Creating an Online Question Bank to Promote Peer Learning Using the CU eLearning System

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Introduction

In this project, an online question bank is designed to assist students in revising abstract medical concepts. In order to encourage higher-order thinking and to cultivate a peer-learning environment, students are invited to participate in designing the MCQs. A question bank is then created using the software application Respondus and published into the CU eLearning System. The “grade book” function of the CU eLearning System enables teachers to track students’ performance from time to time. Most students agreed that constructing MCQ consolidated their understanding of the course contents and the question bank helped in evaluating their understanding towards the subject.

Workflow of the Online Question Bank

1. Teacher provides instruction on how to submit the MCQs
2. Students submit the MCQs through CU eLearning system
3. Teacher provides feedback
4. Teacher uploads the question to the CU eLearning system using Respondus
5. Students can attempt multiple quizzes according to their needs
6. Teacher tracks students’ performance (i.e. Grade, attempt number)

(In this study, 77% of students in the class participated on a voluntary basis)

Guidelines for MCQ submission

Students’ Voice

Jeannette LEE (B.A. in Music, Year 4)
“I really appreciate the self-motivated nature of the Online MCQ Bank in which students are allowed to participate freely and learn from each other. It was really useful in helping me prepare for the midterm test. It would be great if we could have one for the Final Examination as well.”

FONG, Chun Wai (B.Sc. in Chemistry, Year 3)
“The question bank provides extra exercises to students. It helps us to get familiar with the format of the midterm examination. Also, the exercises help to consolidate the knowledge learned in the course.”

CHAN, Ngai Chung (B.Sc. in Chemistry, Year 3)
“The question bank is easy to use and can really help my revision.”

CHAN, Chi Ching (B.Sc., Year 2)
The MCQ writing activity helped me to integrate what I have learnt in the course. By formulating questions, I gained a deeper understanding of the course material and by answering the MCQs written by my classmates, I was able to look at the materials in different perspectives. All in all, the MCQ writing activity facilitated my learning of the course in a fun and relaxing way.

CHAN, Yu Ching (B.A. in Music, Year 3)
“The multiple choice question bank is very good for students as everyone has a chance to set up the multiple choice questions as well as reading different questions for revision, which encourages students to look deeper into the topic and know more about it; as it is not a compulsory assignment and doing under a not increase the workload of students while efficiently help the students who need this for revision.”

(feedback obtained from UGEB799 Perspectives in Clinical Sciences)