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Socrates delivers fully typeset multiple choice mathematical quizzes over the World Wide Web. The student interface offers interactive, unit specific quizzes and a choice of 'tutorial' or 'test' mode. (Tutorial mode gives diagnostic responses to incorrect answers.) The lecturer interface currently provides for the preparation and editing of quizzes. A student record keeping system is still to be fully developed. Both interfaces incorporate a collation and printing facility.

Socrates uses the free IBM plug-in, *Techexplorer,* to display LaTeX-typeset documents, and can be viewed using a number of different platforms, including PC's and UNIX boxes.

Student response to *Socrates* has so far been positive, particularly with respect to the diagnostic responses.

WebLearn: The Experience of Two Years

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WebLearn represents an effort to improve the mode of subject delivery by implementing a student-centred strategy in a World Wide Web environment. *WebLearn* presents problems and questions (multiple choice, multiple answer, short text, etc.) to students and gives them prompt feedback, allowing them to monitor their own progress. It provides lecturers with tools to track and manage a large group of students. Results of, and feedback from, over 3000 students were presented.

Formative Self-Assessment Modules on the Web: Increasing Flexibility for Delivery

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The increasing use of the web for the delivery of teaching and learning materials has led to an increase in flexibility of access for students. A student with access to the Internet is thus able, in a user-friendly non-confrontational way, to access these materials at any time. In First Year Biology the web is being used for many purposes including the delivery of self-assessment materials. One set of materials, known as Self-Assessment Modules (SAMs), consists of a series of formative tests and exercises aimed at helping students monitor their level of understanding of major biological concepts (Franklin, Peat and Mackay-Wood, 1997; Peat, Franklin and Mackay-Wood, 1997). The SAMs draw together related parts of the subject and so help the students to make connections between seemingly unrelated topics in biology while providing an enjoyable feedback and reinforcement