



A STUDY OF THE METACOGNITIVE AWARENESS OF PHARMACEUTICAL FACULTY STUDENTS

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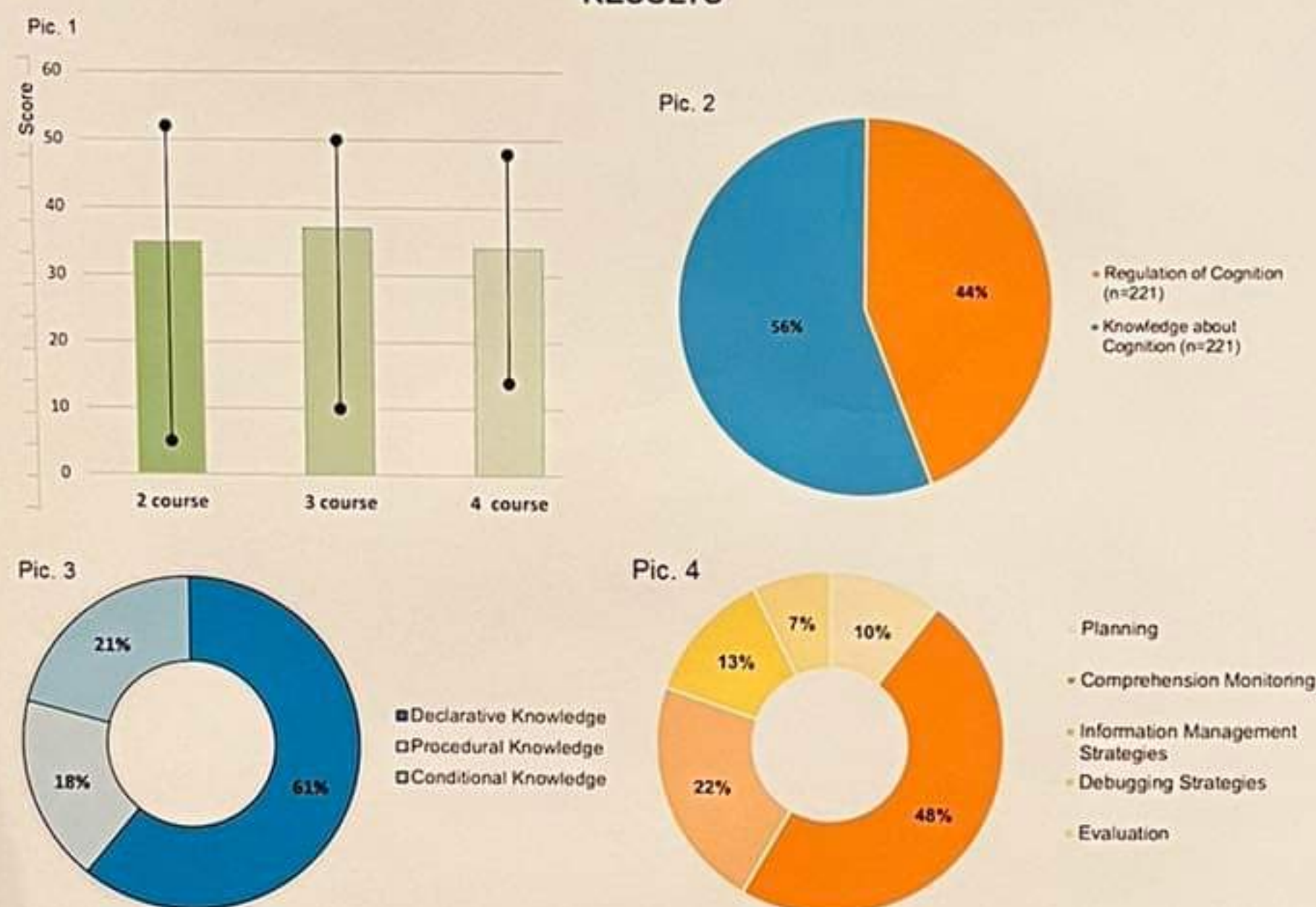


Introduction. Modern 5.0 system of Pharmaceutical Education is oriented towards preparing specialists who are able to obtain not only professional knowledge but also relevant technologically advanced skills [1], which is hardly possible without sufficient level of metacognitive abilities.

