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### Deposited in DRO:

06 April 2011

### Version of attached file:

Other

### Peer-review status of attached file:

Unknown

### Citation for published item:

Finn, G.M. and Sawdon, M. (2010) 'Factors influencing students ability to self and peer assess performance.', for Medical Education in Europe (AMEE) International Meeting 2010. Glasgow, UK, 4-8 Sep 2010.

### Further information on publisher's website:

<http://www.amee.org/index.asp?pg=132>

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## **Factors influencing students' ability to self and peer assess performance**

**Submitted for AMEE, Glasgow –**

### **Background:**

We demonstrate the phenomenon of 'incompetent and unaware' in a real world setting.

### **Summary of work:**

Medical students (193) participated in a self-assessment exercise, requiring predictions of exam grade in 3 domains; knowledge, skills, and behaviours. The exercise was completed 3 times; immediately after January exams, one week after January exams and immediately after May exams. Feedback on assessment ability was given between January and May. Personality type was correlated with self-assessment ability. Students assessed the Conscientiousness Index (CI) scores of themselves and peers.

### **Summary of results:**

Failing students over predicted their exam performance. Merit students under assessed performance, and pass students accurately self-assessed. Students' ability to self-assess was not improved after a week of contemplation. Feedback improved failing students' ability to self-assess but had no impact upon under-assessing merit students. Students were unable to predict their CI scores, but were able to assess peers' scores. Ability to self-assess was not related to personality type.

### **Conclusions:**

Ability to self-assess was consistent across physical skills and cognitive aptitudes, but not attributes (conscientiousness).

### **Take home messages:**

Failing students can become more self-aware with respect to exam performance if they are given appropriate feedback. Self-awareness is crucial for success; students need more guidance on this.