

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN  
FEDERATION  
FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF  
HIGHER EDUCATION  
BELGOROD STATE UNIVERSITY  
**Institute of Pharmacy, Chemistry and Biology**  
**Management and Economics of Pharmacy Department**

**Irina V. Spichak, Irina V. Zhirova**

## **MANAGEMENT AND ECONOMICS OF PHARMACY**

Manuals on the practice of using distance learning technologies

Belgorod 2020

-

Management and economics of pharmacy: Manuals on the practice of using distance learning technologies / edited by Irina V. Spichak, Irina V. Zhirova - Belgorod: ИД «Белгород» НИУ «БелГУ», 2020. – 12 p.

This textbook includes topical issues on organization of using distance learning technologies in studying of management and economics of pharmacy. The methodological recommendations are intended for independent work of students of speciality «Pharmacy» and are recommended for the 4th year students of the pharmaceutical faculties of the university.

© I.V. Spichak,  
I.V. Zhirova

## *CONTENT*

Introduction.....	4
General “Management and economics of pharmacy” course structure .....	5
Organizational and informational block .....	5
Learning Topics.....	6
Practical tasks .....	8
Material for the preparation and passing of final kind of control .....	10
The most popular questions about the course .....	11

## Introduction

One of the tasks of modernization of higher education is to create an information and educational environment of the university, the main advantage of which is the presentation of educational material in didactically correct, full, affordable and acceptable form and creating conditions for using its content anywhere and anytime in student education. That's why the main element of the information and educational environment of the university are electronic educational resources, the purpose of which is to fill the educational space, ensure equal access of participants in the educational process to quality educational and methodical materials, created on the basis of information and communication technologies.

Online learning is the newest and most popular form of distance education today. It is often referred to as “e-learning” among other terms such as “distance learning”, that we can use also in addition to the traditional classroom learning. The course "Management and economics of pharmacy" involves the use of technologies of indirect active communication, student-to-teacher and student-to-student interaction and discussion, using internet, telecommunication and methodology of individual work with structured educational material, which is submitted in electronic form and stored on a special educational portal PEGAS, taking into account the competence and personality-oriented approach.

This manual has to help students to make practice of using distance learning technologies easy, clear and useful. We tried to use key factors for making our course flexible, affordable and the available: flexible – students can learn material where and when they choose to fit in with their individual regime; all-inclusive – students get all the high quality materials they need to study; supportive – teachers provide academic guidance and feedback and run group tutorials.

Hope you'll find our online course “Management and economics of pharmacy” as a convenient way to fit education more effective.

## General “Management and economics of pharmacy” course structure

The distance course “Management and economics of pharmacy” includes resources of three types (information, communication and activity) and has a logic structure, which includes offensive points:

- Organizational and informational block;
- Learning Topics;
- Material for the preparation and passing of final kind of control.

The face-to-face studying is not the same as online learning. The goal of the two formats is the same – to help students develop knowledge, skills, and understanding – but what works well in the classes may be only minimally effective online, and vice-versa. That’s why we decided to combine both forms. But first step to being a successful online learning is to understand the main idea and concept of studying our discipline. Understanding of an appropriate structure and learning activities is a key step to achieving quality in online courses, that’s why we are going to stop more detail at it.

### Organizational and informational block

Organizational and information block includes (Fig. 1)

- general information about the basic discipline (presentation to the course, the work program, the graph of the initial process, the algorithm of the process, the criteria for assessing knowledge);
- supervision and communication (forum "new to the course", forum "Tutor and Mutual Help Forum").

