Collaborative Learning and Assessment: Student’s Perspective

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PURPOSE

Student’s involvement in learning and assessment process are actually the way to increase self directed learning and become a advantageous in the development of professional and soft skills.

Teacher and students are currently challenged to cooperate in creating a learning environment that promotes the achievement of expected learning outcomes and competences.
The implementation of peer feedback, generates by itself, a set of individual and group dynamics, actively involving students and teachers on this methodology, which achieve simultaneously the evaluative and learning purpose.

Students should contact with pedagogical tools and methodologies that allow them the full development of competence for the professional exercise. For this, they will have to build and develop their capacity for empowerment.

Le Boterf, 2003
Research Question ...

What are the contributions of peer feedback methodology in development of student’s competences in student-centered teaching, learning and assessment processes?

... and objective

To identify students perception of peer feedback, its influence on competences acquisition, strength and threats during implementation
Methods

Participatory Health Research in nursing clinical training.

Data collection by focus group.

Inclusion Criteria:

- Students from 3th and 4th nursing degree
- Participated in one formative session and one workshop about use of peer feedback strategies
- Submitted to peer feedback methodology during clinical training
METHODS

Formative session and Workshop for peer feedback methodology implementation

Groups Dynamic’s
METHODS

Focus Group

- 12 students
- Semi-structured Script - 9 questions
- Audio-record after consent of all participants
- Data analysis was performed using an IRAMUTEQ® software.
- Ethics principles were attend
RESULTS

Self-awareness  
- 15.4%  
  self esteem  
  confidence  
  stress management  
  attitude  
  awareness  
  decision making  
  knowledge

Engagement  
- 13.5%  
  responsibility  
  understanding  
  compromise  
  attitude  
  awareness  
  goal  
  learning  
  argumentation

Decision making  
- 13.5%  
  results  
  goals  
  understanding  
  study  
  evaluation  
  analysis  
  participation  
  reflection  
  opportunity  
  knowledge  
  adaptation  
  emotion

Self-assessment ability  
- 11.5%  
  observation  
  reflection  
  formation  
  facilitator  
  awareness  
  opportunity  
  coherence  
  knowledge  
  adaptation  
  emotion

Collaborative  
- 17.3%  
  sharing  
  interactive  
  participative  
  transformative  
  improvement  
  learning  
  feedback  
  peer  
  experience  
  opportunity  
  capacity  
  preparation

Critical-reflective thinking  
- 9.6%  
  skills  
  development  
  self-reflection  
  self-evaluation  
  adaptation  
  critical thinking  
  reflection  
  interactive  
  preparation  
  effort  
  sharing

Self directed learning  
- 19.2%  
  support  
  self-evaluation  
  critical thinking  
  autonomy  
  responsibility  
  guidance  
  reflection  
  correction  
  training  
  practice  
  feedback  
  training

Fig. 1: Dendogram of the categories identified by IRAMUTEQ® through peer feedback contributes: students perception
CONCLUSION

Peer feedback contributes to a collaborative and integrative approach, by engaging students and teachers, provide future nurses with fundamental competences for the professional exercise of excellence.

These results are an important contribute to guide the implementation of collaborative learning and assessment, enhancing policies and pedagogical practices, thereby strengthening nursing education and quality assurance.
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