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Learning activity management system in a flipped classroom model of a graduate drug metabolism course

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Objective. To implement a Learning Activity Management System (LAMS)-based flipped classroom model for a graduate drug metabolism course and assess the impact on pharmacy students' performance and perception.

Methods. In this longitudinal study, students were exposed to LAMS versus traditional flipped classroom learning models where problem-based learning (PBL) was incorporated as a common educational feature. Students' performance in continual assessments (traditional versus LAMS) were measured and compared using statistical test. Students' perceptions on LAMS-designed learning were further surveyed and analyzed.

Results. Students' performance in continual assessment based on learning via the LAMS-PBL-Flipped Classroom learning model improved significantly compared to performance based on learning via a traditional PBL-Flipped Classroom approach. Students' perceptions of LAMS-PBL-Flipped Classroom learning model were broadly positive.

Conclusion. This study illuminates the potential efficacy of LAMS-PBL-Flipped Classroom model in improving the performance and perceptions of students in learning drug metabolism concepts. Further research is needed to investigate the broader application of LAMS in the teaching of other pharmacy courses and to address the current limitations related to sample size and potential inter-grader variability.

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Keywords

Drug metabolism, flipped classroom, learning activity, problem-based learning