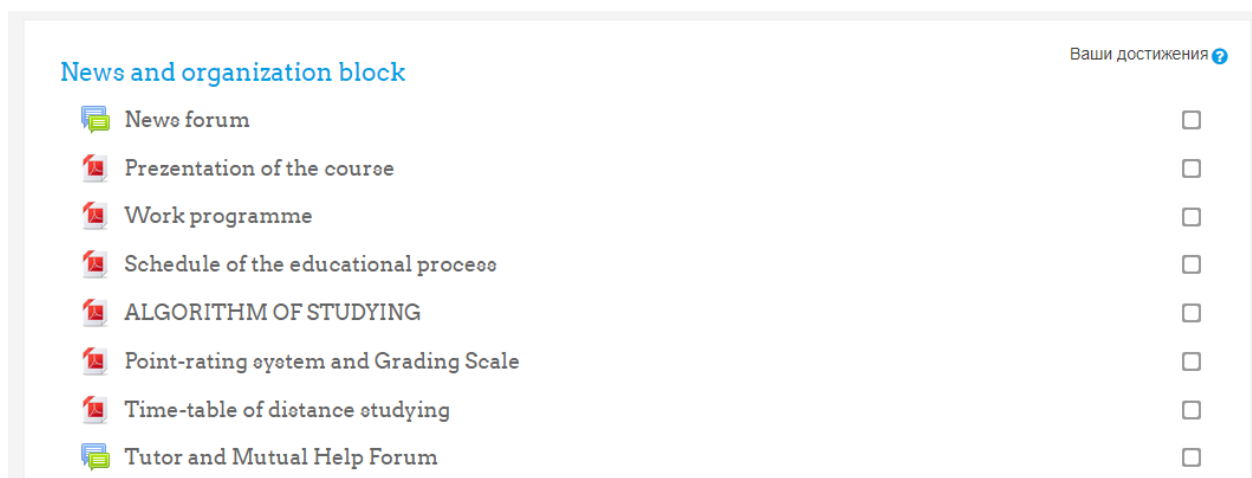
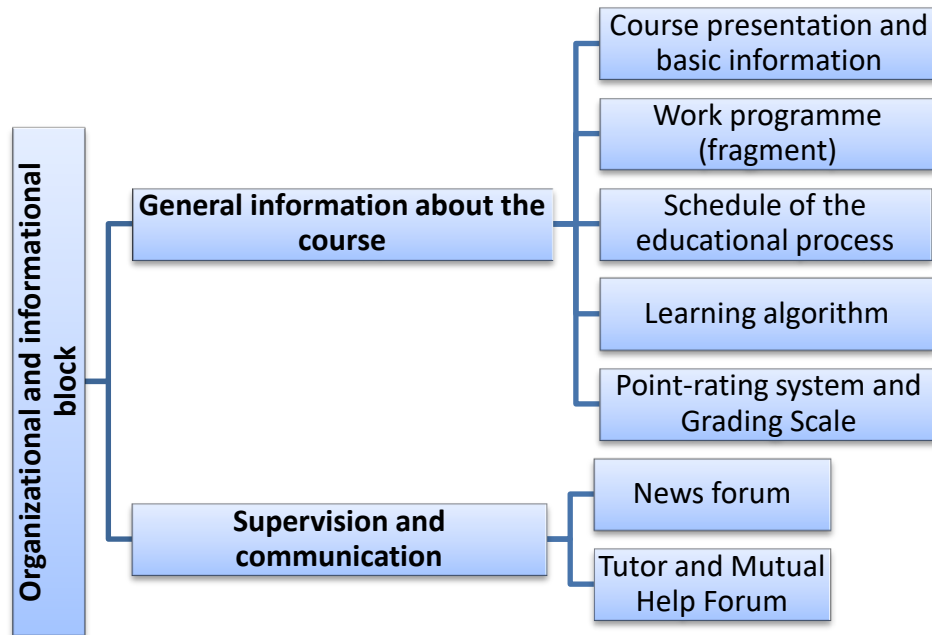


Fig. 1. Fragment of the distance course “Management and economics of pharmacy” (PEGAS)



*Fig. 2. Block diagram of presentation of Organizational and information block in the distance course “Management and economics of pharmacy”*

Start learning with looking through the course presentation where you can find basic information about the goal of the course, requirements for successful completion of the course and expectations from student participation and information about the authors.