MATERIALS AND METHODS

Data was obtained using Metacognitive Awareness (MA) Inventory questionnaire [2]. 2nd year (n=97), 3rd year (n=68) and 4th year (n=56) students of Pharmaceutical Faculty of Bogomolets National Medical University participated in the voluntary anonymous survey. The results were performed using SPSS Statistics Base v.22 (IBM).

RESULTS



Pic. 1. A majority of students (70%) revealed higher than average level of MA. There was not statistically significant difference in MA between 2nd, 3rd and 4th year students.

Pic. 2. All of those surveyed performed higher number of positive responses to the questions, related to metacognitive knowledge than to the questions, related to metacognitive processes. To the questions "I ask myself questions about the material before I begin" and "I ask myself if I have considered all options after I solve a problem" half of the students responded negatively, which indicated that they have lack of development of metacognitive processes.

Pic.3. Knowledge about cognition.

Pic.4. Regulation of cognition.

CONCLUSION

Future detailed studying of metacognitive awareness of students is required, especially in relation to mixed (in-person/distance) learning and the implementation of innovative technologies (interactive boards, virtual laboratories, 3D reality applications and so forth) in educational process.

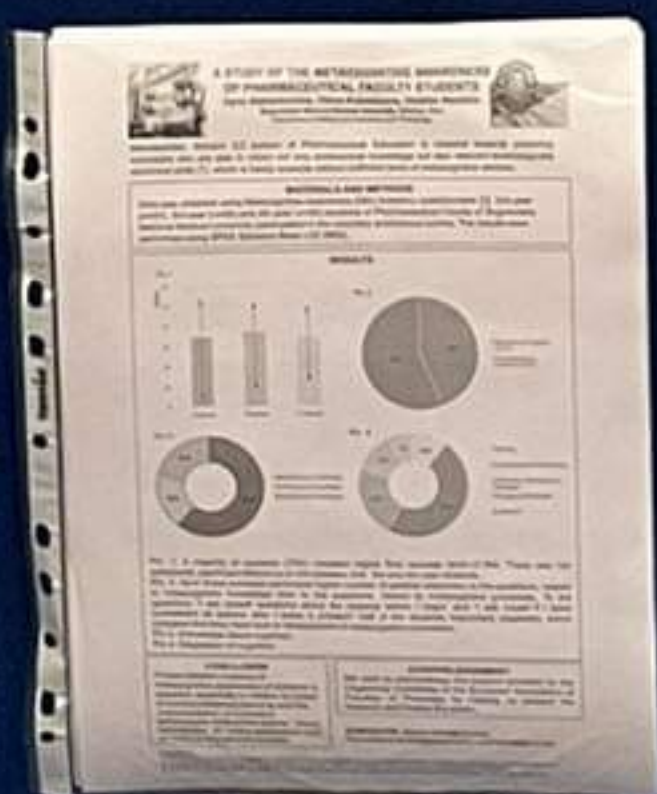
ACKNOWLEDGEMENT

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Literature:

- Mantel-Teeuwisse AK, Meilanti S, Khatri B, Yi W, Azzopardi LM et al. Digital Health in Pharmacy Education: Preparedness and Responsiveness of Pharmacy Programmes. *Educ. Sci.* 2021;11(6):296. <https://doi.org/10.3390/educsci11060296>
- Schraw G, Dennison RS. Assessing metacognitive awareness. *Contemporary Educational Psychology.* 1994;19(4):460-75.





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Poster Presentations

Pharmacy Internship Access: Fernando Pessoa University Experience

R. Oliveira | University Fernando Pessoa, Portugal

A Study of the Metacognitive Awareness of Pharmaceutical Faculty Students

V. Narokha | Bogomolets National Medical University, Kyiv, Ukraine

Advanced Experiential Placements – Challenges and Opportunities for Preceptors

R. Agius | University of Malta

Initial Sessions of Degree in Pharmacy Internships: Face-to-Face vs. Virtualisation

R. Álvarez | Universidad de Salamanca, Spain

Coordination between Academic Tutors and Professional Tutors in Training Placements

M.M. Orta Cuevas | University of Seville, Spain

Objective Structured Clinical Evaluation (OSCE) in Pharmaceutical Care

M. Sánchez-Polo | University of Granada, Campus de Cartuja, Spain

Introduction of an Objective Structured Clinical Examination for Pharmacy Students in Serbia

