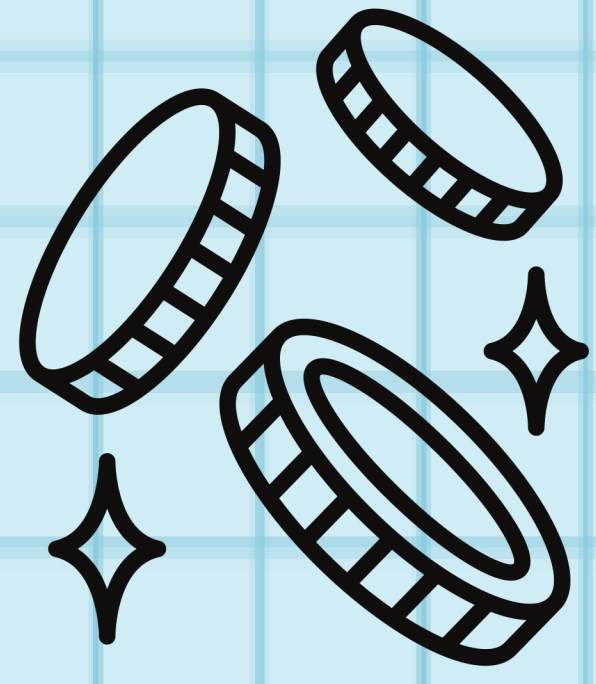


OOPS TOKENS: FOSTERING INCLUSIVITY AND FLEXIBILITY IN PHARMACY EDUCATION

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Implementing adaptable teaching methods that acknowledge various learner requirements and circumstances can enhance student and instructor well-being, as well as promote student success.

OBJECTIVE

To design, implement, and assess an inclusive, flexible pedagogical practice, "Oops Tokens," where instead of entirely forfeiting an assignment, students have the chance to demonstrate their learning while acknowledging their external pressures.

METHODS

- Each student was provided with two "Oops Tokens"
- One for unexcused late work and one for an assignment redo
- Additional parameters were placed on the use of tokens
- First-year pharmacy students provided written semester reflections
- Consensual Qualitative Research methodology was utilized to assess responses

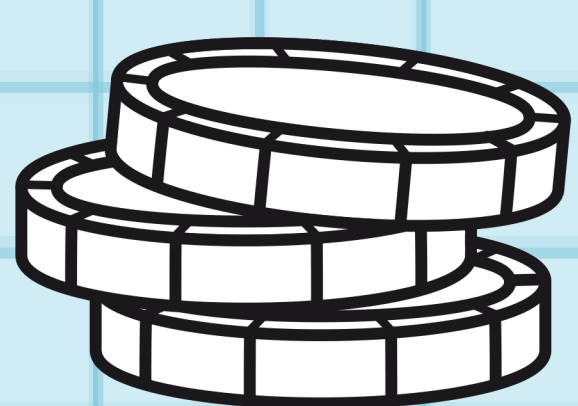
FLEXIBILITY WITH BOUNDARIES

RESULTS

DOMAIN THEMES	STUDENT REFLECTION EXAMPLE
Flexibility	<ul style="list-style-type: none"> • The oops token system provides flexibility regarding assignments because there may be unforeseen circumstances that may arise, and we can use the oops token to provide flexibility. • It provides a high level of flexibility because it allows students to be 'forgiven' for an assignment that has to be redone or resubmitted. • ...it allows for the flexibility of something unseen changing our schedule and allows us to still receive credit for an assignment. • Provides flexibility in timing of when it is due but it still requires the individual to still be held to the standard of completing the assignment.
Alleviating student stress	<ul style="list-style-type: none"> • That gave us the reassurance that when sometimes life happens, and we were not able to finish an assignment on time, we have that special token to redeem. • We should always strive to submit assignments on time. However, we would become far less stressful knowing that we have a tool that could be used as a price to pay whenever we are unable to fulfill our duties as students. • I love the idea of it as everyone has moments where life gets difficult at time and the understanding of it takes the stress out of the potentially already stressful situation. • Knowing it was there in stressful situations gave the opportunity to take a step back and not feel like my world was about to crumble. • It shows that the instructors care about the students and their mental health.
Growing and improving through mistakes	<ul style="list-style-type: none"> • I learned that I need to be very careful when submitting my assignments and to look over every part of the question being asked to ensure I responded correctly. • As learners, it is better to "fail" in the classroom than later, in practice, and the oops token provides some of that support during the learning process. • It gives flexibility, because instead of getting a zero on my assignment or a bad grade, it let me finish what I meant to say and be able to contribute my thoughts even after the due date.
Empathy in education	<ul style="list-style-type: none"> • It was very valuable as I had used both of the oops tokens. It gave me a chance to recover from my honest mistakes while not suffering a harsh punishment (failing the class). • I was grateful for the opportunity to be able to rectify the mistake, and it shows compassion from the teaching team. • It provides the flexibility for students to understand that they can make mistakes, and mistakes are part of the learning experience. In addition, it shows compassion too as we all have bad days in our lives. • I LOVED having this opportunity. There was an assignment I did not submit on time and was due during a period where I had a lot going on both personal, school and health. I was grateful for having this opportunity and I felt "normal" that I am a human who can make mistakes but was given a chance to fix it without judgment.

CONCLUSION

- "Oops Tokens" offer a student-centered approach that promotes inclusivity and flexibility by allowing students to demonstrate learning despite external barriers.
- This practice fosters accountability, reduces stress, and supports growth, contributing to a more equitable and supportive learning environment for pharmacy students.



Recommended Reading
Darby, F. and Lang, J.M. (2019). *Small teaching online: Applying learning science in online classes*. San Francisco: John Wiley & Sons.