Work programme includes the detail information about competencies you have to obtain this semester, whole hours for module in general and for each topic independent as well as general approach in teaching and checking knowledge of the students. Schedule of the educational process and Learning algorithm show your task for each week with appointment of the kinds of work. Point-rating system and grading scale includes the information about the points for each kind of tasks and topics.

### **Learning Topics**

The course Structured as weeks following the topics. This provides a clear time-table. The learning outcomes are focused on skill development, different kinds of activities give students opportunities to develop or practice such skills. Activities are regularly spaced and have an accurate estimate of the time to

complete the activities. Teaching materials are divided into topics. The educational and methodical materials on each topic of the module include (fig. 3):

- basic information material: structured and visualized e-learning materials;
- additional information material: video, training resources, links to the electronic library or institutional repository, etc .;
- practical tasks: content, guidelines for their implementation, a list of individual tasks and issues for discussion, tasks for project activities, forms of submission of results;
- control tests.












Title of the topic	Education content (Pegas resources)	Kinds of activity and tools for fulfilling tasks in Pegas
Topic 1. The accounting and its meaning in the pharmacies (pharmaceutical firms).	 1.1. The accounting and its meaning in the pharmacies.	 On-line lecture
	 1.2. Purpose and Objects of accounting	 Questions for self-control of knowledge
	 1.3. Kinds of the accounting and the reporting	 Forum for discussion
	 Lecture presentation: The accounting and its meaning in the pharmacies (pharmaceutical firms).	 Practical task 1.
	 What is accounting? Type of accounting (video)	 Create the glossary to topic 1.


Fig. 3. Sample of an educational (theoretical and practical) content of the topic

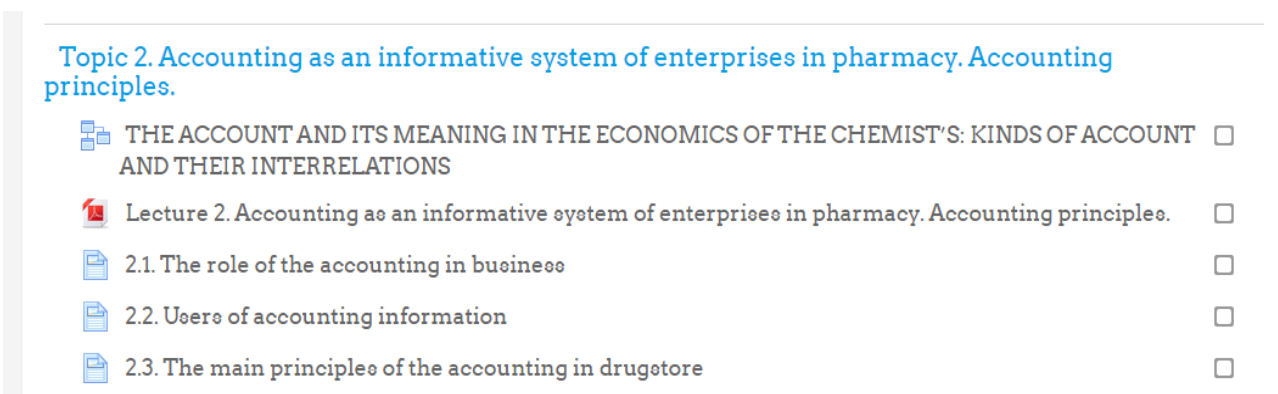
Basic and additional information material is represented by

1) structured and visualized electronic materials, the content of which reflects the logic of the course and provides the student with theoretical information on a particular topic of the module in full (fig. 4).






2) additional electronic educational materials: video materials (  ), reference, statistical and regulatory documents (forms, templates, standards, regulations, laws), etc.

