An Analysis of the Impact of Formative Peer Assessment and Screencast Tutor Feedback on Veterinary Nursing Students' Learning

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Abstract

This paper examines the ways in which the learning environment can be enhanced for higher level learners by means of feedback via screencasting and peer assessment. A group of final year veterinary nursing students in DkIT were given tutor feedback via screencasting and encouraged to formatively peer assess each other's work. Their attitudes to these feedback methods and their reflections on the usefulness of these methods for their learning form the basis of this paper. Deep learning, improved communication leading to greater social cohesion in the learning group and increased self-confidence are positive outcomes which such methods can evince if learner fear and apprehension is carefully addressed and controlled.

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1. Literature Review

Assessment is a critical aspect of higher level education. It is a key indicator to learners of their progress and has a strong effect on their behaviours and engagement (Fry *et al.* 2009, pp.134-135; Light *et al.* 2009, p.209). It follows that improvements to assessment design and delivery can be a key factor in improving teaching and learning: 'there is more leverage to improve teaching through changing assessment than there is in changing anything else' (Gibbs and Simpson 2004, p.22). However, it is also true that skepticism on changing assessment practice is evident in the literature and the potential for frustration and disappointment to arise amongst educators exists if changes in assessment practice fail to improve student learning (Burns 2013; Taras and Davies 2012; Knight and Yorke 2003; Boud 2000). The focus of this Special Issue of AISHE-J is on Assessment for, of and as learning, with the relationship between assessment in higher education and student learning, engagement and success coming to the fore. This paper therefore takes a practical approach and seeks to examine whether changes in assessment lead to improved learner experiences.

So what constitutes assessment and what is its key function? (Carless 2015; Angelo and Cross 1993) agree that the central purpose of assessment is to improve the quality of learning. Assessment helps the teacher to identify both what students are learning and to what level, leading to an approach which is: 'learner-centred, teacher directed, mutually beneficial, formative, context-specific, ongoing and firmly rooted in good practice' (Angelo and Cross 1993, p.4). (Suskie 2009, p.12) describes the ongoing process of assessment as a means to create an improved learning environment with beneficial outcomes:

•   Establishing clear, measurable expected outcomes of student learning.

•   Ensuring that students have sufficient opportunities to achieve those outcomes.

•   Systematically gathering, analyzing and interpreting evidence to determine how well student learning matches our expectations.

•   Using the resulting information to understand and improve student learning.

This systematic approach, rich in the effective feedback so critical to student understanding (Kreber *et al.* 2014; Boud and Molloy, 2013), can lead to deep learning which (Race 2005; Brown 2002; Boud 1995) agree is the 'gold standard' for all learning. Following (Dallat 2013; Ramsden 2003), we identify deep learning as taking place in an independent and flexible environment where learning is active and teaching is interactive.

One strong possibility for improved learning and assessment relates to mining the learning possibilities inherent in the community of learners i.e. peer assessment:

> enables and facilitates a greater volume of engaged and successful practice, leading to consolidation; fluency and automaticity of thinking; and social, communicative and other core skills…peer assessment increase the quantity and immediacy of feedback to the learner…As the peer assessment relationship develops, the model continues to apply as the learning moves from the shallow, instrumental surface level to the strategic level and on to the deep level …learning proceeds from the declarative into the procedural and conditional…a continual, iterative process (McMillan 2013, p.400).

This learning foundation for peer assessment is of value to this study as is the work of (Lee 2008) who investigated 51 undergraduate students' perceptions and attitudes toward online peer assessment and found that a majority saw the activity as worthwhile and stated that they benefited from both marking peers' projects and receiving peer feedback. While this sounds positive, several studies (Casey *et al.* 2011; Van Den Berg *et al.* 2006; Hanrahan and Issacs 2001; Conway and Kember 1993) highlight the risks inherent in such an approach.

