

# Transforming the Gadgets @ CU eLearning System to a Peer Assessment Platform and Fostering Group Interactions (P31, T9)

**Ann Lau**  
School of Biomedical Sciences  
Faculty of Medicine

**This is how the story  
started.....**



**.....with questions that I don't  
quite understand**



- My **Inbox** before the Project Presentation.....

Files from students - Personal Folders - Microsoft Outlook

Send/Receive Folder View Add-Ins

Delete Reply Reply All Forward Meeting CUHK\_Medicine... To Manager Team E-mail Done Reply & Delete Create New Move Rules OneNote Unread/Read Categorize Follow Up Find a Contact Address Book Filter E-mail Send/Receive All Folders Send/Receive

Search All Mail Items (Ctrl+E)

From	Subject	Received	Size	Categories
@ Hoi Ming Lam	PHAR1422 project presentation draft	10/3/2011 (週四) 18:24	42 KB	
@ Tse Olivia	PHAR1422_revised draft for presentation	9/3/2011 (週三) 0:55	42 KB	
@ s1155003942@m...	RE: PHAR1422 project draft	5/3/2011 (週六) 18:03	27 KB	
@ s1155002743@m...	Regarding biochemistry project	5/3/2011 (週六) 13:47	10 KB	
@ s1155000897@m...	PHA1422 presentation draft	5/3/2011 (週六) 12:28	28 KB	
@ s1155003765@m...	Draft presentation plan	2/3/2011 (週三) 1:11	35 KB	
@ libby libby	biochemistry presentation group11 Topic A	1/3/2011 (週二) 21:25	23 KB	
@ s1155000881@m...	Biochem draft present (Gp5)	1/3/2011 (週二) 18:23	36 KB	
@ s1155003942@m...	PHAR1422 project draft	1/3/2011 (週二) 17:36	10 KB	
@ s1155002698@m...	PP1011_Gp13_TpB	1/3/2011 (週二) 17:22	40 KB	
@ s1155002248@m...	PHAR1422 presentation draft	1/3/2011 (週二) 17:01	26 KB	
@ Kwok Yin Lee	Projectt Draft	1/3/2011 (週二) 16:57	13 KB	
@ Chui Kei Yan	PP1011_Gp25_TpB	1/3/2011 (週二) 16:51	78 KB	
@ s1155000899@m...	PHAR1422 Biochemistry II - Presentation Group 3 - Topic:A13	1/3/2011 (週二) 14:56	26 KB	
@ Wan Yu Pak	Fw : PHAR1422 presentation draft	1/3/2011 (週二) 14:33	32 KB	
@ Alex	Biochemistry presentation draft	1/3/2011 (週二) 14:13	27 KB	
@ Wong Leong Man	presentation draft	1/3/2011 (週二) 10:04	26 KB	
@ s1155003707@m...	PHAR 1422 Presentation Draft: B-7 Nanotechnology&#8207;	1/3/2011 (週二) 2:19	28 KB	
@ ICHAT	PHAR1422 Group Presentation Draft	28/2/2011 (週一) 23:16	43 KB	
@ ICHAT	PHAR1422 Draft Presentation BME Group7	28/2/2011 (週一) 23:14	10 KB	
@ LAW LILIANA	PP1011_Gp2_TpB13	28/2/2011 (週一) 22:37	41 KB	
@ Kwan Kenneth HK	PHAR1422 presentation_Group12_Topic B	28/2/2011 (週一) 22:05	57 KB	
@ s1155004715@m...	PHAR 1422 project presentation outline	28/2/2011 (週一) 21:49	28 KB	
@ s1155000863@m...	Draft of PHAR1422 presentation	28/2/2011 (週一) 17:23	23 KB	
@ Yeung	PHA1422 Draft presentation plan----Group 11(topic A9)	28/2/2011 (週一) 17:21	42 KB	
@ Kenneth Ho	Draft presentation plan	28/2/2011 (週一) 16:01	28 KB	
@ Sebastian lee	PP1011_Gp3_TpB (17/3)	28/2/2011 (週一) 12:47	41 KB	
@ Wong DaNiEile	PP1011_Gp4_TpB11	28/2/2011 (週一) 12:47	71 KB	
@ Sebastian lee	new version present of biochemistry 17/3 group 3	28/2/2011 (週一) 12:37	41 KB	
@ Sebastian lee	draft of presentation 17/3 group 3 to present	28/2/2011 (週一) 12:22	39 KB	