Each topic includes theoretical material from lecture (on-line, using BigBlueButton service), lecture in slide (pdf) and as a web-page or resource

“Lecture” (  ) that is similar to web-page but open next page of theory only after correct answer on the previous page.

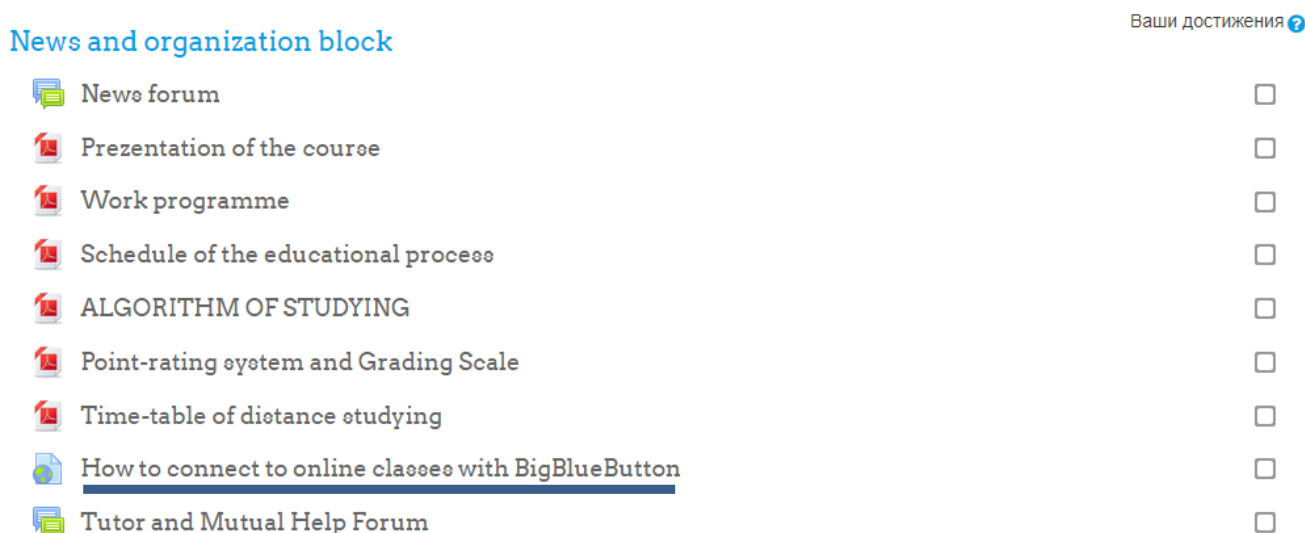


Topic 2. Accounting as an informative system of enterprises in pharmacy. Accounting principles.










-  THE ACCOUNT AND ITS MEANING IN THE ECONOMICS OF THE CHEMIST'S: KINDS OF ACCOUNT AND THEIR INTERRELATIONS
-  Lecture 2. Accounting as an informative system of enterprises in pharmacy. Accounting principles.
-  2.1. The role of the accounting in business
-  2.2. Users of accounting information
-  2.3. The main principles of the accounting in drugstore

*Fig. 4. Basic information material. Sample of topic 2*

It is also obligatory to participate at the on-line lectures and classes. How to enter virtual room is shown according to the resource (<https://www.youtube.com/watch?v=uYYnryIMOUw>) from youtube channel (fig. 5).



News and organization block Ваши достижения ?

-  News forum
-  Presentation of the course
-  Work programme
-  Schedule of the educational process
-  ALGORITHM OF STUDYING
-  Point-rating system and Grading Scale
-  Time-table of distance studying
-  How to connect to online classes with BigBlueButton
-  Tutor and Mutual Help Forum

*Fig. 5. Print screen of the News and organization block*













## Practical tasks

A clear, navigable, and media-rich learning experience allows students to explore content in a variety of ways. For checking understanding of theoretical material the topics has the questions for self-control of knowledge and tests.