Other work such as that of (Boud 1995) is of value here also as the need to clearly identify the purpose of peer assessment in higher level is highlighted i.e. whether the assessment is carried out to improve the quality of learning through formative feedback from the tutor or as a means of accreditation of knowledge or performance. (Tighe-Mooney *et al.*, 2016; Light *et al.* 2009, p.230; Jarvis 2002) place this need to interrogate the intended purpose of peer assessment in the context of 'democratic discourse' and links the peer assessment process (when well-carried out) to a break-through of 'shared knowledge and power of decision making' (Jarvis 2002, p.175).

If we further develop this theme of democracy, we find that one key factor in facilitating self-regulation and motivation in learning is through incorporating technology into the learning environment. The *HEA Best Practice Guide: 10 Ideas for enhancing feedback with technology* (2012) shows clearly that technology can promote, highlight and engage students in the assessment process. Recent reports (NFTL 2015; Sclater 2014; European Commission 2011) state that the use of technology can improve such aspects of assessment as the management of projects, increasing student employability and using technologically-enabled assessment to create positive change in a flexible and student-centred learning environment.

Lastly, in conjunction with our considerations of the improvement of the learning environment, we also examine the effects (positive and negative) played by 'fear': fear of the unknown, fear of failure, fear of social embarrassment. These apprehensions can play a key role in the willingness of learners to try new approaches to learning (Brereton 2002) and the success of such approaches can often lie in the ways in which such apprehensions are overcome or sidestepped (Cowan 2015; Henderson and Philips 2015; Voelkel and Mello 2014; McKiernan *et al.* 2013).

2. Study Background And Context

The 'Pharmacy, Law and Ethics' module is a one-semester, five credit, level seven module delivered to third year students on the B.Sc. in veterinary nursing at DkIT. It focuses on the practical and legislative aspects of optimal medicines usage and sale in Irish veterinary practices by a registered veterinary nurse (RVN). It also addresses ethical and legal veterinary nursing practice. The aim is for students to develop the ability to guide and direct animal owners in the safe and correct administration of medication to their animals.

These complementary theoretical and practical strands are reflected in the assessment breakdown of the module so that course work earns 50% of grading while a formal examination gains the remaining 50%. The course work assessment is by means of an outward-facing Mahara online e-portfolio promoting correct usage of a selected medication. Each student is required to choose a medication that a RVN can legally sell or supply to a client from the database of those licensed for sale in Ireland by the Health Products Regulatory Authority (HPRA). The student must develop two online advice pages (aimed at

clients and veterinary colleagues respectively) promoting optimal administration of the medication and integrating its usage into evidence-based animal care.

The client page in particular must act as a learning resource for animal owners. It must explain why the medicine has been prescribed, how to safely store and administer it, possible side effects and any other relevant aspects of integrated patient care e.g. the complementary role of weight management and controlled exercise in animals prescribed anti-inflammatory medication for the management of arthritis. Students are encouraged to embrace the creative possibilities offered by an electronic format when developing client education tools e.g. videos demonstrating how to correctly administer medication and diagrams or photo series explaining disease processes etc.

This assignment incorporates video-based formative feedback (screencasting) from the lecturer, student self-assessment and both formative and summative group peer assessment (Figure 1). It is these assessment methods that we evaluate.

The students were already working in small groups (of four or five) on a concurrent module. Once they had developed a draft of their e-portfolio, they were asked to share their work with their lecturer. This enabled the lecturer to leave some initial written feedback comments on the work. A short (15-20 minute) workshop on the value of constructive feedback and how to provide it was then incorporated into a pharmacy lecture. The students were next required to share their portfolios with their small group. Each student was asked to review the other portfolios in the group and leave some feedback comments on the work. Each student therefore left feedback on 3-4 portfolios and received a similar number of peer observations on their work.

In addition, the lecturer reviewed each portfolio and recorded a screencast while doing so (using QuickTime Player). This resulted in a four to five minute video that was uploaded onto YouTube as an unlisted video (for privacy). The direct link was then shared with the student to allow them to review the lecturer's observations on their work.

