



1. Does inclusion of formative peer feedback improve student engagement within the summative oral assessment process?
2. Does formative peer feedback provide students with a higher level of confidence for offering feedback in future practice?

Introduction/Background

- Students continuously receive feedback throughout degree but rarely provide it to others.
- Previous experience: lack of engagement during oral presentation assessments
- Evidence: PF increases student engagement and participation during oral presentations (Cushing et al., 2011).
- PF can improve assessment authenticity (LEAF, 2018).
- Regular peer feedback (PF) used within audiology departments

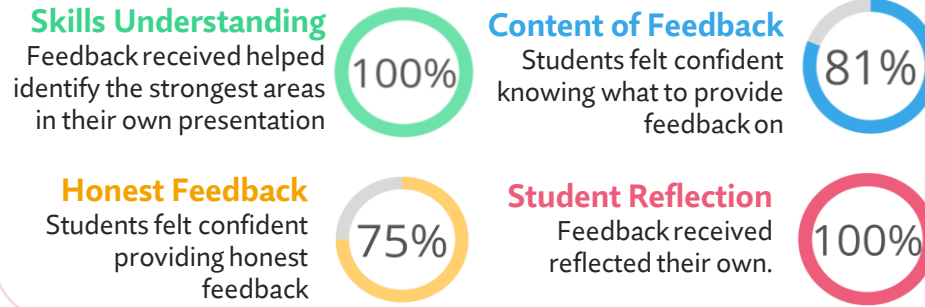
Method

- Formative PF implemented within Y2 summative oral presentation.
- PF was anonymous & researcher blind (Arnold et al., 2019)
- PF comments aligned with the summative presentation marking grid.
- Online questionnaire used – Likert scale and open-ended questions (Bell, 2018).
- Questionnaire completed immediately after each presentation group.
- Designed to gain viewpoint as both provider and receiver of feedback.

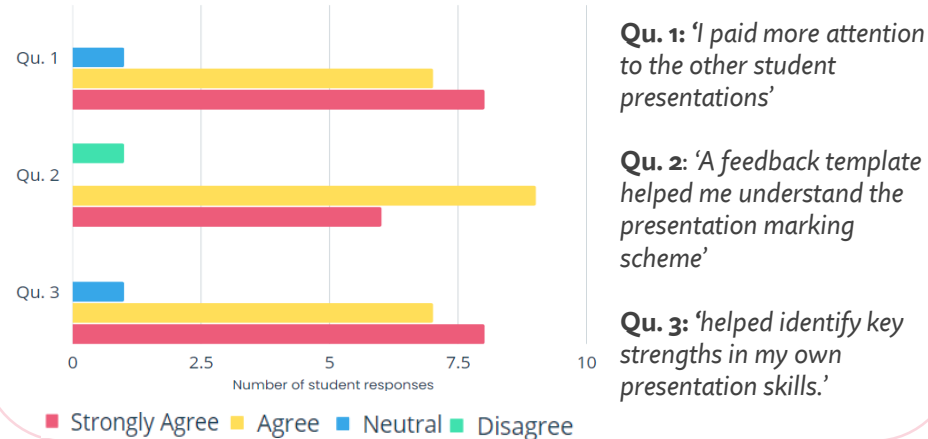
Results

- 16 responses to the questionnaire (17 students in cohort)
- Positive outcomes for engagement within the assessment (see figure 1)
- Students expressed a level of confidence giving PF
- Students indicated a clear benefit to PF

Confidence surrounding feedback* (% = strongly agree or agree)



Engagement in summative assessment (figure 1)



Qu. 1: 'I paid more attention to the other student presentations'

Qu. 2: 'A feedback template helped me understand the presentation marking scheme'

Qu. 3: 'helped identify key strengths in my own presentation skills.'

Perceived benefits of providing PF on future practice**

- "It allows to know our strengths and weaknesses"
- "know how to implement changes for next time"
- "More confident of my understanding of marking"
- "honest opinions can be given, and advice can be properly explained if needed."

Limitations

- *No baseline of confidence to compare against
- **Clarity of questions limited ability for responses to answer research questions.

Additional outcome

- Consideration of PFs influence on student motivation.
- 50/50 whether students considered altering their presentation content due to receiving PF
- + "I knew the subjects I would receive feedback on, so it motivated me to do well in them"
- "My motivation was more for my grade/results, I was less concerned about feedback from peers"

Discussion: were the research questions answered?

1. **Yes:** increased concentration during peer presentations + awareness of marking criteria via PF template.
2. **Partially:** some level of confidence giving PF + awareness of benefits for future presentations but not future clinical practice.

Considerations for my future practice

- Student preparation: develop a PF 'practice' activity to develop confidence in providing honest and valuable feedback (Stenburg et al., 2021).
- Study has influenced my own clinical practice when developing a new peer review format.