Each practical task is designed as a separate resource (fig. 6). For each lesson methodical recommendations on performance, the form of representation of results of the executed work, the list of tasks are provided. For realization of practical employments settlement, situational, problem tasks are used.

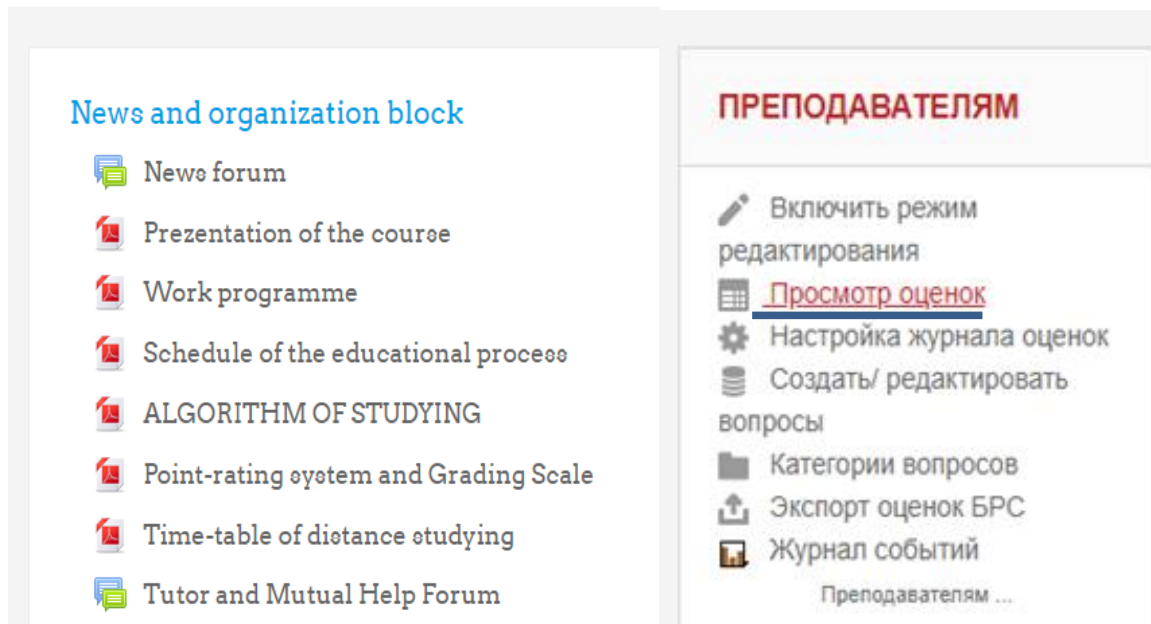


### Topic 3. The main financial statements of the pharmacy.

 Lecture 3. The main financial statements of the pharmacy.	<input type="checkbox"/>
 3.1. The classification of the economic resources	<input type="checkbox"/>
 3.2. The accounting equation	<input type="checkbox"/>
 3.3. The main financial statements	<input type="checkbox"/>
 3.3.1. THE BALANCE SHEET	<input type="checkbox"/>
 3.3.2. THE INCOME STATEMENT	<input type="checkbox"/>
 3.3.3. STATEMENT OF OWNER EQUITY	<input type="checkbox"/>
 The main financial statements (video)	<input type="checkbox"/>
 Questions for self-control of knowledge	<input type="checkbox"/>
 Practical task 3.	<input type="checkbox"/>
 Tests for checking knowledge 3	<input type="checkbox"/>
 Discussion of topic N3. If you have questions, please, ask here!	<input type="checkbox"/>

*Fig. 6. Sample of topic 3 with underlined resources'*

After checking and evaluating the completed tasks (according to the schedule of the educational process), the teacher puts your points in the electronic journal and you can see marks for results of completing practical task.



*Fig. 7. How to find journal*

Using the information from the Journal in the right corner (fig. 7 and 8) you may know your rating at any time.

