

Use of Technological Tools to Teach and Promote the Online Learning of Students in the Pharmaceutical Technology I course of the Pharmacy graduate degree - Universidad Nacional de Tucumán †

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Abstract: Technology forges ways of interaction and pedagogical bonds when used to mediate teaching and learning processes. Digital culture enables users to become content producers and information consumers. In 2020-2021, the Pharmaceutical Technology I course (fifth year of the Pharmacy degree, awarded by Facultad de Bioquímica, Química y Farmacia of Universidad Nacional de Tucumán) was imparted online. This work aims to analyze, evaluate, and reflect upon the significant learning processes and progress students accomplish by studying the subject with the help of technological resources. In the course, fifty students took synchronous and asynchronous lessons with the teachers, who were in charge of selecting and designing teaching resources and technological tools, including images, audio, texts, and digital dashboards. Students were prompted to create mind maps, participate in case studies and forums, produce collaborative glossaries, murals, and wikis, and embark on collaborative evaluation. When they answered a questionnaire about these experiences, 90% valued them as positive. Eighty-five percent preferred synchronous lessons; 75% considered they had solved the tasks successfully and enthusiastically; 25% expressed they had learned to engage in teamwork; and 10% assessed collaborative evaluation negatively. The teaching and learning experience was positive, so technologies could be incorporated into university teaching programs.

Keywords: teaching resources; teaching and learning; Pharmacy; digitalization; interactivity.

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Conflicts of Interest

The authors declare no conflict of interest.