

Flipping Out? Perceived Stress Levels and Student Perceptions of Flipped Classroom Models at USC Alfred E. Mann School of Pharmacy and Pharmaceutical Sciences

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Background/ Purpose

The flipped classroom model has been implemented as the primary teaching strategy in higher education, including pharmacy schools in the U.S. Past studies concluded that flipped classroom models helped enhance in-person learning and the students had a positive attitude toward this teaching style. We aim to decipher whether this extends to the pharmacy student populations at USC Mann School of Pharmacy and Pharmaceutical Sciences. This study aims to assess students' perceived stress levels, overall perceptions, and time management about the flipped classroom model.

Methods

An anonymous online survey via Qualtrics was disseminated to P1-P3 students enrolled at USC Mann School of Pharmacy and Pharmaceutical Sciences. Data was analyzed by percentages of positive versus negative perceptions about the flipped classroom model and stratified by cohort.

Results

The p-values calibrated from the data were greater than 0.05. For questions assessing perceived stress levels, the P1 and P2 classes reported that 40% and 43% agreed with the statement that the flipped classroom model had a positive impact on their perceived stress levels. For the P3 Cohort, 45% of students agreed that the flipped classroom model negatively impacted their perceived stress levels. For general perceptions, roughly 43%, 50%, and 43% of P1-P3 students agreed with statements about the general perceptions of the flipped classroom model respectively. For time management, over 40% of students agreed with the statement that the flipped classroom model helped them with effective time management.

Conclusion

Given the varied responses, there was no consensus on whether the flipped classroom model had a positive impact on student's perceived stress levels. Based on the percentages calibrated from the data, the P1-P3 cohorts demonstrated that the flipped classroom model has a positive impact on a large portion of the student population regarding time management and general perceptions of the flipped classroom model.