

The Transition to Hybrid Learning Modality Based on the Lived Experiences of Pharmacy Students

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Abstract

The COVID-19 pandemic, which was declared in March 2020, caused a global shift toward virtual learning, affecting a variety of areas, including education. Previous studies have found that hybrid learning is preferable to traditional education, while some have found that it is just as effective. The majority of those studies were conducted in other countries. This qualitative, phenomenological-descriptive study explores the lived experiences of pharmacy students as they shift to hybrid learning. The research design of the study focuses on collecting non-numerical data to understand the significance of participants' experiences. Moreover, this study seeks to understand the positive, and negative experiences of pharmacy students during the shift and how they overcome it. Results are divided into two categories of lived experiences which include Positive Experiences and Negative Experiences. Positive experiences include opportunities for learning, peer support, and flexibility. Negative experiences are challenges like time management, psychological impacts, communication barriers, and adapting to new environments. The results are intended to help policymakers and the education sector in developing efficient plans for improved hybrid learning, particularly in the San Pedro College Bachelor of Science Pharmacy Department. This study helps improve pharmacy education and the overall education system in the post-COVID era.

Keywords: Hybrid Learning, Pharmacy Students, Transition, Lived Experiences, Modality