Prior to final submission of the e-portfolio for grading, each student was asked to include a piece of reflective writing reviewing the process of giving and receiving peer feedback. 10% of the assignment marks were awarded for meeting these deadlines e.g. sharing the work with the lecturer, sharing the work within the peer group, leaving peer feedback and submitting the work in full and on time. However, the content of the peer feedback was not graded.

This assignment design had several aims:

· RVNs routinely teach clients how to medicate their animals, so this assignment design is seen as directly relevant by the students to their future careers.

· Allowing the students to choose their own medication to review would encourage them to pick something they were genuinely interested in and so motivate deeper learning.

· Awarding a proportion of the marks for meeting deadlines over the eight weeks of the assignment was intended to avoid students leaving the project until the last minute, thereby reducing stress and improving quality.

· Requiring students to share their work with their peers was to encourage the collaborative approach required by a veterinary practice team.

· Peer review would hopefully motivate students into producing good quality work and build their confidence, as prior to this only lecturers routinely saw their work.

· Students' classmates are the ideal audience to provide constructive feedback on the e-portfolios, as much of the content is aimed at them as fellow veterinary professionals.

· Sharing their e-portfolios would expose the students to exemplars of peer work and allow them to self-assess their work against others before the final submission deadline, thereby allowing them time to improve it if they felt this was necessary.

· The audiovisual feedback was designed to allow the lecturer to provide deeper and richer individual feedback on the work in a timely and manageable manner.
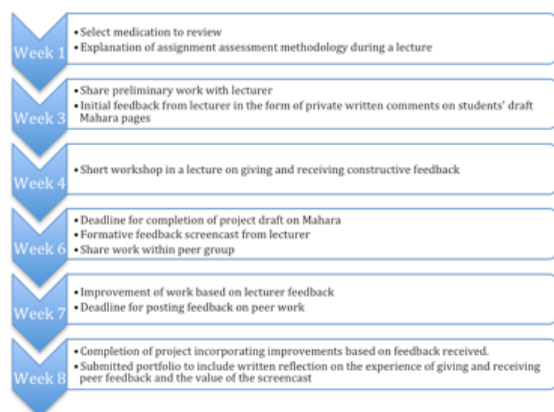
Figure 1 Assignment design and assessment deadlines

3. Outcomes

Key to the learning in the module was the active incorporation of peer feedback into the on-going practical project work. This required that students engage deeply with the feedback received and incorporate its recommendations within their coursework. The e-portfolio invited students to reflect on the formative assessment methods used in the pharmacy project. Specifically, students were asked to consider:

·   Their learning choices for the module and their reasons for making these choices.

·   The impact of the feedback from the group and the ways in which they incorporated this feedback into their learning.

·   The process of leaving feedback on their classmates' work and their approach to this element of their and their classmates' learning.

In addition, an end-of-term survey was administered, which invited the students to consider the pharmacy content of the module, both for its learning effectiveness and its overall interest and usefulness (see Appendix One). Ethical approval for this study was granted by the DkIT School of Health and Science Ethics Committee. All 26 students in the class consented to participate in the study and completed the online survey.

From a 100% survey response rate of 26 students, 24 students (92%) stated that the YouTube screencast feedback provided on the draft Mahara portfolio was 'very useful' (Figure 2). Examples of comments included: '*the feedback was individualized so helped to improve my work more so than group feedback*'; '*it was a very useful and unique way of receiving feedback*'; '*it was interactive and allowed a deeper explanation of what I could improve instead of just one or two word comments*'.

