

**Student Perceptions of Course Lectures at SIUE School of Pharmacy**

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## **Abstract**

*Introduction:* Southern Illinois University Edwardsville's School of Pharmacy (SIUE SOP) has a rigorous curriculum. The current lectures are not given as optimally as they could be and are found difficult for many students. The purpose of this study is to see the student perception of course lectures through a series of questions from an online survey. With the data collected from the students, the researchers will make recommendations to the curriculum on how to enhance their lectures. This will further improve SIUE SOP students' learning and understanding.

*Methods:* This observational, descriptive study (IRB #2173) included a survey of all students at SIUE SOP from the classes of 2027, 2026, and 2025. The study was conducted via Qualtrics online survey after midterm exams. The primary outcome focused on student perception of course lectures. With the data found, the researchers will provide a summary of this data and feedback to the SOP about the curriculum in an effort to maximize student learning.

*Results:* A total of 46 students completed the survey. There was a wide distribution of answers provided by students. The majority of students who answered the survey were P3 students. A total of 94% of the students attended 81-100% of lectures. With most of the students attending class, they felt that the lecture material prepared them to perform well on the exam (45%). The knowledge they gained was reflected by their grades for 39% of students versus 34% that believed it did not reflect their grades.

*Discussion:* The study has many strengths, including the number of participants and the reliability of participants. A big limitation of this study, along with many other studies, is the subjectivity of the survey questions. According to the survey, participants seemed to be moderately satisfied with the way lectures are currently given. In the open response portion of the survey, participants gave suggestions on how they thought lectures could be improved. Using these recommendations, the researchers will propose the following to the SOP curriculum: practicing giving their lectures before giving the lecture to students, explaining examples thoroughly and not rushing, setting an alarm for a halftime break during lectures over one hour long, and ensuring that the slides reflect the importance of objectives.

*Conclusion:* As a result of this study, the researchers hope that the SOP curriculum will take the recommendations seriously and implement them in their lectures. This will lead to enhanced student learning and will turn the students into better, more knowledgeable pharmacists.