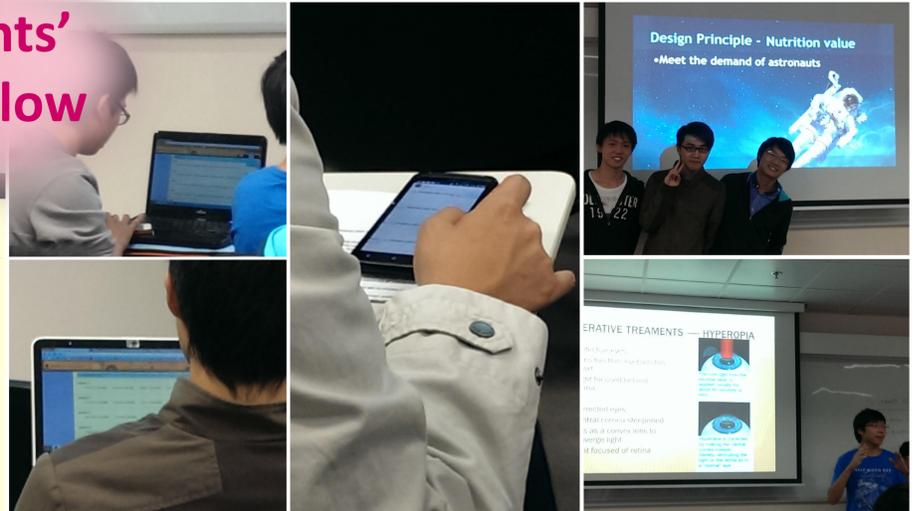


STEP 1: Group Enrollment + Topic Allocation

STEP 4: Peer Assessment

The image displays three screenshots from the CU eLearning System. The top-left screenshot shows a course page for '2019R1-PHAR1423: Biochemistry and Molecular Biology' with a group of three Minion avatars (Anna, Erica, Robin) and a topic 'B9: Contaminants in baby milk powder: what are they?'. The top-right screenshot shows a 'Preview Test: Peer Assessment - Panel A' with three questions and their respective weights. The bottom screenshot shows a Wiki page titled 'A5: Agree or disagree: alcohol metabolism is highly efficient in binge drinkers with red faces.' with detailed text and a participation summary.

Students' Work Flow



STEP 2: Create Wiki Page

STEP 3: Presentation

TEACHER'S WORK FLOW

COORDINATION

GROUP TRACKING

PROVIDE FEEDBACK

MARKS COLLECTION

We would like to share our experience in transforming the **Test** function in the **CU eLearning System** to a **peer assessment platform**, and using **Wikis** in fostering **group interactions** and **idea exchange** between **teacher** and **students** in a **Group Presentation** setting. The whole arrangement is student-centered as sense of belonging is crucial for nurturing commitments. The built-in functions in the CU eLearning System streamlined the administrative works behind, such as group enrollment and mark inputs arising from peer assessment. The CU eLearning System is therefore far more than a site that hosts lecture notes and quizzes but a system that contains a handful of gadgets to facilitate different needs of teachers.

Wikis Assessment Solution

Transforming the Gadgets @ CU eLearning System to a Peer Assessment Platform and Fostering Group Interactions

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eLearning @ CUHK