Students made specific reference to the positive, encouraging aspects of the non-verbal communication: '*[aural] feedback felt less negative than written feedback as the tone of voice of lecturer could be heard rather than just reading text*'; *it was refreshing to have some aural information as everything else we do needs to be read*'; '*it was comforting to hear lecturers' (sic) tone of voice as sometimes written words can be interpreted as being more of a criticism*'. Students also commented that the technological means enabled much clearer and directed comments, which could be viewed multiple times: '*it provided me with step by step instructions on improving my work*'; '*it was great to have it in video form so I could re-watch it a few times*'; *it was clearer and easier to follow than reading it off a page*'; '*it pointed out the exact areas which required improvement*' .
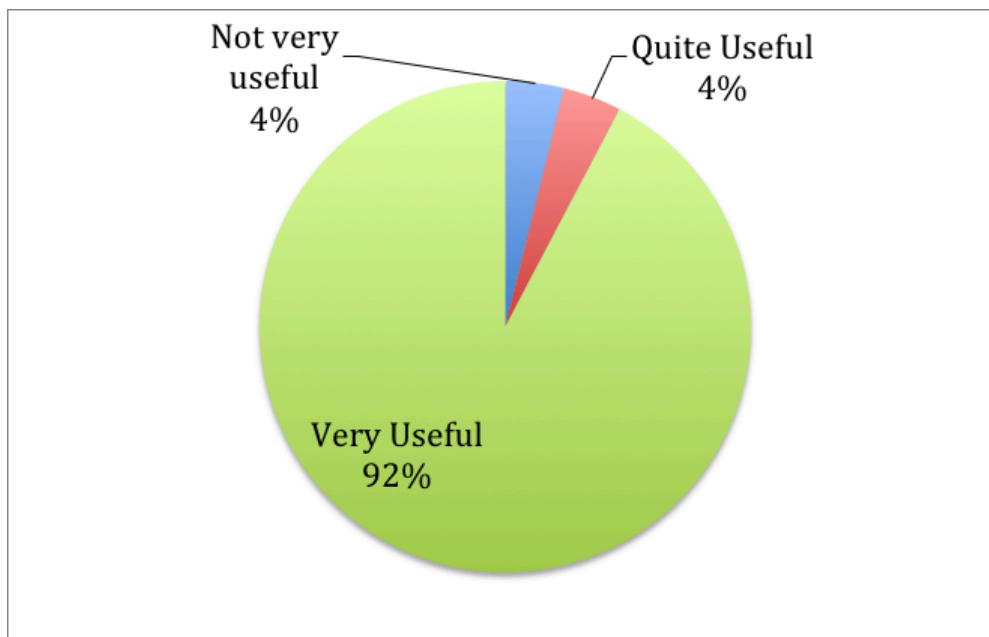

Figure 2: Perceived value of the screencast feedback

A majority of the 26 respondents (65%) categorised the peer feedback as either 'quite useful' or 'very useful' (Figure 3). Being able to access another perspective on their work was seen as a positive aspect: '*it was useful to see my draft through other student's eyes*'; '*it was useful to have many people to review my project and provide feedback*'. Some students commented on the creativity which both, receiving and giving, peer assessment engendered: '*there was* (sic) *some ideas I hadn't previously thought of so it helped me to improve my finished project*'; *they [peers] were able to point out issues what maybe I hadn't thought of*'; '*encourages us to learn other topics also*'.

