

Using anonymous peer feedback to encourage improvement in Pharmacy students' medication management reviews (MMR)

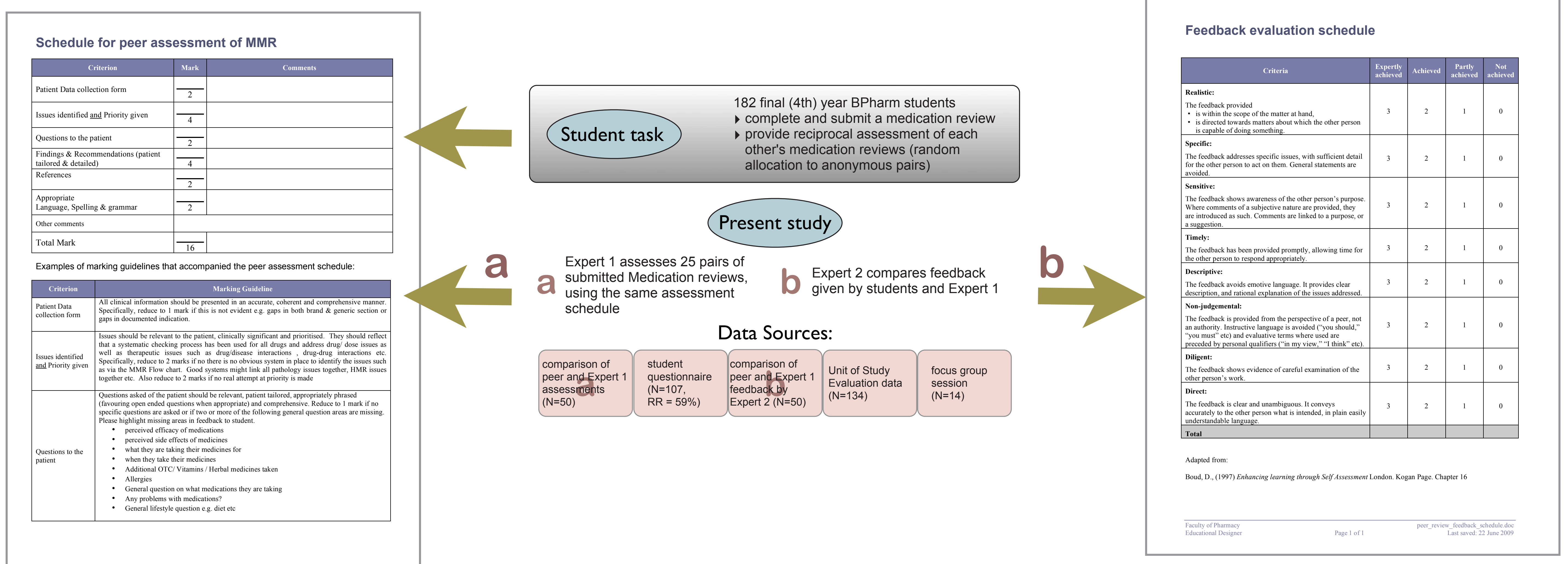
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Aim

To investigate the effectiveness of using student peer assessment of MMRs, and in particular