## My course

- Lecture + Tutorial + Project presentation
- **Assessments:** Mid-term, Final exam, Project Presentation

## Biochemistry & Molecular Biology

**BIOCHEM-IS-TRY**

CU@Learning System

Home Courses Community

PHAR1423 Biochemistry and Molecular Biology: Notifications

2013R1-PHAR1423 : Biochemistry and Molecular Biology

PHAR1423 Biochemistry and Molecular Biology: Notifications

Announcements

Course Outline & Schedule

Course Content

Assessment

Biochem-is-try Animated Courseware

Project Presentation

Wikis

Discussion Board

Email

My Grades

**PHAR1423 Biochemistry and Molecular Biology: Notifications**

Add Course Module Customize Page

**My Announcements**

No Course Announcements have been posted in the last 7 days.

more announcements...→

**My Calendar**

No calendar events have been posted for the next 30 days.

more calendar events...→

**My Tasks**

My Tasks:

2013R1-PHAR1423 : Biochemistry and Molecular Biology:

Submit peer assessment criteria and mark allocation

more tasks...→

**McGraw-Hill Connect**

Set up Connect with the QuickGuides go now

connect & Bb

# Problems & Questions



- **Low login rate** to Blackboard
  - Despite **comprehensive information** available (course information, reference list, **lecture notes**, **revision exercises**, **courseware**, publisher’s resources, timely announcement)
  - **Lecture notes** + **revision exercises** (the **biggest incentive** to login)

Class representatives did the photocopying job...

Not until the last moment after they have revised all the lecture materials

- **Assessments:** mid-term, final exam, project presentation
  - Students (not) enjoy having **Project Presentation ???**
  - Do they find the **marks meaningful?**

Were students loaded with different sorts of “group work”?



Making the whole presentation  
format more engaging and  
interesting

How can I **engage** the students in the  
presentation, and make them **appreciate the  
efforts** of their **groupmates + classmates?**

Letting the students know  
we do recognize the  
free-riders

Making them realize  
their contribution  
matters

Can I make full use of the  
CU eLearning System ( **Blackboard<sub>+</sub>  
learn.** )  
to streamline my work?

***Group Wikis –  
fostering group interactions***





# From group enrollment & topic assignment.....



Project Presentation

## Groups

- A1: The principles of Bikram yoga: valid or not?**  
( Not Enrolled ) [View Sign-up Sheet to Join a Group](#)
- A2: When a boy becomes a girl: the disorders of sex differentiation.**  
( Not Enrolled ) [View Sign-up Sheet to Join a Group](#)
- A3: Would pets cause the next influenza pandemic?**  
( Not Enrolled ) [View Sign-up Sheet to Join a Group](#)
- A4: AIDS vaccines: where are we?**  
( Not Enrolled ) [View Sign-up Sheet to Join a Group](#)
- A5: Agree or disagree: alcohol metabolism is highly efficient in binge drinkers with**  
( Not Enrolled ) [View Sign-up Sheet to Join a Group](#)



Project Presentation

## Sign Up Sheet

- SignUp Sheet Name :** Project Group Enrollment  
**SignUp Sheet Instructions :**  
**A1: The principles of Bikram yoga: valid or not?**  
Group Members : Ka Shing MAK, Shi Lun TANG, Yiu Kong PANG  
Max Members Allowed : 4  
[Sign Up](#)
- A2: When a boy becomes a girl: the disorders of sex differentiation.**  
Group Members : Chun Hin NGAI, Hiu Wing TONG, Lok Pui TAM  
Max Members Allowed : 4  
[Sign Up](#)
- A3: Would pets cause the next influenza pandemic?**  
Group Members : Cheuk Hin CHOW, Yin Chi WONG, Yu Man CHAN  
Max Members Allowed : 4  
[Sign Up](#)
- A4: AIDS vaccines: where are we?**



# .....to Group Page and Wikis



System

Home Courses Community

## Participation Summary

Each user's contributions to the Wiki are represented by **Words Modified** and **Page Saves**. If the Wiki is gradable, the participant can be graded by clicking his or her name.

