

Title

Showing; not telling: modelling student feedback using peer review *via* Aropa, within a hybridised formative-summative framework, to improve both attainment and satisfaction.

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Keywords

Feedback, modelling, attainment, satisfaction.

Aims

To evaluate the success of an initiative designed to improve the quality of student feedback

Methods

A qualitative approach was adopted, which blended inductive and deductive thematic analysis approaches using the model by Braun and Clarke (2006). The analysis had five stages: familiarisation, coding, thematising, thematic review, thematic naming and writing up. The staff-student research team was composed of a PhD student, two lecturers and a senior lecturer, the PI, so to ensure the integrity of the methodological approach, transcripts allocated for analysis to individual team members were then subjected to group interrogation to ensure consistency.

Main findings

- 1 There was overwhelming support for the addition of the formative element to the assessment regime;
- 2 The feedback paradigm used was found to be very helpful in improving grades from the formative to the summative stages;
- 3 Peer reviews *via* Aropa were reported as being time-consuming, yet useful in unexpected ways;
- 4 There were qualitative improvements in student performance;
- 5 Peer grading was more problematic when predicted grades did not match final grades.

Conclusions

If this model of feedback were to be adopted, there would be implications for CPD across the courses and programmes in which it were to be situated. The next step for this project is for a staff-student partnership to analyse sample feedback from tutors to create a continuing professional development support pack for staff and students to enhance the quality of feedback and the use made of it by students.