

# Using Poster Presentations to Provide Formative Feedback

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## Explanation

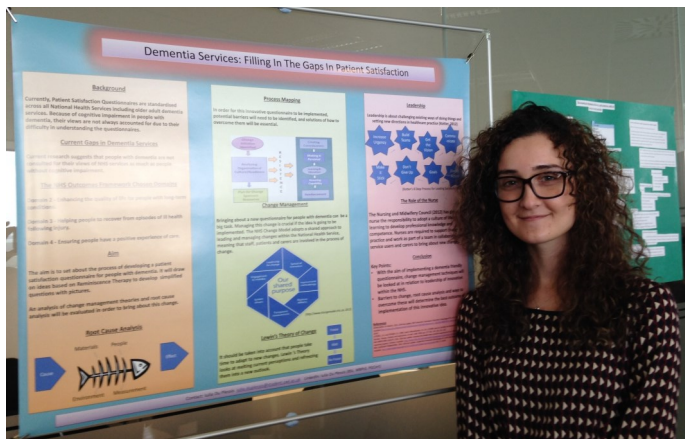
- Students on the Bsc(Hons) Nursing course at CNMH undertake a culminating dissertation project detailing an innovation they have created to address a researched gap in clinical care.
- As part of the formative feedback process, students present their innovation idea in the form of a poster alongside their peers at a poster event.
- The poster event is attended by CNMH faculty, representatives from clinical placement partners, current and former students, and members of the College's patient and public involvement group
- Students present their ideas to small groups and individuals, respond to questions, and receive feedback.



An expert Patient provides feedback to a student

## Rationale

- Perera et al (2008) stress that formative feedback should form a part of all teaching and learning and needs to be task orientated
- Stenberg et al (2018) highlight the positive impact of formative peer feedback.
- Wallengren et al (2018) state, 'Poster presentations are a creative way to help students crystallize their own arguments and help scaffold knowledge in preparation for final submissions.'
- Students are introduced to the experience of disseminating their ideas to the public and gain confidence in speaking about their topic



A student of BSc(Hons) Mental Health Nursing course poses with her poster

## Findings

- 'It gave me the opportunity to learn from other professionals and students about ways to further my PSI (Patient Service Innovation). I also learnt about myself being adaptive in the way I describe topics/information to each person'
- 'I learnt a huge amount regarding my topic through speaking to everybody.'
- '(I learned)...'how to improve my innovation and how to make it more realistic based on the feedback I received.'
- 'I was able to get some good feedback which made me think differently about my dissertation.'

## References

- Perera, J., Lee, N., Win, K., Perera, J. & Wijesura, L. (2008) Formative feedback to students: the mismatch between faculty perceptions and student expectations, *Medical Teacher*, 30:395-399
- Stenberg, M., Mangrio, E., Bengtsson, M. & Carlson, E. (2018) Formative peer assessment in healthcare education programmes: Protocol for a scoping review, *BMJ*, 8:1-4
- Wallengren Lynch, M. (2018) 'Using conferences poster presentations as a tool for student learning and development', *Innovations in Education & Teaching International*, 55(6), pp. 633-639. doi: 10.1080/14703297.2017.1286999.