[More Help](#)

Name ▲	Words Modified (Number Count)	Words Modified (Percentage)	Page Saves (Number Count)	Page Saves (Percentage)
<a href="#">Ching Ying YEUNG</a>	1968	31%	5	38%
<a href="#">Lai Han KWOK</a>	1772	28%	5	38%
<a href="#">Yuen Yi KAM</a>	2457	39%	3	23%

Displaying 1 to 3 of 3 items [Show All](#) [Edit Paging...](#)

### About This Wiki

Wiki Name: B6: Euthanasia and abortion: ethics and reality.

Type: Group

Creation Date: 9/25/13 2:07 PM

Pages: 8

Comments: 10

### View Contributions By:

[Show All Members](#)

All

[Ching Ying YEUNG](#)

[Lai Han KWOK](#)

[Yuen Yi KAM](#)

Edit Mode is: **ON**

Participation Summary

Group Members  
Anna LI  
Cheuk Yu LI  
Yee KI YIP

<http://www.bbc.co.uk/ethics/euthanasia/>

Euthanasia and physician assisted suicide

### Content:

Basics

Types of euthanasia

Pro-euthanasia arguments

Anti-euthanasia arguments

Good deaths and the practicalities of dying

Legislation

Religious views of euthanasia

[http://en.wikipedia.org/wiki/Medical\\_ethics#Values\\_in\\_medical\\_ethics](http://en.wikipedia.org/wiki/Medical_ethics#Values_in_medical_ethics)

### Medical ethics:

A common framework used in the analysis of medical ethics is the "four principles" approach postulated by Tom Beauchamp and James Childress in their textbook *Principles of biomedical ethics*. It recognizes four basic moral principles, which are to be judged and weighed against each other, with attention given to the scope of their application. The four principles are:[6]

### About This Wiki

Number of Wiki Pages: 8

Number of Comments: 10

Creation Date: 9/25/13 2:07 PM

### B6: Euthanasia and abortion: ethics and reality.

[Euthanasia info&Ethics principles](#)

[Abortion method](#)

[Abortion--Ethics](#)

[Abortion--Reality](#)

[About us](#)

[Euthanasia --Ethics](#)

[Euthanasia --Reality](#)

[Euthanasia method](#)

**No PowerPoint draft anymore!**

## Feedback and idea exchange.....



Comments: 4

Comment

DR LAU Sin Nga (Not a group member) said...

Sunday, October 20, 2013 11:18:35 PM CST

A very nice and logical arrangement! Shall look forward to reading more later on~ =)

DR LAU Sin Nga (Not a group member) said...

Thursday, November 14, 2013 1:04:16 AM CST

Wow~ very nice and comprehensive! =)  
I have a little suggestion here: there are 10 parts in your content and you may want to select say 5 which you are more confident to talk about, because these are very difficult issues and selecting 5 of them may make you and the audiences easier to digest. Also, more time is allowed to elaborate on the issues.

Lai Han KWOK said...

Thursday, November 14, 2013 1:27:27 AM CST

oops sorry for the confusion, actually the 10 parts you mentioned is the content of AMA's Code of Medical Ethics...but after our discussion we decide to use the "four principles" postulated by Tom Beauchamp and James Childress to discuss our topic instead of AMA's Code of Medical Ethics....

DR LAU Sin Nga (Not a group member) said...

Wednesday, November 20, 2013 12:02:29 AM CST

Ok, sounds good then~ =)




*Streamlining logistics + increasing engagement (sense of belongings).....*

*Transforming the “**Test**” function of **Blackboard** to a peer assessment platform*



# Peer Assessment criteria agreed by students





[Home](#)
[Courses](#)
[Community](#)

- Announcements

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- Course Outline & Schedule
- Course Content
- Assessment
- Biochem-is-try Animated Courseware
- Project Presentation
- Wikis

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- Discussion Board
- Email

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- My Grades

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- My Groups
  - \* Test Project Group \*

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- COURSE MANAGEMENT
- Control Panel
  - Content Collection
  - Course Tools
  - Evaluation
  - Grade Center

### PHAR1423 Biochemistry and Molecular Biology Project Presentation – Peer Assessment Criteria

The Project Presentation will contribute 25% to your course assessment.