Students commented negatively on both the tone and the depth of the peer assessment: '*feedback was very light as no one wanted to step on classmates' toes or offend other people*'; '*I found the feedback to be a bit too general*'; '*I felt the other people giving [feedback] tried to be too nice about what they said and were not honest*'; '*most comments were 'it's good; well done''*. This was also reflected in one comment on giving peer assessment: '*personally, when I was providing feedback to my colleagues, I was almost editing what I wanted to say. I did not want to offend any of my colleagues*'. One suggestion which was made to redress this issue of 'niceness' was to anonymise the comments so that the social fear and pressure would be reduced: '*it might be been better if it was anonymous as people tend to be very nice so as not to come across rude*'.
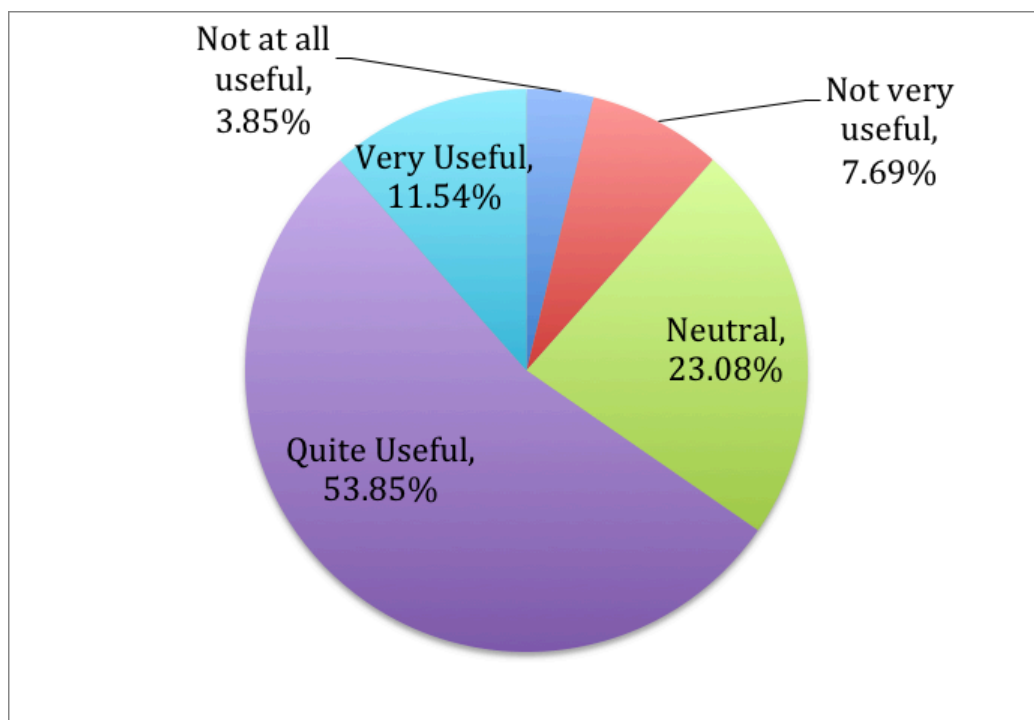

Figure 3: Perceived value of peer feedback

When assessing the most 'challenging' aspects of the module, some students found the use of the Mahara software daunting although one student qualified this by stating that it was challenging: '*but in a positive way'*. When assessing the most 'enjoyable' aspects, feedback was once again seen as a positive element of the learning process and highlights the personal affirmation which students can feel on receiving feedback: '*the feedback was new and exciting compared to simple receiving marks and feeling either let down or content'; 'the structure of getting feedback really helped me boost my grade'.*

4. Discussion

The study yielded some interesting findings regarding student confidence levels and learning with regard to varied means of assessment and feedback. We now describe these themed findings in further detail.

4.1 Apprehensions

Some key responses which students initially reported in their reflections included phrases such as: '*concerned about'; 'incredibly anxious'; 'vulnerable'; 'unnerving'.* It was clear from student responses that not only were they nervous of the process of giving peer feedback but many were extremely anxious about receiving such feedback. Reasons given included not wanting to '*put anyone down'* or not wishing to '*say anything negative and upset anyone's feelings'.* Not all students reported such apprehensions, of course. One stated that '*I wasn't worried about receiving feedback'.*

4.2 Practical difficulties and considerations

Many students referred to the fact that this was their first time to give or receive peer feedback. They stated that they approached the task unsure of their own ability to deliver useful and balanced feedback to classmates. Students reflected that; '*it was difficult to review other people's articles'.* One commented that she was now more appreciative of the effort that '*our poor lecturers have to go through all the time'* – which would suggest that this student is beginning to reflect on the learning process at least in part from the point of view of the lecturer. Such insight may enable this student to become more self-regulated in their learning.

