضل نتائج للمريض. قيمت الدراسة تأثير الأهداف الأكاديمية المطورة ذاتيا والخطط الدراسية على الأداء الأكاديمي للطلبة وإدراكهم لخبرة التعلم في بيئة نامية مثل المملكة العربية السعودية.

طرق البحث: أجريت دراسة أترابية مستقبلية في كلية الصيدلة الاكلينيكية، بجامعة الملك فيصل، بالمملكة العربية السعودية في مقرر الزامي للسنة الرابعة (إدارة الصيدلة). تعرضت مجموعة الدراسة لتحديد الأهداف والتخطيط للدراسة بينما المجموعة الضابطة كان لديها فقط التدريس الاعتيادي وأنشطة تعليمية مصممة للمقرر. وتم تحديد الأداء الأكاديمي بواسطة الاختبارات الموجزة، والاختبارات النصفية والنهائية، ونسبة الإنجاز لأهداف المقرر. واستخدم تقييم نهاية المقرر، مع استبانة تم اختبارها مسبقا، لتقييم إدراك تجربة التعلم.

النتائج: شكلت مجموعة الدراسة ٤١.٤% (٢٩) من الجماعة في حين كانت ٥٨.٦% (٤١) في المجموعة الضابطة بمتوسط العمر ٢٢.٩ (الانحراف المعياري = ٣.٢) و ٢١.٦ (الانحراف المعياري = ٦.١) عاما على التوالي. كان متوسط الدرجات للاختبارات الموجزة ٨.٤ (الانحراف المعياري = ٢.٢)، والاختبارات النصفية ٢١.٩ (الانحراف المعياري = ٣.٧)، والاختبارات النهائية ٤٢.٨ (الانحراف المعياري = ٥.٣)، وكانت نسبة الإنجاز لأهداف المقرر ٧٧% و ٧٨% أعلى بكثير في مجموعة الدراسة. أظهرت التغذية الراجعة لنهاية المقرر اختلافات رئيسية في إدراك تجربة التعلم بين مجموعة الدراسة والمجموعة الضابطة.

الاستنتاجات: يبدو أن تحديد الأهداف الشخصية والتخطيط للدراسة يؤدي إلى تحسن كبير في المشاركة المستمرة للتعلم، والتركيز على الأهداف الأكاديمية والأداء الأكاديمي.

الكلمات المفتاحية: تحديد الأهداف؛ التخطيط للدراسة؛ الإنجاز الأكاديمي؛ خبرة التعلم

Abstract

Objective: The learning process for pharmacists must enable the skillful harnessing of metacognition, critical thinking, and effective application of specialized skills. This study assessed the impact of self-developed academic goals and study plans on pharmacy students' academic performance and perception of learning experience in a developing setting.

Methods: A prospective cohort study was conducted at the College of Clinical Pharmacy, King Faisal University, KSA, in a compulsory 4th year course (Pharmacy management). The study group was exposed to goal setting and study planning while the control group had only routine teaching and learning activities planned for the course. Academic performance was determined with quizzes, midterm, and final exams, and the percentage achievement for the course objectives. An end-of-course evaluation, with a pre-tested questionnaire, was used to assess the perception of learning experience.

Results: The study group constituted 41.4% (29), while 58.6% (41) were in the control group, with a mean \pm SD age of 22.9 (SD = 3.2) and 21.6 (SD = 6.1) years, respectively. The mean \pm SD scores for quizzes (8.4 (SD = 2.2), mid-term (21.9 (SD = 3.7), and final exams (42.8 (SD = 5.3), and the percentage achievement for the course objectives A (77%) and B (78%) were significantly

Corresponding address: Department of Pharmacy Practice, College of Clinical Pharmacy, King Faisal University, P.O. Box 400, Al-Ahsa 31982, KSA.

E-mail: kyusuff@kfu.edu.sa

Peer review under responsibility of Taibah University.



Production and hosting by Elsevier

1658-3612 © 2018 The Author.

Production and hosting by Elsevier Ltd on behalf of Taibah University. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). <https://doi.org/10.1016/j.jtumed.2018.02.001>

Please cite this article in press as: Yusuff KB, Does personalized goal setting and study planning improve academic performance and perception of learning experience in a developing setting?, Journal of Taibah University Medical Sciences (2018), <https://doi.org/10.1016/j.jtumed.2018.02.001>

higher in the study group ($P < 0.001$). The end-of-course feedbacks showed key differences in the perception of learning experience between the study and control groups.