<b>Project presentation (25%)</b>	Teachers' assessment (15%)	Presentation (60%) Response to questions (20%) Quality of questions addressed to speakers (20%)
	Peer assessment (10%)	<a href="#">See table below</a>

**YOUR TASK (for each group)** - Discuss with your groupmates and select the 4 criteria you wish to include in the peer assessment, and provide the % of marks that component will account for the peer assessment.

Criteria (the criteria are <b>specific to individual student</b> rather than the group as a whole)	Your options of 4 criteria and mark allocation in % (total: 100%)																			Avg. (*)	Adj. avg.
	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9			
1 Content (see descriptions in the Teachers' assessment above)	20	25	25	45	40	30	60	40		35	40	50	40	50	50	40	25	30	40	40	40
2 Presentation skills (see descriptions in the Teachers' assessment above)	40		25	25	25	20	20	25	50	20	30	20	20	20	20	20	25	30	25	25	20
3 Quality of answers to audiences' questions (see descriptions in the Teachers' assessment above)		25			25	20	10	10	25	25					20	20	25		20	20	20
4 Quality of questions addressed to speakers										20						20					20
5 Topic difficulty vs. performance of the classmate			25											20							22
6 Participation	20	25		25	10	30	10	25	5		20	10	20	20				25	20	20	20
7 Personal charm	20			5					20			20									15
8 Interactivity		25	25								10			10	10			20	15		15

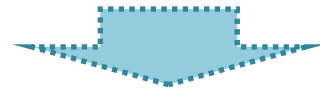
\* Round-off to the nearest digit in the orders of 5 (i.e. 5, 10, 15, 20, etc.); the adjusted average (Adj. avg.) are the proposed final peer assessment mark allocation.  
The 4 criteria with the highest votes are selected.

/version 8 November 2013

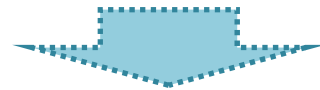


# Workflow of teachers

- Preparing questions (**jumbled-sentence** type)



- Uploading questions to Blackboard as a “**Test**”



- Downloading results as raw data



**JUMBLED\_SENTENCE (Tab) question (Tab) choice1  
(Tab) choice2 (Tab) choice3.....**

JUMBLED_SENTENCE	Presenter A: Criteria1[a]; Criteria2[b]; Criteria3[c]; Criteria4[d].	0	1
JUMBLED_SENTENCE	Presenter B: Criteria1[a]; Criteria2[b]; Criteria3[c]; Criteria4[d].	0	1
JUMBLED_SENTENCE	Presenter C: Criteria1[a]; Criteria2[b]; Criteria3[c]; Criteria4[d].	0	1
JUMBLED_SENTENCE	Presenter D: Criteria1[a]; Criteria2[b]; Criteria3[c]; Criteria4[d].	0	1
JUMBLED_SENTENCE	Presenter E: Criteria1[a]; Criteria2[b]; Criteria3[c]; Criteria4[d].	0	1

# The mark capturing interface



Marks were given in the scale of 1-10

Question Completion Status:

<b>Question 18</b>	1 points	Save Answer
WAN, Ho Ching: Content (40%) <input type="text"/> ; Presentation skills (20%) <input type="text"/> ; Quality of answers (20%) <input type="text"/> ; Participation (20%) <input type="text"/> .		
<b>Question 19</b>	1 points	Save Answer
IP, Chun Ho: Content (40%) <input type="text"/> ; Presentation skills (20%) <input type="text"/> ; Quality of answers (20%) <input type="text"/> ; Participation (20%) <input type="text"/> .		
<b>Question 20</b>	1 points	Save Answer
NG, Hoi Him: Content (40%) <input type="text"/> ; Presentation skills (20%) <input type="text"/> ; Quality of answers (20%) <input type="text"/> ; Participation (20%) <input type="text"/> .		
<b>Question 21</b>	1 points	Save Answer
YAU, Tsz Wai: Content (40%) <input type="text"/> ; Presentation skills (20%) <input type="text"/> ; Quality of answers (20%) <input type="text"/> ; Participation (20%) <input type="text"/> .		
<b>Question 22</b>	1 points	Save Answer
YEUNG, Shing Hei: Content (40%) <input type="text"/> ; Presentation skills (20%) <input type="text"/> ; Quality of answers (20%) <input type="text"/> ; Participation (20%) <input type="text"/> .		
<b>Question 23</b>	1 points	Save Answer



