Title:
Collaborative Learning and Assessment: Student’s Perspective

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Abstract Summary:
In higher education, teachers and students are currently challenged to cooperate in learning and assessment strategies to promote the achievement of expected learning outcomes and skills. This study describes the perception of nursing students about the contributions of peer feedback in the acquisition of skills required for future professional practice.

Content Outline:
I - Purpose
II - Methods
III - Results
IV - Conclusion

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Abstract Text:

Purpose: The student’s involvement in learning and assessment process are actually the way to increase self-directed learning and become an 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 competencies. 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. This study aims to present the students perception of peer feedback, its influence on skills acquisition, strength and threats during implementation.

**Methods:** Using a qualitative approach which set guidelines for carrying out a participatory action research project in nursing clinical training. Data collection by focus groups with students. Students from 3th and 4th nursing degree (n=82), that have been submitted to peer feedback strategies during clinical training and participated in one formative session and one workshop about use of peer feedback strategies, promoted by the author of the project. Data analysis was performed using an IRAMUTEQ® software.

**Results:** The results suggest that peer feedback is powerful strategies that contribute to student’s engagement in learning and assessment process, communication and relationship development, as self-directed and self-regulated learning, critical and reflective thinking, self-assessment ability, decision making as responsibility and autonomy. Self-awareness of professional skills needed to work in group or team are also mentions as very important result of use of peer feedback.

**Conclusion:** Peer feedback contribute to a collaborative and integrative approach on learning and assessment also as positively contribute to students engagement, self-regulated in learning, critical and reflective thinking and self awareness of future professional skills. These results will be an important contributes to guide the implementation of collaborative learning, enhancing policies and pedagogical practices, thereby strengthening nursing education and quality ensurance.