**Отчет по оценкам** Отчет по оценкам

Видимые группы

**11001605:10/10**

Имя  А Б В Г Д Е Ё Ж З И К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ  
 Фамилия  А Б В Г Д Е Ё Ж З И К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ

		Управление и экономика ...	
Фамилия ▲ Имя	Адрес электронной почты	Σ Итоговая оценка за курс	
Абделмалак Мерна ГамильГайд	1193909@bsu.edu.ru	51,50	
Аль-Аззави Аус МохаммедСалман	1172058@bsu.edu.ru	12,68	
Аль-Дало Мохаммед ТхарватАхмед	1179453@bsu.edu.ru	30,14	

*Fig. 8. Journal with marks (sample)*

**Control tests**

The Moodle platform allows using test tasks of different types for checking knowledge. That’s why the majority of topics are provided with test tasks.

The learning outcomes of students are recorded in an electronic journal of assessments, as it has been mentioned elier, in which the teacher sets the categories for assessing the various types of educational activities that are offered to the student on individual topics. The total number of points for each topic is calculated as the sum of points obtained for various types of tasks according to the resource "Point-rating system and Grading Scale" which one can find in the “News and organization block”.

**Material for the preparation and passing of final kind of control**

Preparation for the final control of knowledge, namely the exam involves the availability of materials to prepare students for its preparation, in particular the presence of control questions and the final test.

Thus, the ending part of the course (fig. 9) includes list of theoretical questions and samples of the tasks for exam. There is also present the tests for training and for final testing as well as the reference for on-line consultation and exam in the format of video conference (BigBlueButton).

## Material for the preparation and passing of final kind of control

 Questions and tasks to exam	<input type="checkbox"/>
 Training tests	<input checked="" type="checkbox"/>
 FINAL CONTROL	<input checked="" type="checkbox"/>
 18/06/2020 Consultation	<input type="checkbox"/>
 task stick here!	<input type="checkbox"/>
 30/06/2020 Exam	<input type="checkbox"/>

Fig. 9. Ending part of the course “Management and economics of pharmacy”

But without active attitude and participation in the process of learning a good online course is only simply a repository for articles, PowerPoint slides, and multiple choice tests. Thus, it is up to you to take what are otherwise passive, consumption-model materials and replace them with active learning experiences.

And we hope that learning of our course will be useful and pleasant for you!

### The most popular questions about the course

*Is taking e-learning easier than a "regular" class?*

Answer: No. The course content in an online class is usually identical to that of a face-to-face class on the same topic, but it needs more independent work of the students. Majority of the people think the workload is even more demanding than a regular face-to-face class. That is why we recommend using our course as additional to our "regular" class.

*Is an online class the same as an independent studying?*

Answer: No. The due dates for documents and class participation reflect those of a "regular" class. Homework, other activities, and online class participation must be completed by preset dates and times.

*How is online teaching different from traditional classroom teaching?*

Answer: The online model emphasizes an interactive learning environment, designed to stimulate dialogue between teacher and students and among students themselves. The online process requires both teacher and students to take active roles. The teacher will often act as a facilitator, organizing activities that engage students directly rather than relying too heavily on lectures and memorization.

*Do I have to log on to class at a particular time?*

Answer: Yes, it would be better if you are present at on-line lectures and classes, but you also can do everything later but in record and without possibility to ask the questions. You will have deadlines by which to post your work, but when you complete that work is up to you. You should try to do your work on a daily basis so as to avoid being overburdened at the end of each unit.

*What kind of communication can I have with the teacher and my group mates?*

Answer: You can participate in discussion forums, use email and individualized feedback.

**Remember: Nota Bene!**

Without active attitude and participation in the process of learning a good online course is only simply a repository for articles, PowerPoint slides, and multiple choice tests. Thus, it is up to you to take what are otherwise passive, consumption-model materials and replace them with active learning experiences.