

ANZAHPE 2013 Conference, 24-27 June, Melbourne

Oral presentation Abstract 250 words maximum

Sub-theme – Assessment

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1. Presentation title

Immediate verbal feedback enhances some aspects of subsequent practical examination performance.

2. Introduction/Background:

Feedback is a critical component of learning, however often occurs weeks after assessment completion. When students undertake practical examinations, delayed feedback may be ineffective as the student is unable to accurately recall the event and make connections between the feedback and performance.

3. Purpose/Objectives:

To investigate if immediate feedback enhances subsequent performance.

4. Issues/questions for exploration or ideas for discussion:

Should we provide immediate feedback to students?

5. Results:

Sport and Exercise Science students (n=27) performed an exercise demonstration assessment task with a client, received immediate verbal feedback from the assessor and 1-4 weeks later, completed a second assessment task that involved demonstration of a full exercise session with the client. In both assessments, students were scored for communication, evaluation and demonstration skills. On average, the cohort achieved a significantly higher score for the second assessment (76% vs 83%, $p < 0.001$) and for communication, but not evaluation. The cohort received a significantly lower average score for demonstration.

6. Discussion:

While immediate verbal feedback was effective at enhancing subsequent communication, improvement in evaluation performance was not evident. The reduction in demonstration performance may be a result of the second task involving a more complex skill set. Furthermore, while the overall score for the second assessment piece was significantly higher than the first, the same average grade was awarded (distinction).

7. Conclusions:

Immediate verbal feedback is an effective learning tool for subsequent practical performance, however does not appear to be effective at enhancing the higher-order attribute of critical evaluation.