Some students stated that they were more comfortable that the peer feedback was a group process; '*having three individuals, all of whom have different ideas and preferences critique my work was better than one person's opinion alone'.* This is interesting as it suggests there may be more risk of personal embarrassment and greater social pressure for students in a one-to-one feedback situation.

4.3 Benefits

The process of giving and receiving feedback was reported by the students to have many benefits. These were related both to the individual's learning process but also served to scaffold their communication and explaining skills. Many students stated that the process was: '*very helpful', 'good', 'very interesting', 'extremely beneficial'* and a '*valuable experience'.* Benefits which students commented upon included seeing '*different perspectives'* on the coursework so that improvements could be made: '*on some areas that I may have accidentally overlooked'.* Some students found benefits where they had not anticipated them, for example; one student stated that she was: '*surprised at how many people from my group had chosen the same subject as me'* which meant that the different learning decisions which her classmates had made were doubly meaningful:

> *It was very interesting to see how other people had approached the topic* [and] *helpful for me to see where I had gone right (sic) and where I could improve my own project.*

Students stated that they particularly benefitted from the video feedback from the lecturer as it:

> *Was very helpful to see somebody reviewing my assignment in 'real time' and [giving] feedback about how a client would experience navigating my information leaflet'.*

This student went on to say that the screencast allowed the lecturer to highlight practical drawbacks the student had not previously considered: these included:

> *Having a poor internet connection, being unable to connect to a web-link, or having issues with viewing an article on a mobile phone and not being able to see detailed information on illustration.*

As a consequence of watching the live feedback, the student was able to incorporate the suggestions in order to make the information more visually accessible.

4.4   Drawbacks

One student stated that while '*it was very easy to give positive feedback'*, this was not true of the process of making negative comments: '*giving constructive criticism was difficult because I thought everyone had done a good job. It was hard to find flaws'.* This comment was echoed by other students who felt that the positive comments far out-weighed the negative ones that diminished their usefulness:

> *I myself only received one piece of constructive criticism, on which I have now acted. I feel that I would have gained more from the experience if I had have (sic) received more constructive criticism on areas of the assignment that I could have improved on.*

It was clear from some of the reflections that a lack of confidence in their abilities could prove a significant drawback to students' openness and ability to engage and participate in the assessment method. The following comment could point to low self-confidence, at least with regard to academic work: '*at first I didn't like the idea of getting feedback from my peers as I don't like others seeing my work and I feel that I'm not good at taking criticism from others.'* This last comment could suggest that the student has had previous negative experience of the feedback process that may be having adverse impacts on their learning process. The student goes on to say:

> *However, after receiving feedback from my group members, I was really appreciative as they gave me useful suggestions that would improve my project and they weren't negative in any way.*

This last comment could suggest that the assessment method is helping to rectify biases regarding the 'safety' of the feedback process. As an intervention, this could therefore prove to be valuable to the student beyond the range of the coursework for this module and possibly result in key personal development and building of self-efficacy in the learning environment. Lastly, the low confidence in this student is highlighted in other ways in their reflections:

> *I was also uncertain about giving feedback to my peers because I thought there (sic) projects were really good and found it hard to find suggestions for them. I felt my project wasn't up to par yet so how can I criticise others people's work? However, I did find it beneficial as I was able to see where I could improve on mine when I compared mine to theirs.*

The reflections shows that while the students undervalued the contribution which they could make to classmates' work, the process of peer feedback was still of value to their learning as it encouraged reflection on the key learning outcomes and the practical elements of the coursework. This is a crucial insight as it highlights the damage which low confidence can create in the learning process and encourages teachers to use peer feedback as a means to engage students of all levels and learning styles within the class group.

