

The Impact of Attending Synchronous Lectures on Pharmacy Students' Academic Performance Measured by Students' Grade Point Average at the USC Mann School of Pharmacy and Pharmaceutical Sciences.

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Background/ Purpose

The faculty at USC Mann School of Pharmacy have noted that a very low percentage of students attend synchronous lectures. According to research studies previously conducted outside of USC Mann, students were less likely to pay attention and react emotionally to the material presented online only,⁴ but there was no correlation between number of hours of recorded lectures watched and final exam scores.³ Further majority of the students favored asynchronous learning only, rather than a combination of asynchronous and synchronous learning, or synchronous lectures only.² Due to these inconsistent findings, this research study aims to understand the impact of attending synchronous lectures on USC Mann School of Pharmacy students' academic performance which is measured by the students' Grade Point Average (GPA).

Methods

Results were obtained by anonymous Qualtrics survey questionnaires completed by USC Mann first, second, and third-year pharmacy students (N=178) assessing their weekly lecture attendance, GPA, and confounding variables. Surveys were administered during P1-P3 classes and were analyzed using P-value statistical analysis, the statistical significance defined as p-value < 0.05.

Results

The final results have shown no statistically significant correlation between the hours of weekly synchronous lecture attendance and student GPA, with a p-value > 0.05. Two data sets from the confounding variables showed a statistically significant relationship with student GPA. The relationship between student preference in pre-recorded asynchronous lectures or live streamed lecture vs. GPA was statistically significant, with a P-value < 0.05 as well as the relationship between student preference in patient cases or new material during the live synchronous sessions vs. GPA, was statistically significant, with a P-value < 0.05.

Conclusion

The results provide insight on the lack of correlation between two variables previously hypothesized to be related. The impact of class difficulty, which may affect student GPA among P1-P3 classes was not assessed, contributing to the limitations of this study. Thus, future research can analyze each class separately for more precise findings.