



# Student Perception of the Value of Peer Feedback: Useful or Not?

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## INTRODUCTION

- The value of peer feedback has been discussed in many fields in graduate education including dentistry, pharmacy, and medicine.
- Overall, studies demonstrate the value of high-quality feedback, as it correlates with better learning and performance.
- Wayne State University School of Medicine (WSUSOM) students spend lots of time filling out peer evaluations since it is a mandatory component of the curriculum, however, this curriculum does not specifically train students in how to provide or utilize constructive feedback to implement changes.
- Student perception of the value of peer feedback and its correlation with behavioral change has yet to be investigated.

## METHODS

- An anonymous survey composed of questions assessing the value attributed to peer feedback will be administered to WSUSOM students of the Class of 2024.
- Factors such as student perception towards their peer feedback and self-reported behavioral changes due to peer feedback will be examined.
- Expected results of perception of student feedback and self-reported behavioral changes stratified based on student academic performance is shown in Figure 1. Means are reported based on scores 1 to 5 of a Likert scale.

## FIGURES

Figure 1. Perception of Student Feedback and Self-reported Behavioral Changes, Mean (SD)

Student Characteristic	Positive Perception of Peer Feedback	Student Self-reported Positive Behavioral Change
<b>Academic Performance</b>		
Honored two years (1st and 2nd year)	4.11 (.45)	3.95 (.62)
Honored one year (1st or 2nd)	3.98 (.33)	3.76 (.61)
Passed with no course failures	2.92 (.70)	2.55 (.65)
Passed with one or more course failures	2.05 (.80)	1.85 (.72)

## RESULTS

- We are currently awaiting IRB approval.
- Our working hypothesis is that WSUSOM Class of 2024 students do not value the peer feedback they receive from their medical school courses.
- We anticipate that the survey results will show that a majority of the medical students surveyed won't find value in the peer feedback.
- We also anticipate that the perceived change in self behavior will correlate with how a student values the feedback. So, the students that positively value the peer feedback are likely to have adapted to more positive behavioral changes. While those that found the feedback to be less useful are more likely to report no positive behavioral changes.

## CONCLUSIONS

- This study will provide valuable information on the utility of peer feedback amongst medical students.
- The data collected from this study can inform changes in the undergraduate medical education curriculum at WSUSOM.
- These changes may allow us to either optimize current modalities of providing student feedback or change to a new method for providing feedback that will hopefully lead to a greater percentage of students utilizing the new feedback system to make positive behavioral changes.
- If the results confirm our hypothesis and a new feedback system is implemented for future classes of students, there can be future studies done to compare the data between the two groups to identify any differences.
- Future studies can also look at the perception of peer feedback from the new group of students after changes have been implemented, delve deeper into the types of behavioral changes implemented by students, and look at the positive effect that these changes have on students' academic performances.