4.5 Student Outcomes

Throughout their reflections on the feedback process, students were referring to practical learning in which they were engaged. No student complained that either giving or receiving feedback increased their practical workload. References were made to acting on suggestions made by peers and actively incorporating these into the coursework: '[taking] *suggestions on board';* '[adding in] *the extra information'.*

References were also made to reading and reviewing the work of classmates: this was not considered a chore but instead a valuable use of time:

> *One student remarked that I could have laid out the section… in clearer steps and with bullet points. I have integrated this into my finished piece and it looks a lot more visually appealing.*

The same student goes on to make further positive statements of the value of the exercise with no negative comment on increased workload:

> *Another student suggested that I tidy up section (X) …which I also took on board. It was very useful to have a fresh pair of eyes look over my work to point out errors I might not have seen previously.*

Consider in this respect the amount of work which the student who made the following comment inputted to her classmates' projects and also the positive language in which she couches the response:

> *I read and analysed the group's projects…I highlighted the most helpful aspects. I considered the layout, how easy it was to read; if I thought the client would be able to understand it and if I felt it was relevant.*

There is no hint that the process of leaving feedback was resented but rather that it was reflected on as a positive and integral element of the learning.

Many students reflected that the peer feedback process was of benefit in building their confidence in their own learning: '*I welcomed* [the feedback] *as it showed me where there was room for improvement and also highlighted the good elements of my work'*. Other students reflected that giving feedback was positive and built their confidence:

> *I enjoyed giving feedback…and from speaking with my group afterwards, my opinion and specific suggestions for improvement were well received and were of some benefit to my peers.*

Confidence was also built when students realised that they had given feedback well: '*I saw this…as a group communication process with classmates that had the potential to make one another's work more productive'.* In addition, students were sometimes able to infer that their work had been viewed positively by classmates with one student referring to another student's use of the same 'skin' design that she had used, which she reflected positively on: '*I took this as a compliment that maybe she found my work visually appealing',* while another student reflected: '*I am pleased that my fellow group members were able to read and fully understand the content of my project and I feel like I have accomplished what I set out to do'.*

It was interesting to see that interpersonal relationships and class bonding were stated by students to be strengthened by the feedback process: '*I saw this feedback process as a group communication process with classmates that had the potential to make one another's work more productive.'* This student also stated she now saw the whole process of asking for feedback as a positive means of improving and deepening her learning process which suggests movement towards self-regulated learning: '*it* [the process] *has opened my eyes to asking for opinions from my peers: after all, who better to give advice than those undertaking the same projects'.*

There was some evidence to suggest that in evaluating the feedback, students were benefitting from the need to approach the task in some depth. In order to identify and point out areas to improve, students reflected that it was necessary to read and interpret others' work in great depth: '*looking for areas to improve made me look at the projects in more detail to find areas in need of improvement'.* This in-depth reading and analysis process points to crucial scaffolding of their critical thinking skills but also encouraged and facilitated students to develop their creativity. This is underscored in the following comment:

> *I found giving feedback helpful as it made me look into the finer details of the projects and gave me ideas for my own project. It has helped me to look at my own project in a new light with the work I have to do and the standard it has to be.*

There was also some evidence that the multiplicity of readers involved in the peer feedback process led to skill-building in the area of academic reading and writing:

> *Receiving feedback from my peers was very helpful. These are the people that my project is aimed at so it is important that I got feedback to know if the project is helpful to them. It showed me areas I needed to change and improve on and what I needed to add. It was good to have a fresh pair of eyes on my project point out flaws that I had missed, like spelling mistakes.*

In the normal process of producing coursework for a single, specific lecturer, it is unnecessary to consider how a piece of writing may elicit many responses, a process far removed from the normal process of producing a written piece which will satisfy a multiplicity of readers' needs. This is an unexpected and valuable outcome in the experiment.

