

UNIVERSITI TEKNOLOGI MARA

**ACTIVE LEARNING ATTITUDES IN PHARMACY
EDUCATION IN KLANG VALLEY**

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ABSTRACT

This study was set out to investigate current active learning attitudes in pharmacy education in Klang Valley, Selangor, Malaysia. Cross-sectional descriptive design and convenience survey methods were used. The sample consisted of 145 students from UiTM and UM who completed the questionnaires. Active learning attitudes of the students were assessed with a modification of attitude surveys. Nineteen active learning items were analyzed and classified into four topics: participation in class, learning strategies, self-efficacy and motivation. All four topics of both universities are not significantly different. It can be concluded that students from both universities, UiTM and UM demonstrated a positive attitude toward active learning, believed it helped (or would helped) them to learn the material, and would choose an active learning course in the future.

Key words: students; active learning; pharmacy education; survey method; self-efficacy; Malaysia

CHAPTER 1

INTRODUCTION

1.1 Introduction

Active learning is a technique where students not just listening to a lecture, it involves more than that. Discovering, processing, and applying information is something that should be done by students. Active learning "derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways" and the elements of active learning are talking and listening, writing, reading, and reflecting (Meyers and Jones, 1993). According to Bonwell and Eison (1991), some characteristics of active learning are:

- 1) Involving the students in the learning process.
- 2) Place less emphasis on transmitting knowledge and more on developing students' process skills.
- 3) Involving student in higher-order thinking skills.
- 4) Engaging in student activities.
- 5) Placing greater emphasis on students' own exploration of their attitudes, values, and beliefs about learning.