

Participation feedback practices to improve the academic performance

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INTRODUCTION AND OBJECTIVES: The *GIDTF* identified that the subject *Farmacia Galénica I (FGI)* presents a lower performance in comparison to other subjects in the field of Pharmaceutical Technology. The analysis of the possible reasons revealed that the evaluation method has an accrediting character but perhaps its formative potential has not been taken into account. A project was developed with the support of the entire *FGI* teaching team and the collaboration of the *GIDAIFAR* and *GIDAT*, that started in the 2017-2018 academic year, aimed to improve the evaluation devices used in this subject.

METHOD: The initiative combines three types of actions to reinforce the students' learning during the continuous evaluation process:

- 1) Writing of test questions by *FGI* students.
- 2) Diagnostic self-evaluation prior to theory and problems exams.
- 3) Feedback that incorporates the reflection on the errors made in the partial exams.

RESULTS: The initiative was well received by the students. A total of 883 test questions were collected, which, once reviewed by the teachers, served as the basis for questions to create questionnaires on each topic of the program as a diagnostic and formative tool for self-evaluation.

The results of the first exam showed an increase (but non-significant) in the percentage of students who passed it compared to the previous year (Figure 1). An average of 74% of the students used previously the 10 self-assessment tests.

Students (n = 42) consider that the proposed self-assessment instrument is very useful or indispensable (Figure 2) with many benefits (Figure 3) but it must be improved (Figure 4).

CONCLUSION: Feedback is an effective tool to know how students perceive teaching actions and provides relevant information to improve the students' performance.



This work is part of the Project 2017PID-UB/03 of the University of Barcelona entitled *Pràctiques de feedback participat per a la millora del rendiment a l'assignatura Farmàcia Galènica I*.

We thank the fellows of the *GIDTF* José Manuel BORREGO-BURÓN and Daniel GARCÍA-MARTÍN for their collaboration in this project.