*An estimation of mark input effort.....*

*Consider a class of 56 students, divided to 2 groups*

*Four assessment criteria per student*

*Each student gave marks to (28 - 1) students*

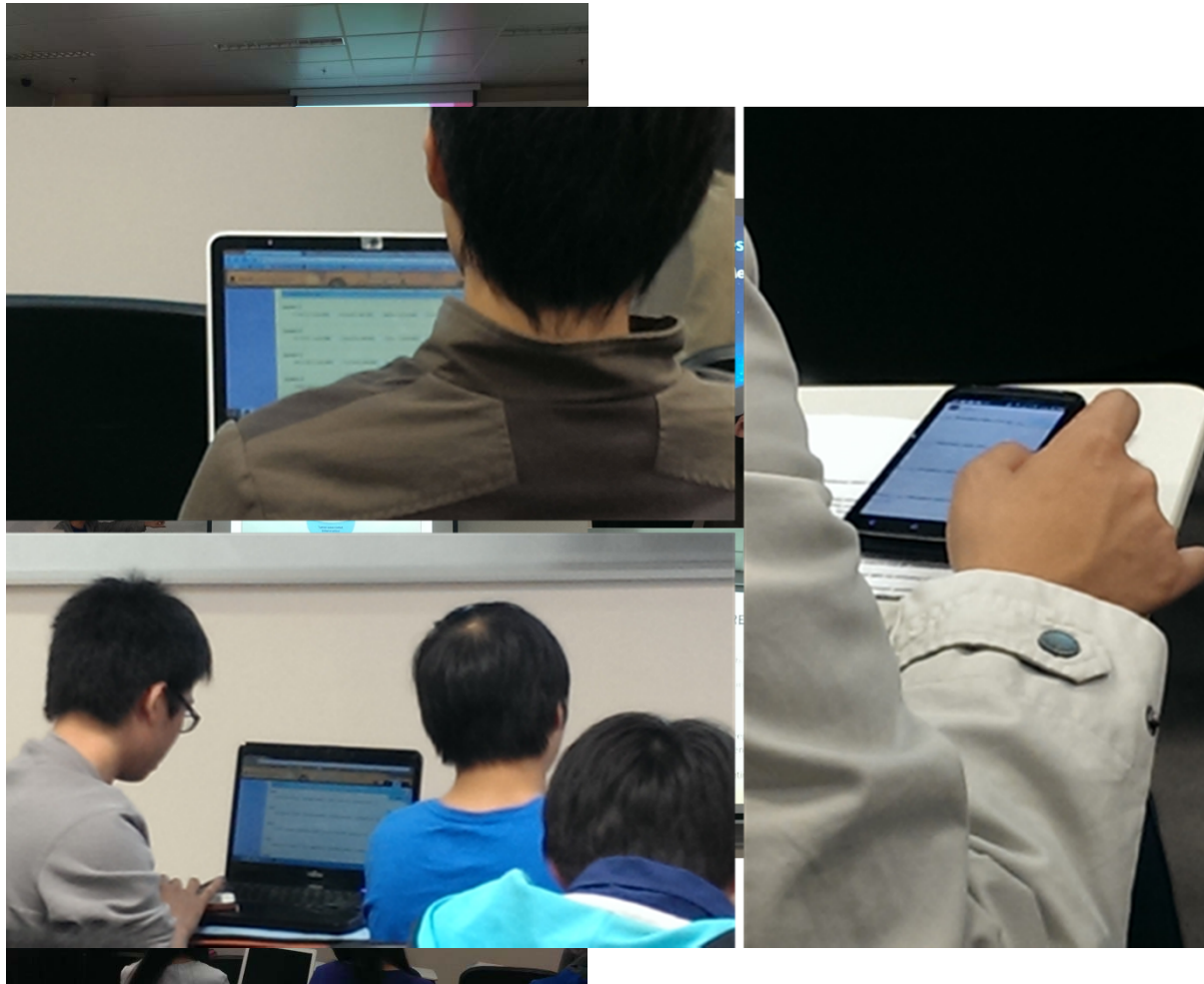
**No. of mark item to be processed**

$$= 56 \times 4 \times (28 - 1)$$

$$= 6048$$



# Were marks given leniently???



Full Mark	10	10
Presentation No	Total (Teacher)	Peer Assessment
B2	7.33	7.72
A9	8.27	8.11
A4	7.87	7.79
B1	8.30	8.05
B8	7.93	7.66
A3	8.63	8.32
B3	7.90	7.84
A3	8.87	8.39
B4	8.43	8.02
A5	8.47	7.88
B8	8.30	8.02
A7	7.23	7.86
B6	7.90	7.92
B5	7.73	7.31
B6	7.97	8.05
B8	8.10	8.05
B5	7.70	7.78
A6	8.13	7.75
B7	7.00	7.52
A4	7.90	7.61
B3	7.83	7.55

# How did the students feel about Wikis and Peer Assessment?



**Brayden** and **Erica** (Pharmacy Year 2, new curriculum)

# The voices from students...



## Positive feedback

Peer assessment can *increase student involvement!*

I think **Wikis** is an useful communication bridge between teacher and students. *Thank you for spending time to read our long paragraphs* and giving a lot of constructive comments. The **peer assessment** is **convenient to use**.

Peer assessment using Blackboard is **very easy to use**, I would suggest using this method for other peer assessment.

**Wikis:** It's convenient and *very effective* for us to *exchange our opinions among the groupmates*.

Peer assessment is good as it can *reflect some other comments apart from professor's aspect*.

**Wikis:** convenient to exchange file with groupmates.  
**Peer assessment:** good to include classmates opinion, not just the judgment of teachers. The advice will be more general.

# The voices from students...



## Negative feedback

The idea is good. **Blackboard wiki** allows more communication between students and teachers. Teachers' comments are good. **But we are not familiar with the platform.**

**Wikis** is *not as convenient and user-friendly as Facebook*. I didn't really use that. **Peer assessment** can be a bit *unfair* and the result can be *affected by many factors*.

Quite difficult to use **wikis**. *FB is more convenient* somehow, **but good to have teacher's comment.**

**Peer Assessment: Fair.** Hard to give marks *to students who do not answer the questions*. 10 mark scale is too wide to give.

Using **wiki** is quite *clumsy* to me as our group would like to use **google drive** as it can provide real time collaboration.

# Our current experience.....



- **Wikis**

- **Generally accepted** by students
- **Allowed for idea exchange** between students, and posting of timely feedbacks by the teacher
- **Competition** with **other easily assessable platforms**:  
**Facebook**, **Dropbox** , **Google Drive**
- More **training and instructions** may be required + **marks incentive** (?)

- **Peer assessment**

- **Increased student involvement** (group involvement + as audiences)
- Convenient vs. Fairness:  
**students tended to give fair marks to classmates**  
(more explanation + students' involvement in setting up the criteria)
- **Greatly streamlined the marks processing step** for the teacher and course supporting staff
- **Modification** of the interface to make it more **user friendly**



# Acknowledgement



- **Brayden Chan Yu Man** (Pharmacy Year 2, new curriculum)
- **Erica Yip Yee Ki** (Pharmacy Year 2, new curriculum)
- Information Technology Services Centre
  - **Daisy Chen**
  - **Eva Cheung**
  - **Prinporn Lau**
- **Kaman Lee** (School of Biomedical Sciences)



# Thank you



Picture - <http://www.tristanford.org/collaboration/>