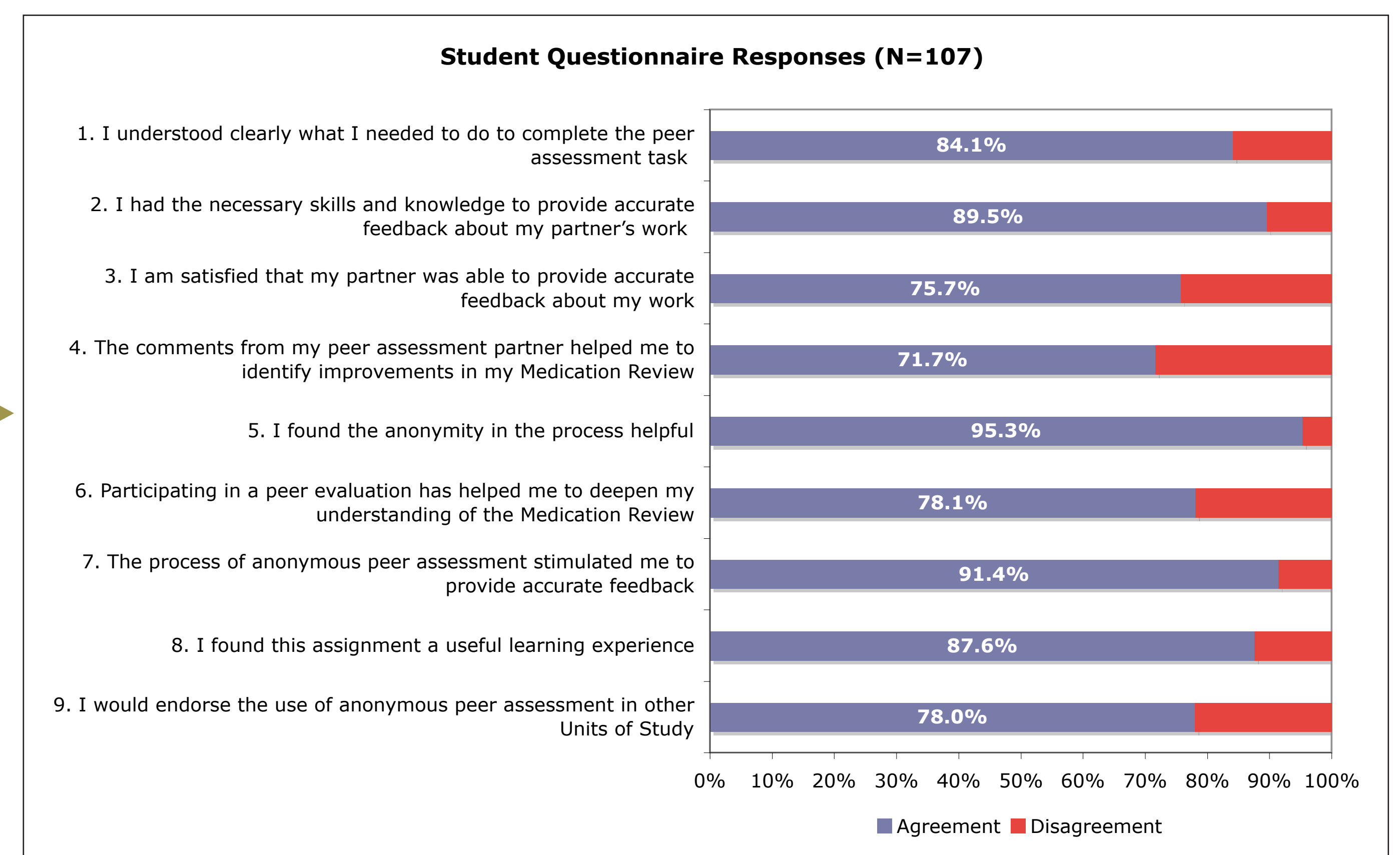
- whether the feedback provided by students on a peer's MMR was constructive;
- whether it was consistent with the feedback provided by an expert tutor; and
- the extent to which the use of peer feedback enhanced the students' learning experience.

Design



Results

- Student peers gave significantly higher marks than the expert on the same MMR ($F = 30.68$, $df = 1, 74$, $P < 0.001$) (peer mean = 12.33 out of 16, expert mean = 10.09 out of 16);
- no significant difference between the quality of written feedback between the students and expert ($Z = -1.714$, $P = 0.086$);
- strong endorsement of the activity in student questionnaire data;
- responses to Unit of Study Evaluation survey item (receiving timely feedback, $n=134$) showed 64% agreement compared to previous year's cohort (45% agreement, $n=146$).



Conclusion

- Anonymous peer feedback is an effective additional means of providing constructive feedback on performance and promoting deeper understanding by students of the medication review process.
- Exposure to other students' work and the giving and receiving of peer feedback were perceived as valuable by the students.
- Students reported confidence in the reliability of their peer's feedback.
- The use of this activity in our Pharmacy course units will continue.