It was telling that competency training was considered by the students to be enhanced by the experiment. Competency training is a crucial component of veterinary nursing education. Professional bodies such as the Veterinary Council of Ireland (VCI) emphasise the importance of achieving competencies. Previous studies (Dunne *et al.* 2015; Bok 2015; Lane 2008) also highlight the benefits that can be gained from foregrounding competency training, leading to improvements in practical skills.

In the light of such learning outcomes, comments which reflect on the usefulness of the peer feedback process in this regard need careful consideration: '*this project gave me a great insight into diabetes mellitus and I feel confident now that I could offer advice to clients on it'.* This is further developed: '*I feel like a more competent veterinary nurse'.* Another student also reflected on the value of the process in the context of the working environment:

> *I think that it is great getting used to the process of giving and receiving feedback. This will be invaluable when I am working in practice as it is important to be able to communicate areas which are going well and areas which can [be] improved.*

While a drawback of the experiment was the preponderance of positive over constructive criticisms, some students seemed to be aware of the usefulness of constructive criticism and tried hard to incorporate this into their feedback to classmates:

> *Providing feedback for other members of my group was somewhat challenging as all of the projects were very good in terms of content and layout. I tried to balance my feedback with both constructive criticism and positive comments. I strived to come up with at least one element of constructive criticism that I thought would benefit each member before handing up their finished project.*

This outcome shows that some students engaged with the process with a 'teacher's hat' on their head i.e. they worked hard to provide useful and varied feedback to classmates in the knowledge that this would ultimately prove to be of most use in their learning experience.

5. Conclusions

We identified deep learning as taking place in an independent and flexible environment where learning is active and teaching is interactive and found that assessment could improve the learner experience. We implemented the possibilities for improved learning and assessment inherent in the community of learners (i.e. peer assessment), locating such assessment in the context of 'democratic discourse'. Finally, we facilitated self-regulation and motivation in learning by incorporating technology into the learning environment.

From the students' perspective, we found that apprehensions figure significantly in the learning environment. We also found that such fears can be positively addressed through implementing assessment measures such as technology-enabled lecturer feedback and peer assessment. We found that such measures improved learner bonds, group communication and self-regulation in learning. We also found that such measures deepened learning and led to improved professional competency. Perhaps most importantly, we found that such carefully planned and implemented changes in assessment led to improved learner confidence.

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Additional Resources:

Health Products Regulatory Authority (HPRA) http://www.hpra.ie

Veterinary Council of Ireland (VCI) http://www.vci.ie

Veterinary Practice Act (2005) http://www.irishstatutebook.ie/eli/2005/act/22/enacted/en/html

Appendix One: Student Survey

Pharmacy teaching

Thank you for participating in this survey. Your feedback is important.

The results of this short survey will be collected and stored anonymously. By completing it you agree to allow Karen Dunne and Dr. Bernadette Brereton to use your feedback to evaluate the effectiveness of the feedback provided in this module (as explained to you in class).

1. How useful did you find the pharmacy lectures?

Not at all useful

Not very useful

Neutral

Quite useful

Very useful

N/A (I didn't attend many lectures)

2. How useful did you find the pharmacy resources provided on Moodle?

Not at all useful

Not very useful

Neutral

Quite useful

Very useful

N/A (I didn't look at them)

3. How useful did you find the Mahara pharmacy assignment?

Not at all useful

Not very useful

Neutral

Quite useful

Very useful

4. How useful did you find the YouTube video feedback provided on your draft Mahara portfolio?

Not at all useful

Not very useful

Neutral

Quite useful

Very useful

N/A (I didn't look at it)

Please explain:

5. How useful did you find the feedback from your classmates on your draft Mahara portfolio?

Not at all useful

Not very useful

Neutral

Quite useful

Very useful

Please explain:

6. Having completed this module how well prepared do you feel for dealing with medicines in a veterinary practice?

Not at all prepared

Not very well prepared

Neutral

Quite well prepared

Extremely well prepared

7. What did you find challenging about this module?

8. What did you enjoy about this module?

9. How could this module be improved?

10. Any other observations? (optional)