Preferred Teaching Methods of Students in a Master of Occupational Therapy Program

Introductory Statement

Occupational therapy education programs are designed to produce knowledgeable, entry-level occupational therapists. Current literature does little to address student perspectives of the teaching methods used within these programs. Our study collects data on student perceptions of seven different teaching methods currently being used in Master of Occupational Therapy (MOT) programs.

Purpose

The purpose of this study is to identify students' preferred teaching methods within MOT programs. Teaching methods being considered include lecture, assigned readings, hands-on lab, jigsaw method, peer teaching with new information, case based learning, and small group discussions.

Methods

This is a mixed-methods study that uses a twelve question survey on the Cognito platform containing 5-point Likert-scale questions as well as open-ended questions regarding teaching methods experienced by the participants. Participants of this study include individuals that have been enrolled in a MOT program and have completed at least one semester within the program, but are not more than two years removed from the completion of the MOT program. Convenience sampling will be used as a recruitment strategy for this study. Additionally, snowball sampling will be used by asking participants to share the survey with potential participants who meet our inclusion requirements. Students will be contacted via email, provided by community connections.

Findings

Data collection is in progress. Data will be included as part of the poster presentation.

Contribution to discipline

Upon completion of the study, the data collected will aid educators in MOT programs in choosing preferred and effective teaching methods to utilize in their classrooms.

Professional Writing

We plan to submit for publication after data collection and analysis.