

**PharmD Students' Perceptions on Structured Peer Assessment Process
within Problem Based Learning Sessions**

Hind Fathi,^a

^a *Faculty of Pharmacy, Libyan International Medical University.*

Co-Authors; Adel M. Sharkasi, Iman M. Elmahdi, Hanin F. Hussin, Elzahra S. Buzariba, Smah E. Elnoor, Maryam Saleh, Amna R. Bograin, Aisha A. Kashbour, Ruwida M. Senini, Adel I. Al-Tawaty, Mustafa M. Elfakhri, Mohamed S. Ambarek and Salma A. Bukhatwa

E-mail: hind.fathi@limu.edu.ly

Introduction: Medical education needs to prepare students with peer assessment skills.1 Peer assessment refers to the many ways in which students can share their creative work with peers for constructive feedback, and then use this feedback to revise and improve their work.2 Peer assessment process is an integral part of all Problem-Based Learning (PBL) and Team-Based Learning sessions attended by PharmD students at the Libyan International Medical University (LIMU). The aim of this study was to evaluate LIMU PharmD students' perceptions towards peer assessment process within PBL sessions..

Methods: Peer assessment process within PBL sessions during the academic year 2017/2018, was evaluated by LIMU PharmD students both before and after receiving a constructed peer assessment form that was prepared by LIMU Provost for Learning Affairs. Evaluation of the process was done using a nine-questions 5-points Likert scale questionnaire adopted from a previous study by Kimberly et al. 2012.3 Collected data was analysed using Qualtrics software. Mean, standard deviation and coefficient of variation were calculated for students' perception before and after adopting constructed peer assessment form.

Results: Percentage of students agreed that their peers possessed the skills to assess their own work, represented 51% of study sample before receiving the constructed peer assessment form, and 68% of study sample after receiving the constructed peer assessment form. About 81% of students agreed that they were comfortable providing an honest assessment to peers following receiving the constructed peer assessment form, compared to 66% of students who agreed that they were comfortable providing an honest assessment to peers before they received the constructed peer assessment form. Almost half of students disagreed with peers' assessment being a factor of the total monograph assignment grade, either before or after receiving a constructed peer evaluation form

Conclusions: Interestingly, even though, about 85% of students agreed that peer assessment is a skill, that they need in their Pharmacy career, but about 50% of students disagreed with considering peer assessment a factor of the total monograph assignment grade.

Key Words: Peer Assessment, PharmD students, LIMU, PBL