S. Vezmar-Kovačević | University of Belgrade, Serbia

Objective Structured Clinical Examination (OSCE) during COVID-19 Pandemic

V. Veses | Universidad CEU-Cardenal Herrera, Valencia, Spain

Objective Structured Clinical Examination as a Tool to Evaluate the Competences of the Students of Pharmacy vs. Classical Exams: Comparative Analysis

M. Caamaño-Somoza | Complutense University of Madrid, Spain

Implementation and Improvement of OSCE in Pharmacy Degree at UCM

M. Caamaño-Somoza | Complutense University of Madrid, Spain

Engagement and Participation in Digital Classroom

K. Eha | Tallinn Health Care College, Estonia

MedChemBlog: An Innovative Distance Medicinal Chemistry Learning Tool

G. Panzarella | Università "Magna Græcia" di Catanzaro, Italy

Development of a validated Tool to identify Competences Relevant for Responsible Person position in Good Distribution Practice

B. von Brockdorff | University of Malta

PE1: Pharmacy Internship Access: Fernando Pessoa University Experience

R. Oliveira, P. Barata, C. M. Lopes

Biomedical Research Centre (CEBIMED)/Research Centre of the Fernando Pessoa Energy, Environment and Health Research Unit (FP-ENAS), Faculty of Health Sciences, University Fernando Pessoa, Portugal

Introduction: The Pharmaceutical Sciences Master Degree at Fernando Pessoa University (UFP) is ruled by Directive 2005/36/EC, amended by Directive 2013/55/EU, which establishes a 6 months internship in a community pharmacy or a hospital pharmacy. The access to the internship is included in the internal internship regulation of UFP and considers the courses non-approved to the date (no more than two) and the arithmetic average of the approved courses grades. Ideally, students should attend the internship after completing the curricular plan, which means they have achieved all theoretical and practical competencies. The non-approved courses imply a lack of some skills as well as the need to attend classes during the internship.

This study aims to find a relationship between course grades, non-approved courses, and internship performance.

Method: Data were retrieved by searching the UFP databases of Pharmaceutical Sciences Master Degree. The research covers 10 years (2011-2021) and includes non-approved courses, course

classification means, and internship grades. Data was analysed by SPSS software and a correlation test was applied.

Results: 655 students were included. After the result analysis, we found a moderate negative correlation between the existence of non-approved courses and the course classification means. A low correlation was found between course classification mean and internship performance. The results did not demonstrate a correlation between non-approved courses and internship performance.

Conclusions: Although theoretically, the existence of a negative correlation between non-approved courses and internship performance seems logical, our results do not support this theory. These results could be explained by the low number of non-approved courses having an insignificant effect on the internship performance, the type of non-approved courses, and the fact that the compulsory internship defined by the European Directive only targets some areas related to the pharmaceutical sciences competencies.

PE2: A Study of the Metacognitive Awareness of Pharmaceutical Faculty Students

I. Nizhenkovska, O. Kuznetsova, V. Narokha

Bogomolets National Medical University, Kyiv, Ukraine

Introduction: Modern 5.0 system of Pharmaceutical Education is oriented towards preparing specialists who are able to obtain not only professional knowledge but also relevant technologically advanced skills¹, which is hardly possible without sufficient level of metacognitive abilities.

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Results: A majority of students (70%) revealed a higher-than-average level of MA. There was no statistically significant difference in MA between 2nd, 3rd and 4th year students. All of those surveyed performed a higher number of positive responses to the questions, related to metacognitive knowledge than to the questions, related to metacognitive processes. To the questions "I ask myself questions about the material before I begin" and "I ask myself if I have considered all options after I solve a problem" half of the

students responded negatively, which indicated that they have lack of development of metacognitive processes. However, all of the questioners agreed that they understand information better if they know something about the topic and that they learn more when they are interested in the topic, which assumes students' motivation for academic achievements.

Conclusions: Future detailed studying of metacognitive awareness of students is required, especially in relation to mixed (in-person/ distance) learning and the implementation of innovative technologies (interactive boards, virtual laboratories, 3D reality applications and so forth) in the educational process.

References

- Mantel-Teeuwisse AK, Meilanti S, Khatri B, Yi W, Azzopardi LM, Acosta Gómez J, et al. Digital Health in Pharmacy Education: Preparedness and Responsiveness of Pharmacy Programmes. *Educ. Sci.* 2021;11(6):296. <https://doi.org/10.3390/educsci11060296>
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