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Case Study

University of Hawaii at Hilo Implements READINESS

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University of Hawaii at Hilo implements READINESS to apply accessible, relevant content to their PharmD curriculum in the most timely and cost-efficient way, while enhancing student engagement in hands-on learning in the classroom.

THE CHALLENGE

University of Hawaii at Hilo College of Pharmacy's Dr. Michelle Kim, Assistant Specialist, and Christina Method, Clinical Education Support Specialist, were not entirely satisfied with the content in the LMS they were using prior to READINESS. The Daniel K. Inouye College of Pharmacy's goal is to "drive improvement of healthcare in Hawaii and throughout the Pacific." With that in mind, they needed a tool to allow more "focused in-class discussion and hands-on training." The system and content they were using was not receiving positive feedback. Administrators found it expensive and time-consuming, and students found the modules to be too long and not engaging enough. The pharmacy program was in need of a flexible, streamlined tool to free up class time and foster engagement with their students outside of the classroom.

THE SOLUTION

University of Hawaii at Hilo implemented READINESS, a learning management system hosting over 700 digital short-courses and co-curricular activities. The solution was put in place to structure student learning in the most efficient manner. Dr. Kim stated, "We decided to implement READINESS through the integration with CORE ELMS. Our students access READINESS by a seamless single signon process through CORE ELMS. READINESS is a required component of our professional pharmacy program curriculum in the P1, P2 and P3 years. It is also available for our students in their P4 year, however, we have not made it a mandatory requirement yet. Our P4 students find the Job Preparation and Interview Tips courses on READINESS to be most useful."
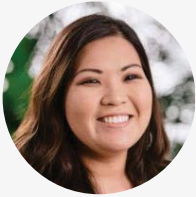
Dr. Kim and Ms. Method utilize READINESS in their IPPE courses. Dr. Kim stated, "We created a Learning Path in READINESS containing diabetes-focused content including the Lantus Administration course. Our students complete the READINESS courses outside of the classroom (at home and on their own time) and then they come to class prepared for focused discussion and hands-on training. We typically give our students a five to thirty-minute assignment in READINESS to do at home. Our students find READINESS helpful because the short courses supplement the coursework they already have."

Their major deciding factors for starting with READINESS? The flexibility of the platform, student-targeted content in the digital format they prefer, more time for in-class focused discussion and hands-on training, and the reasonable cost.

THE RESULTS

The feedback the school has received from students has been entirely positive. "Our students responded very well to READINESS when we began implementing it. They appreciate the quick nature of the activities we assign as well as the ability to complete their activities at home, on their own time," noted Dr. Kim. Students enjoy that the platform hosts an array of content that can be applied to many different areas of the curriculum therefore not having to access many different resources. Overall, we have received positive feedback from our students about READINESS and they are pleased we have provided this tool to them.

Faculty members are also pleased with READINESS since they are gaining more productive class time. Dr. Kim said, "It is something our students can access at home. Not only is it less we have to create from scratch on our end, it allows for more flexibility in class. With READINESS, we don't have to teach everything in the classroom and students can spend more time preparing for class at home. READINESS frees up our class time so we can do more focused in-class discussion and hands-on training."

Dr. Michelle Kim
Assistant Specialist

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