**Assoc. Prof. Ying Zhan, The Education University of Hong Kong, Hong Kong, China**

**Bio:**

Dr. Zhan Ying is an Associate Professor at The Education University of Hong Kong. She obtained her PhD from The University of Hong Kong. With over 20 years of teaching experience at the tertiary level, she has developed a strong foundation in higher education. She is an excellent scholar in the fields of feedback and feedback literacy, online formative assessment, and the impacts of high-stakes examinations in higher education. Her groundbreaking work has significantly contributed to understanding feedback literacy and student feedback engagement in diverse education contexts. With an impressive publication record of over 50 peer-reviewed articles and book chapters, Dr. Zhan’s research has been featured in top-tier journals such as Assessment and Evaluation in Higher Education, Computers and Education, British Journal of Educational Technology, and Technology, Pedagogy and Education.

**Title:**

Exploring Students’ Interaction Patterns in Online Peer Assessment Activities: Insights from Community of Inquiry

**Abstract:**

Dialogic peer feedback has been regarded as a powerful approach to improving peer feedback quality and student learning. However, few studies have examined how students interact with each other when negotiating the meaning of peer feedback. To fill in this research gap, this study explored the dialogues between feedback givers and receivers which were automatically recorded by an online platform in two assessment courses at a Hong Kong university. It used the framework of Community of Inquiry to code the collected dialogues and analyzed them through epistemic network analysis. The results showed a strong connection between triggering event and exploration in the aspect of cognitive presence and the significant involvement of social presence in these connections. Additionally, students’ interaction patterns significangly varied by age, gender and feedback dispositions. The findings shed light on how to scaffold online dialogic peer feedback to maximize its learning effects.