Conclusion: Personalized goal setting and study planning appeared to significantly improve continuous engagement with learning, focus on academic goals, and academic performance.

Keywords: Academic achievements; Goal setting; Learning experience; Study planning

© 2018 The Author.

Production and hosting by Elsevier Ltd on behalf of Taibah University. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Introduction

The momentous shift of practice focus from products to patients necessitated the adoption of the doctor of pharmacy (PharmD) curriculum as the training paradigm for pharmacists in the United States. PharmD graduates must be highly skilled, effective, and efficient at the provision of direct patient care services in active collaboration with other healthcare professionals.¹ The continuously evolving clinical roles of pharmacists demand application of the specialized knowledge and skills targeted to ensure the rational use of medicines and the achievement of optimal outcomes.^{2,3} Hence, the learning process for pharmacy students must be constructive and deep, and enable the skillful harnessing of metacognitive capabilities and critical thinking.^{4,5} Several studies have reported the positive impact of the use of wide varieties of active pedagogical strategies on academic achievements and the overall learning experience among pharmacy students, particularly in developed settings.^{6–10} However, such intervention studies are rare in developing settings, including the Middle East. We found only one such study, which assessed the impact of the use of self-reflection and peer assessment on metacognitive skills and academic performance among pharmacy students in the eastern part of KSA.¹¹ This is unsurprising as the historical disposition to learning in the Middle East is generally rooted in rote memorization and factual recall.^{12–14} However, the wholesale adoption of the PharmD curriculum in the region as the model for the training of contemporary pharmacists warrants the use of active pedagogical strategies in the Colleges of Clinical Pharmacy. This is more likely to help students develop a culture of learning that is constructive and to sharpen the self-regulated higher order competencies needed to function effectively in the real world of practice.^{11,15} Hence, the current study will provide perspectives from the Middle East, which may significantly add to global knowledge in the research area.

Goal setting and study planning are intellectually driven activities that are focused on specific valued outcomes. This is because a goal is a cognitive imagination of an intended

futuristic valued outcome.^{16–18} This valued outcome becomes a major driver of physical and mental activities geared towards its achievement.^{19–21} On the other hand, a plan is a mission-accomplishing tool that is purposely designed for the achievement of a goal.^{22,23} Therefore, ab initio, goal setting and study planning are activities that demand the intensive use of the higher realms of cognition and may thus facilitate constructive learning, and better academic achievement among students.^{24,25} It was hypothesized that the use of personalized goal setting and study planning by students may help them to focus mentally and direct their learning activities towards the academic goals they set for themselves. Furthermore, the self-development of an appropriate study plan that is targeted to the set academic goals, and public commitment among peers to its implementation, may drive regular engagement with learning. The literature search did not reveal any study that was specifically focused on assessing the impact of goal setting and study planning on students' academic performance and learning experience, particularly among pharmacy students. The objective of the study was to assess the impact of personalized goal setting and study planning on academic performance and the perception of learning experience among pharmacy students in a developing setting such as KSA.

Materials and Methods

A prospective cohort study was conducted among 4th year students at the College of Clinical Pharmacy (COCP), King Faisal University, KSA, between January 25 and May 14, 2015. COCP pioneered the six-year PharmD training paradigm in the KSA, and this program is currently accredited by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) and the Accreditation Council for Pharmacy Education (ACPE) of the United States.¹¹ The study was exempted from Institutional Board review by the Quality Management Unit (QMU) within the COCP, as this was considered part of the mandatory process for continuous reflection on teaching and assessment practice for all academic staff. This was confirmed in writing: Reference # QMU/COCP/KFU 13/02/1436.

Male students constituted the study group, while females students were the controls. The samples were engaged separately by the facilitator of the index course (Pharmacy management). This is because separation by gender is a key organizational policy at the study site, and this was the key consideration in the group allocation of students. Furthermore, translucent glass barriers exist in the classrooms in the female section, which separate female students from male teachers. The females can clearly see and hear the teachers but the teachers can only hear but not see the female students. Hence, concerns about the potential interference of the translucent barrier with the intervention processes (goal setting and study planning) in the female section constrained the choice of male students (who had no such barrier) as the study group. However, all the teaching, learning, and assessment activities planned for the pharmacy management course, apart from the interventions (personalized goal setting and self-development of the study plan), were applied

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات