sam.green.10@ucl.ac.uk
kevin.tang@ucl.ac.uk

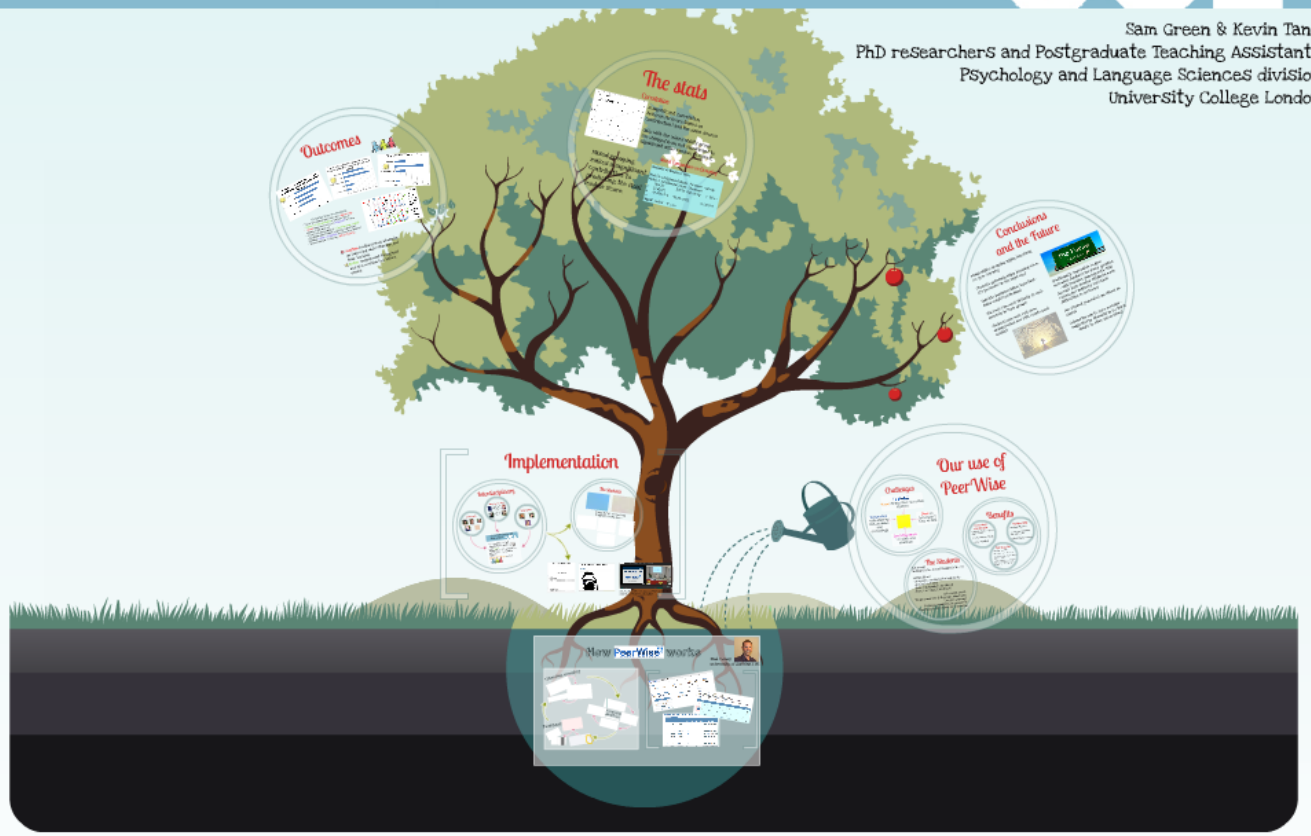
Questions?

Full Report: http://goo.gl/pWD8vU
http://goo.gl/6AlgLT

The Importance of Peer-Learning: A Case Study on PeerWise

UCL

Sam Green & Kevin Tang
PhD researchers and Postgraduate Teaching Assistants
Psychology and Language Sciences division
University College London



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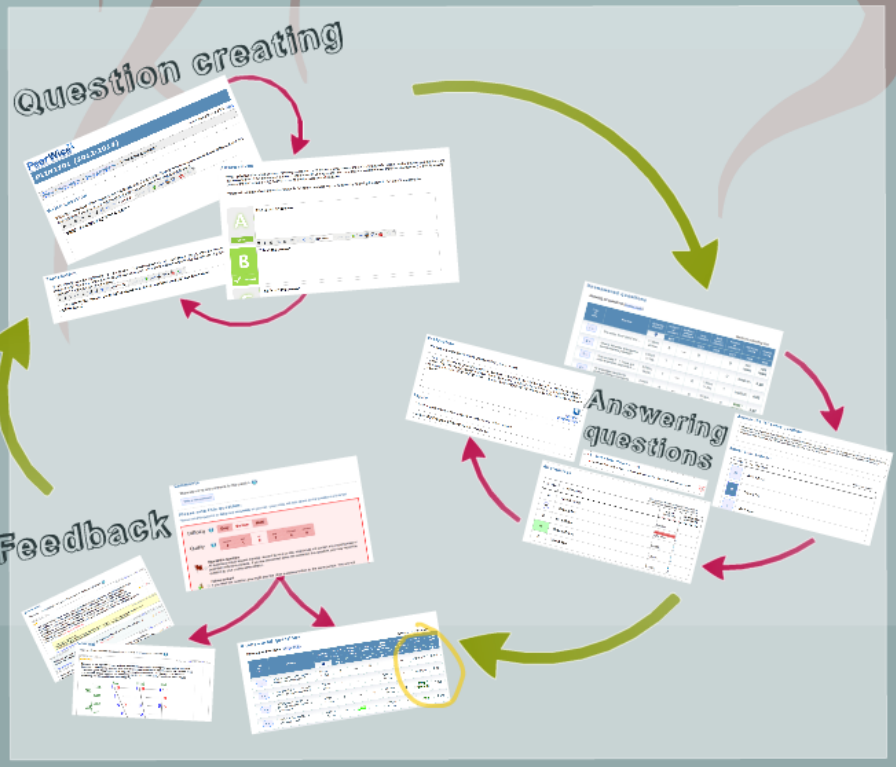
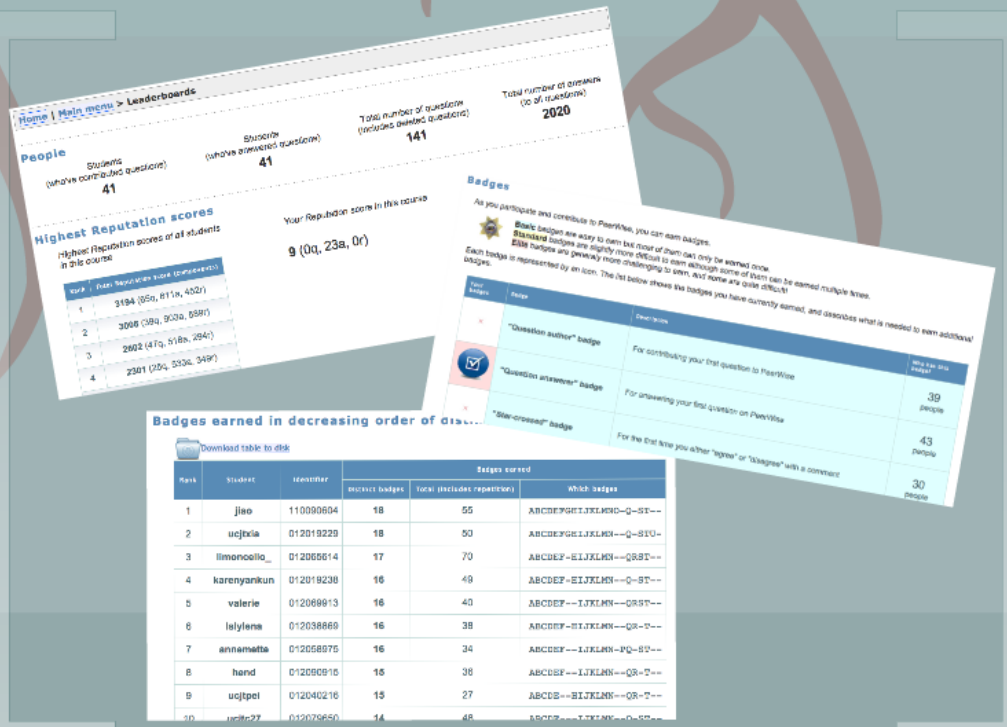
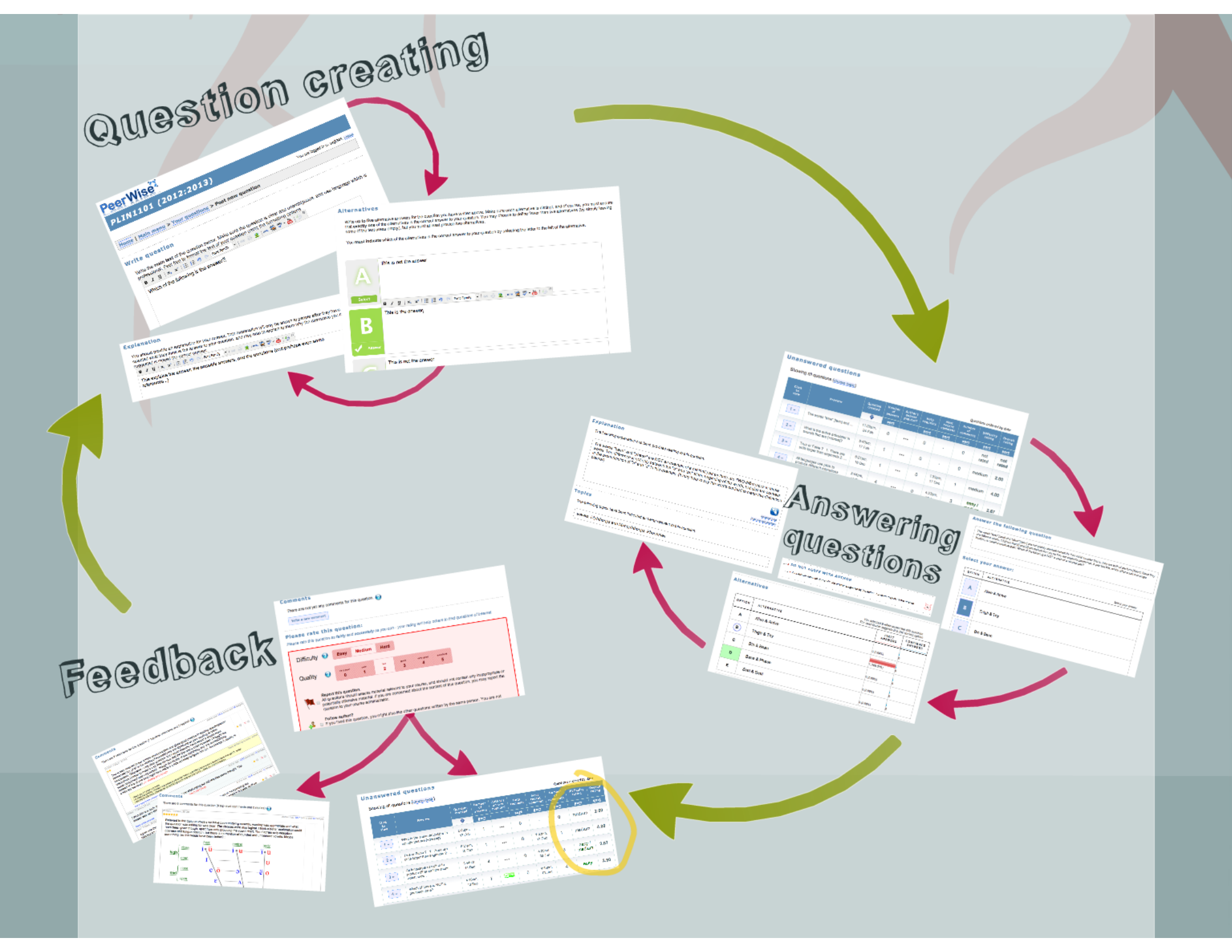
How PeerWise works

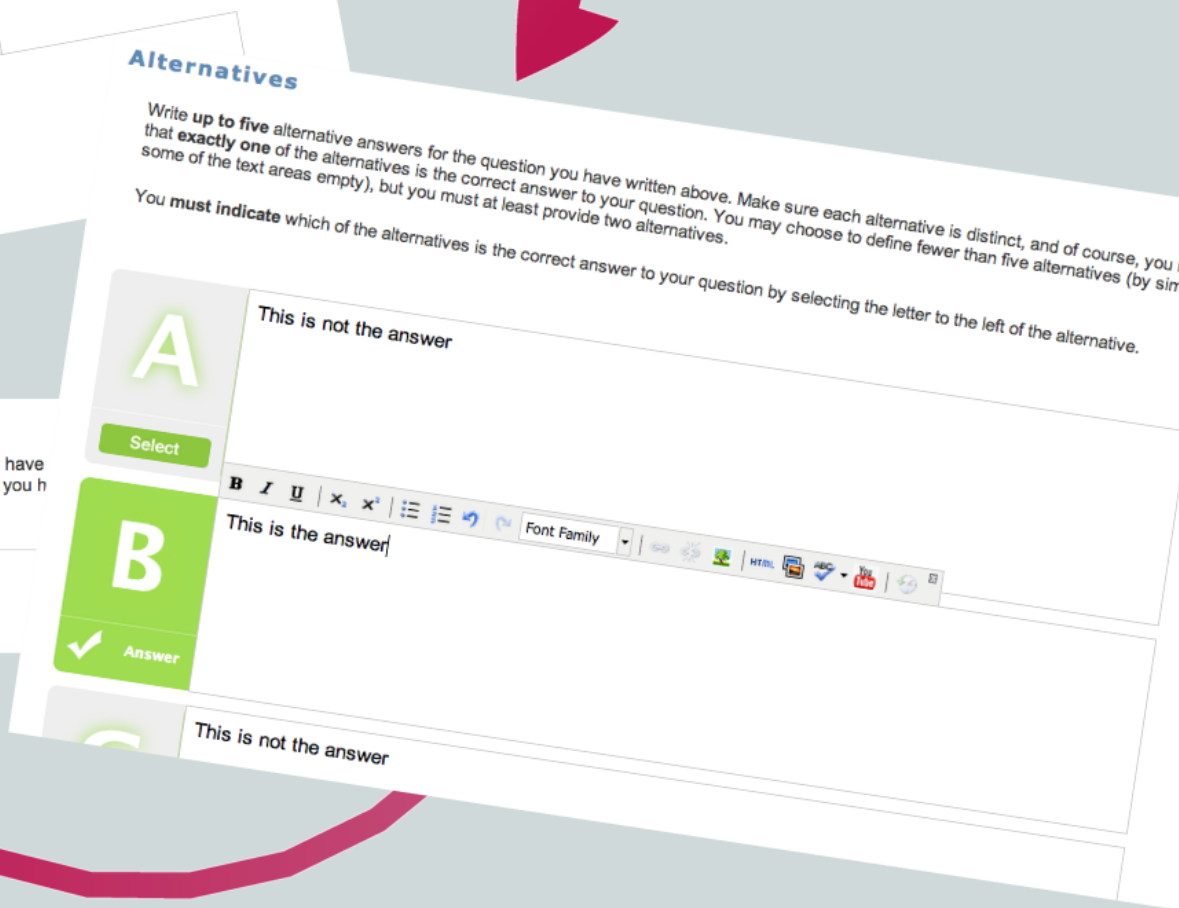
Paul Denny
University of Auckland, NZ

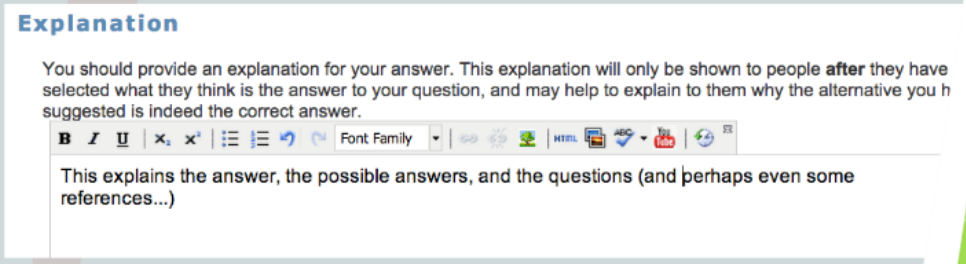





Question creating
PeerWise
PLIN1101 (2012/2013)
Write question
Alternatives
Explanation
Answering questions
Unanswered questions
Explanation
Topics
Alternatives
Feedback
Comments
Please rate this question:
Difficulty
Quality
Unanswered questions

Question creating





Answering questions

Unanswered questions

Showing all questions (choose topic)

Questions ordered by date

Click to view	Preview	Question created	Number of answers	Author's answer popular?	Help requests	Most recent comment	Number of comments	Difficulty rating	Overall rating
		sort			sort	sort	sort	sort	sort
1 »	The words "time" [taim] and ...	11:02pm, 24 Feb	0	...	0	-	0	not rated	not rated
2 »	What is the active articulator in sounds that are [+dorsal]?	5:40pm, 17 Feb	1	...	0	-	0	medium	2.00
3 »	True or False ? 1. There are units larger than segments 2. ...	6:21pm, 16 Dec	1	...	0	1:33pm, 17 Dec	1	medium	4.00
4 »	All languages use pitch to produce different intonations	3:44pm,	4	...	0	4:23pm,	3	easy /	2.67

xplanation

The following explanation has been provided relating to this question:

The words "base" and "phase" are NOT an example of a minimal pair as there are TWO differences in these words. The difference is not only between the "b" and "ph" at the beginning of the words, but also the contrast in the pronunciation of "s" and "z" in this example. (It may help to say the words out loud to make this distinction clearer)

Request help
Improve explanation

opics

The following topics have been indicated as being relevant to this question:

vowels, Diphthongs and Monophthongs, Phonemes

... ✖ DO NOT AGREE WITH AUTHOR

... ✖ Your answer does not agree with the answer suggested by the author, but more responses are needed -1

Answer the following question

The words *"time"* [taim] and *"dime"* [daim] are completely identical except for their initial sounds; that is, they are both of the form [Xaim]. Since they are different words, it follows that [t] and [d] are distinct sounds so they are separate phonemes. A pair like this, which differ in just one single location, is called a **minimal pair**. Which of the following is NOT a case of a minimal pair?

Select your answer:

Select your answer

OPTION	ALTERNATIVE
A	Alive & Arrive
B	Thigh & Thy
C	Bin & Bean

Alternatives

You selected B when answering this question
The contributor suggests D is the correct option

OPTION	ALTERNATIVE	FIRST ANSWERS	CONFIRMED ANSWERS
A	Alive & Arrive	0 (0.00%)	0
B	Thigh & Thy	1 (100.00%)	0
C	Bin & Bean	0 (0.00%)	0
D	Base & Phase	0 (0.00%)	0
E	Zeal & Seal	0 (0.00%)	0

eedback

Comments

There are not yet any comments for this question.

Write a new comment

Please rate this question:

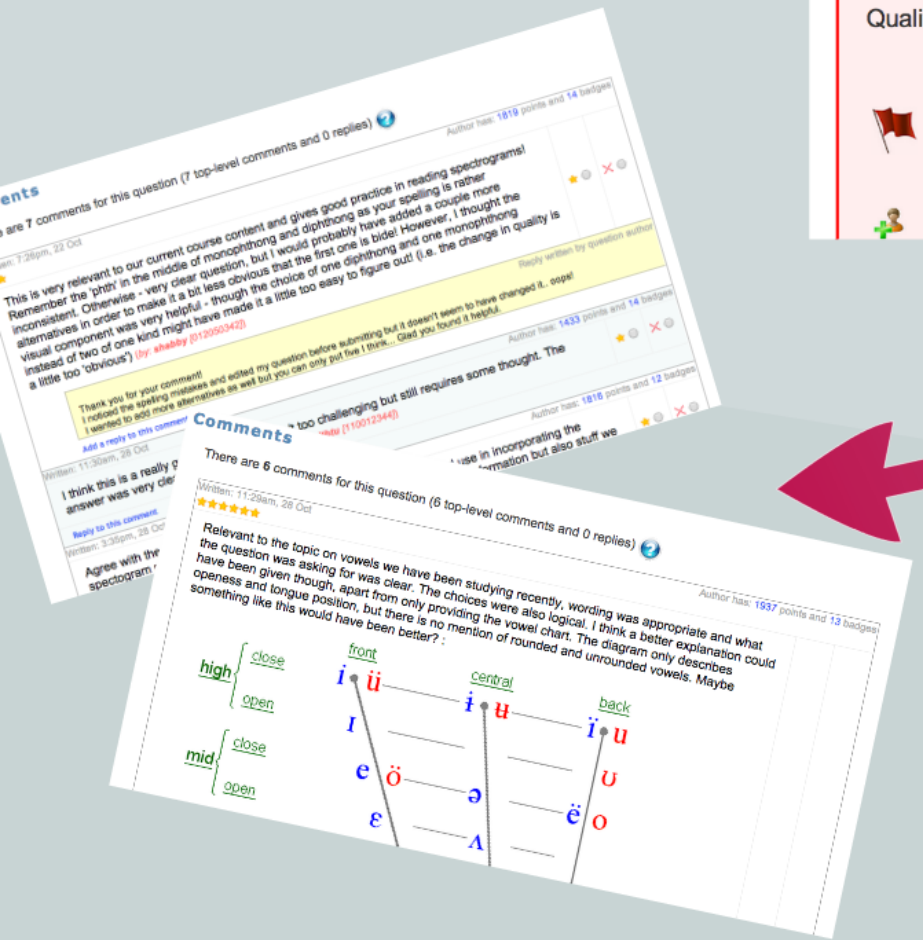
*Please rate this question as **fairly** and **accurately** as you can - your rating will help others to find questions of interest.*

Difficulty: Easy | Medium | Hard

Quality: very poor 0 | poor 1 | fair 2 | good 3 | very good 4 | excellent 5

Report this question.
All questions should assess material relevant to your course, and should not contain any inappropriate or potentially offensive material. If you are concerned about the content of this question, you may report the question to your course administrator.

Follow author?
If you liked this question, you might also like other questions written by the same person. You are not



Unanswered questions

Showing all questions (choose topic)

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		sort	sort		sort	sort	sort	sort	sort
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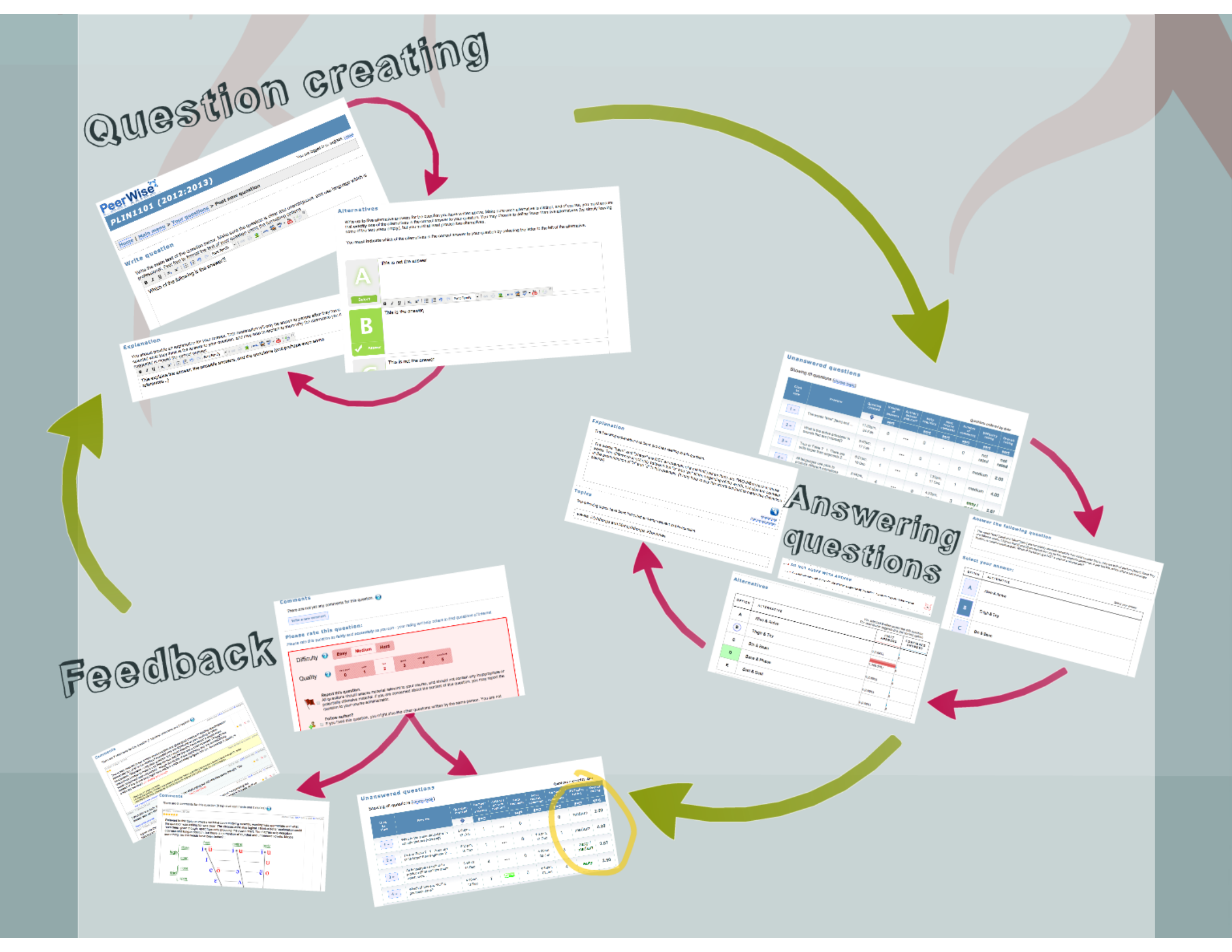
3 »	All languages use pitch to produce different intonations which show ...	3:44pm, 14 Dec	4	...	0	4:23pm, 02 Jan	3	easy / medium	2.67
4 »	Which of these is NOT a phonation type?	4:18am, 13 Dec	7	YES	0	4:16pm, 02 Jan	4	easy	2.50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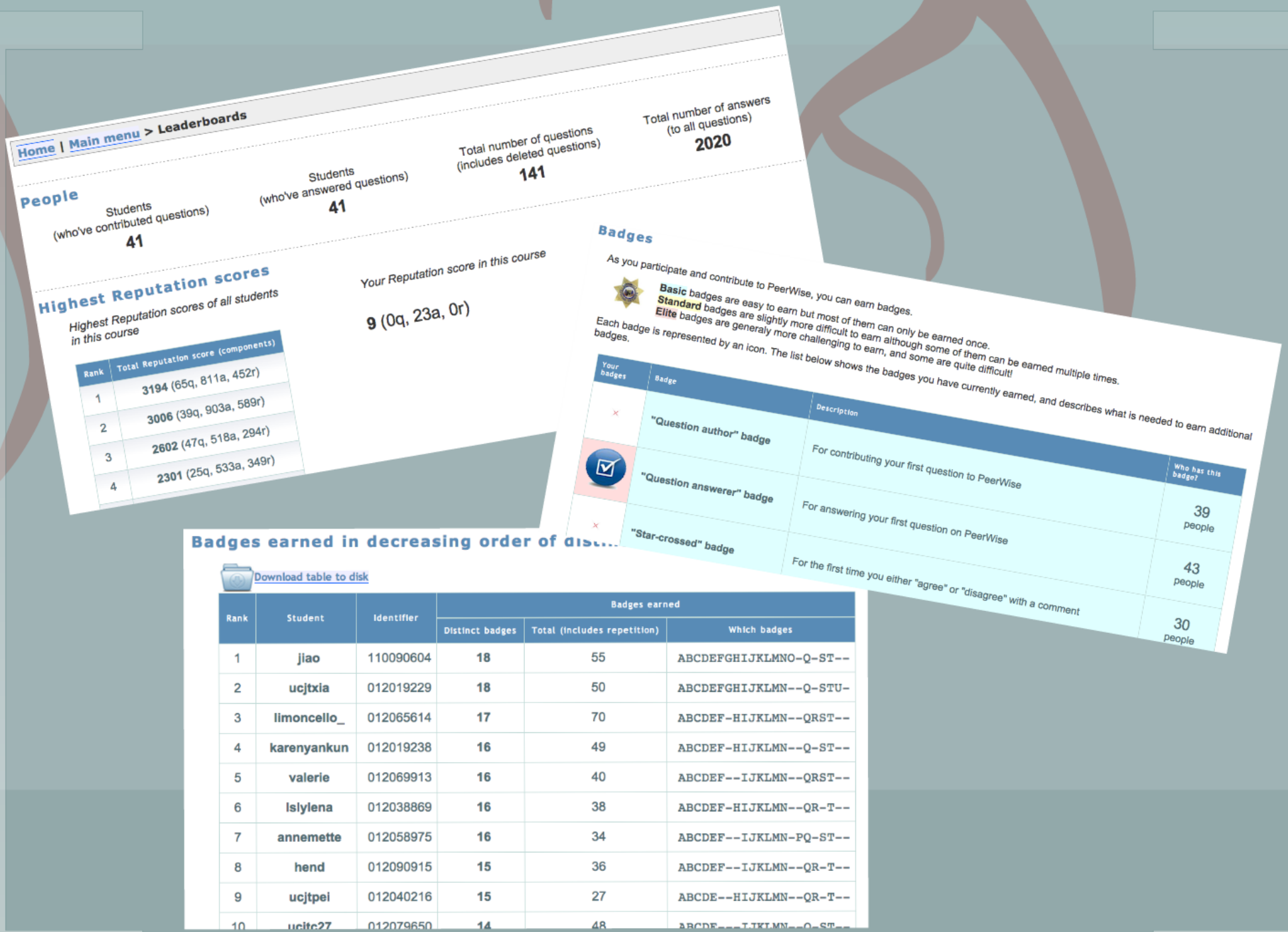

Home | Main menu > Leaderboards

People

Students (who've contributed questions): 41

Students (who've answered questions): 41

Total number of questions (includes deleted questions): 141

Total number of answers (to all questions): 2020

Highest Reputation scores

Highest Reputation scores of all students in this course

Rank	Total Reputation score (components)
1	3194 (65q, 811a, 452r)
2	3006 (39q, 903a, 589r)
3	2602 (47q, 518a, 294r)
4	2301 (25q, 533a, 349r)

Your Reputation score in this course

9 (0q, 23a, 0r)

Badges

As you participate and contribute to PeerWise, you can earn badges.

Basic badges are easy to earn but most of them can only be earned once.
Standard badges are slightly more difficult to earn although some of them can be earned multiple times.
Elite badges are generally more challenging to earn, and some are quite difficult!

Each badge is represented by an icon. The list below shows the badges you have currently earned, and describes what is needed to earn additional badges.

Your badges	Badge	Description	Who has this badge?
×	"Question author" badge	For contributing your first question to PeerWise	39 people
	"Question answerer" badge	For answering your first question on PeerWise	43 people
×	"Star-crossed" badge	For the first time you either "agree" or "disagree" with a comment	30 people

Badges earned in decreasing order of dist...

Download table to disk

Rank	Student	Identifier	Badges earned		
			Distinct badges	Total (includes repetition)	Which badges
1	jiao	110090604	18	55	ABCDEFGHIJKLMNO-Q-ST--
2	ucjtxia	012019229	18	50	ABCDEFGHIJKLMN--Q-STU-
3	limoncello_	012065614	17	70	ABCDEF-HIJKLMN--QRST--
4	karenyankun	012019238	16	49	ABCDEF-HIJKLMN--Q-ST--
5	valerie	012069913	16	40	ABCDEF--IJKLMN--QRST--
6	lslylena	012038869	16	38	ABCDEF-HIJKLMN--QR-T--
7	annemette	012058975	16	34	ABCDEF--IJKLMN-PQ-ST--
8	hend	012090915	15	36	ABCDEF--IJKLMN--QR-T--
9	ucjtpei	012040216	15	27	ABCDE--HIJKLMN--QR-T--
10	ucitc27	012079650	14	48	ABCDE---IJKLMN--Q-ST--

Our use of PeerWise

Challenges

PeerWise
Novel Online Peer-Learning System

Integration with existing UCL modules and technology

First to introduce it fully at UCL

Learning curve for staff and students

Benefits

Cross-cultural communication

Culturally diverse group from Asia to Africa

Different learning attitudes

Different aspirations

Analytical Skills

First year students

No prior exp. in critical evaluation skills

Synthesising information

Technology Use

Virtual learning platform

Use of technology to discuss/meet

Use of feedback to drive further learning and communication

Wanted to encourage peer interaction and integration, especially with PG students (lots of non-natives!)

The Students

Two groups:
Undergrads (N = 50) and Postgrads (N = 50)

Manipulations:
- Grouped: 1) randomly 2) mixed ability
- Across two terms
- Term 1: UG (Random), PG (Mixed)
- Term 2: UG (Mixed), PG (Mixed)

10% course credit:
"People learn well if they care about what they are learning"
Six weekly deadlines; in groups for Questioning, individuals for Answering

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Interdisciplinary

Course leaders

Educational Specialists

UCL Centre for the Advancement of Learning and Teaching (CALT)

UCL E-Learning Environments (UCLE)

Implementers

UCL TEACHING INNOVATIONS GRANT SCHEME

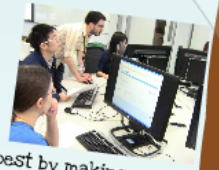
UCL

Start-up grants to help departments formulate a new Idea

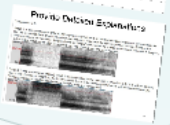
Aligned with UCL's institutional priorities for a successful grant:

Interdisciplinary working

The Students



"People learn best by making things and sharing them"



PeerWise 'Tutor Guide' for System Administrators

Created on: 16/11/2011
Updated: 30/01/2013

Author(s): Sam Green & Kevin Yeo
sam.green.11@ucl.ac.uk kevin.yeo.11@ucl.ac.uk

Department of Eponymities

University College London

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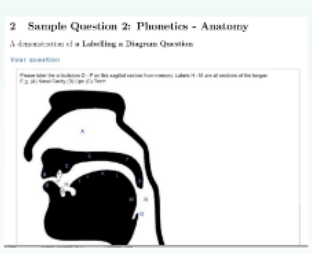
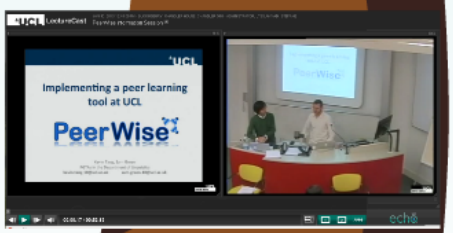


2 Sample Question 2: Phonetics - Anatomy

A demonstration of a Labelling a Diagram Question

Your question



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Interdisciplinary

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UCL E-Learning Environments (ELE)

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PeerWise 'user guide' for system administ

Created on: 14/11/2012
Updated: 30/01/2013

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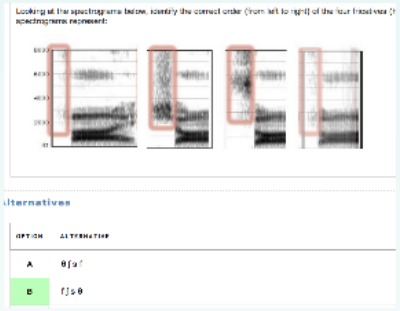
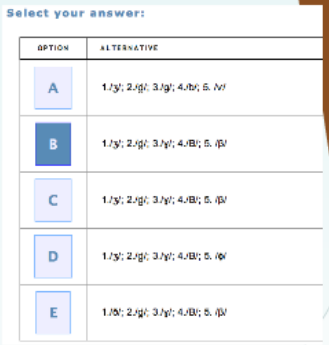
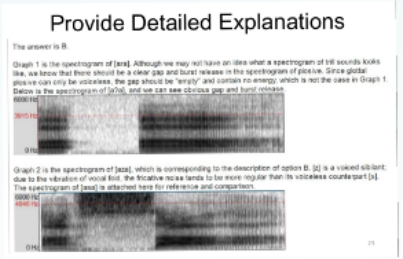


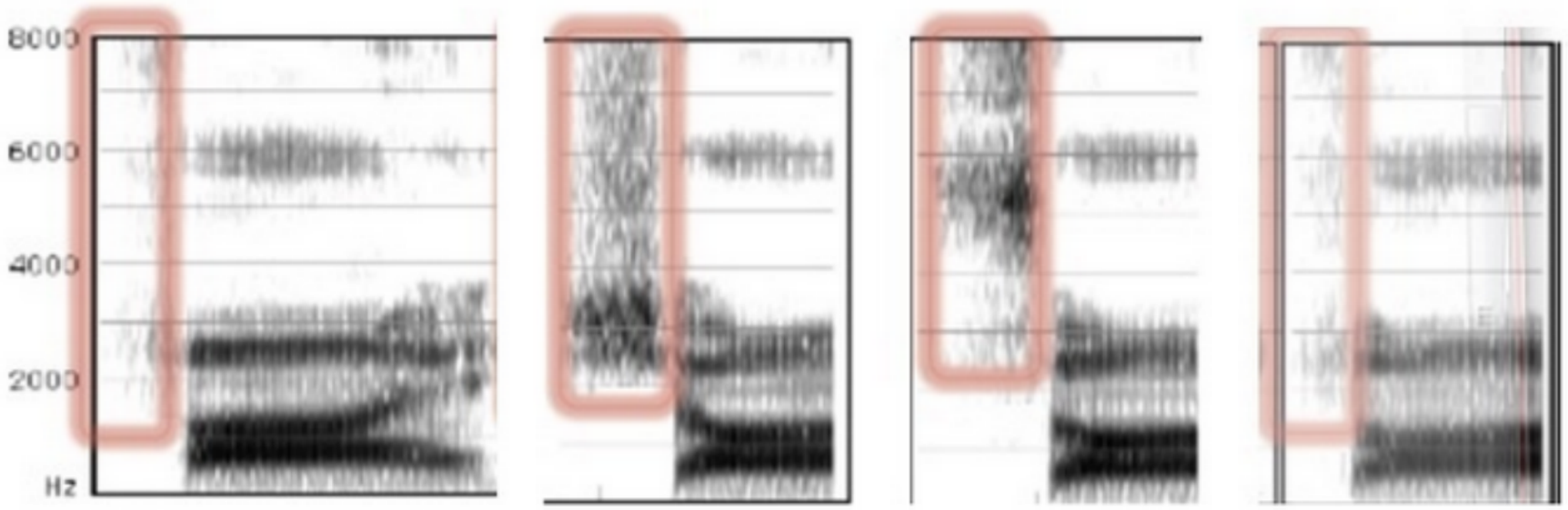




Ultimate Learning
Creating and Teaching
Create
Evaluate
Analyze
Apply
Understand
Remember
Lecture
Reading
Audio-Visual
Demonstration
Discussion Group
Practice by Doing
Teach Others
5%
10%
20%
30%
50%
75%
90%
Average Retention Rates
National Training Laboratories, Bethel Maine

PeerWise

Looking at the spectrograms below, identify the correct order (from left to right) of the four fricatives (h
spectrograms represent:



lternatives

OPTION	ALTERNATIVE
A	θ ʃ s f
B	f ʃ s θ

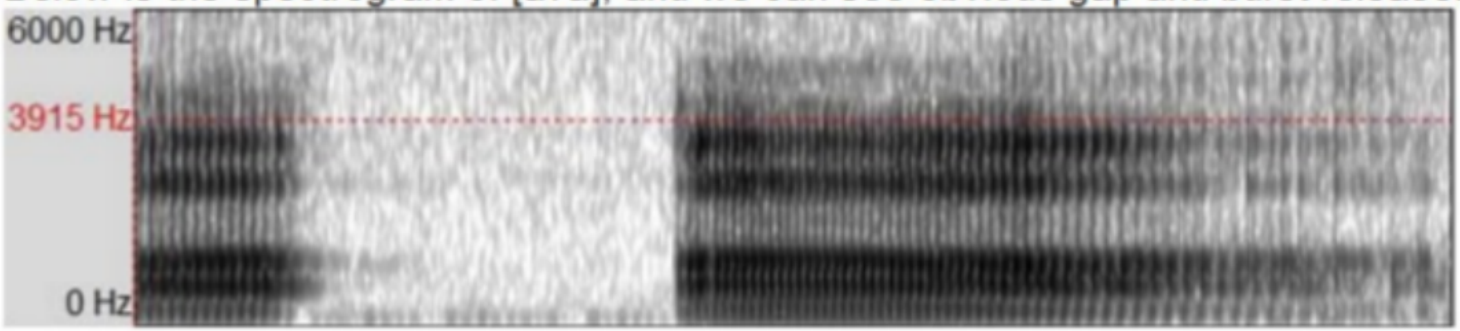
Select your answer:

OPTION	ALTERNATIVE
A	1./ʒ/; 2./d̪/; 3./g/; 4./b/; 5. /ѵ/
B	1./ʒ/; 2./d̪/; 3./ɣ/; 4./B/; 5. /β/
C	1./ʒ/; 2./d̪/; 3./ɣ/; 4./B/; 5. /β/
D	1./ʒ/; 2./d̪/; 3./ɣ/; 4./B/; 5. /ɸ/
E	1./ð/; 2./d̪/; 3./ɣ/; 4./B/; 5. /β/

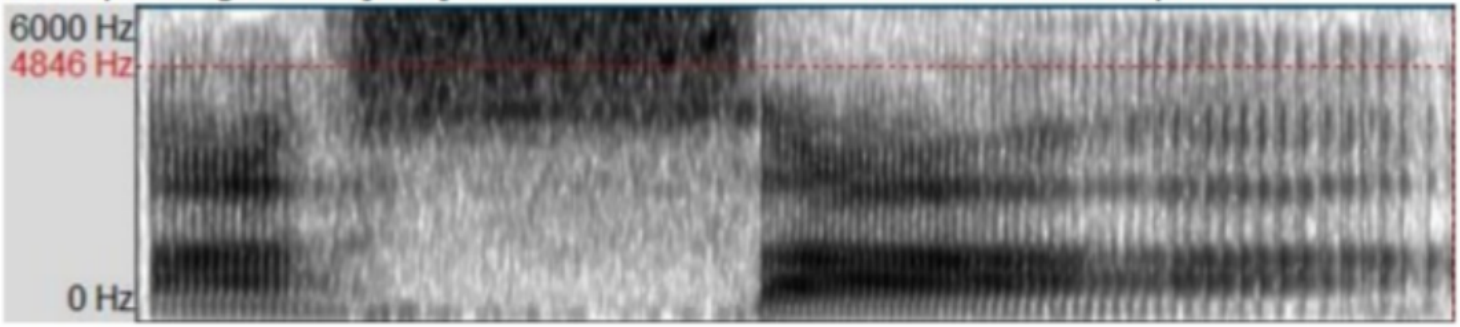
Provide Detailed Explanations

The answer is B.

Graph 1 is the spectrogram of [ara]. Although we may not have an idea what a spectrogram of trill sounds looks like, we know that there should be a clear gap and burst release in the spectrogram of plosive. Since glottal plosive can only be voiceless, the gap should be "empty" and contain no energy, which is not the case in Graph 1. Below is the spectrogram of [aʔa], and we can see obvious gap and burst release.



Graph 2 is the spectrogram of [aza], which is corresponding to the description of option B. [z] is a voiced sibilant; due to the vibration of vocal fold, the fricative noise tends to be more regular than its voiceless counterpart [s]. The spectrogram of [asa] is attached here for reference and comparison.



Peer-interaction

Written: 8:17pm, 28 Oct — Author has: 1554 points and 13 badges

★★★

I think I fell in your trap... One glottal stop looks similar to one of the elements of the trill sound, but obviously there isn't many words with several glottal stops after each other. But yeah you're explanation is excellent, saying that the space inbetween should be empty. I've learned something :) (by: ***mollymoench*** *[012091129]*)

★ ○ ✕ ○

Reply written by question author

Sorry that I made Option A a little bit "over"... And I made some modifications to the explanation -- in a spectrograms of continous speech, glottal stops may present a different feature, but still not like the "gap" between [r]. Hope that helps! :)

Add a reply to this comment

Written: 10:04pm, 28 Oct — Author has: 1343 points and 11 badges

★

i cannot tell the difference between h and nasal stop...and i think nasal stop should have blank area in F2,can you explain the formant of h? (by: ***marcia0201*** *[012014705]*)

★ ○ ✕ ○

Reply written by question author

[h] is a fricative so you can see a lot of noise. Word-initial [h] has noisy F3 plus faint F1 and F2, while [h] between two voiced sounds shows noisy forms in both lower and higher parts. Graph 4 [aha] follows the latter pattern and you can see the irregular noise "everywhere". To see the contrast you can refer to Figure 6.8 of *Vowels and Consonants* (3rd ed, p.58).
The best way to identify a nasal stop is to look for nasal murmur around 200 Hz, and yes, you are right, there should be blank between 200 Hz and around 2500 Hz. The one I provided in the explanation is not quite distinct (I used a uvular one, which is relatively rare), but I think you can still see the horizontal gap. Nasal murmur is regular and you can identify the pattern, which is quite different from the noise in [h].
Hope that helps :)

Add a reply to this comment

PeerWise 'user guide' for system administrators

Created on: 14/11/2012
Updated: 30/01/2013

Authors : Sam Green & Kevin Tang
sam.green.10@ucl.ac.uk kevin.tang.10@ucl.ac.uk

Department of Linguistics

University College London

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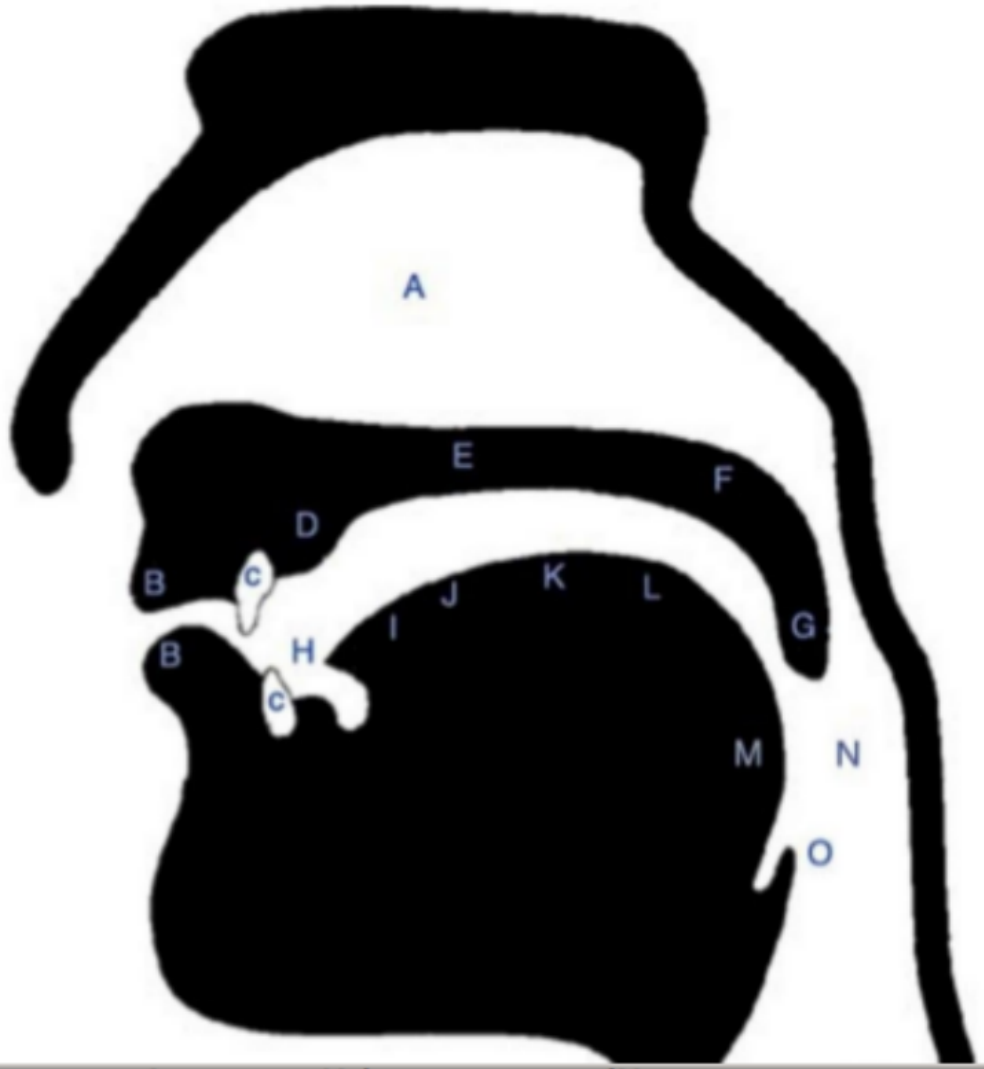
2 Sample Question 2: Phonetics - Anatomy

A demonstration of **a Labelling a Diagram Question**

Your question

Please label the articulators D - P on this sagittal section from memory. Labels H - M are all sections of the tongue.
E.g. (A) Nasal Cavity (B) Lips (C) Teeth



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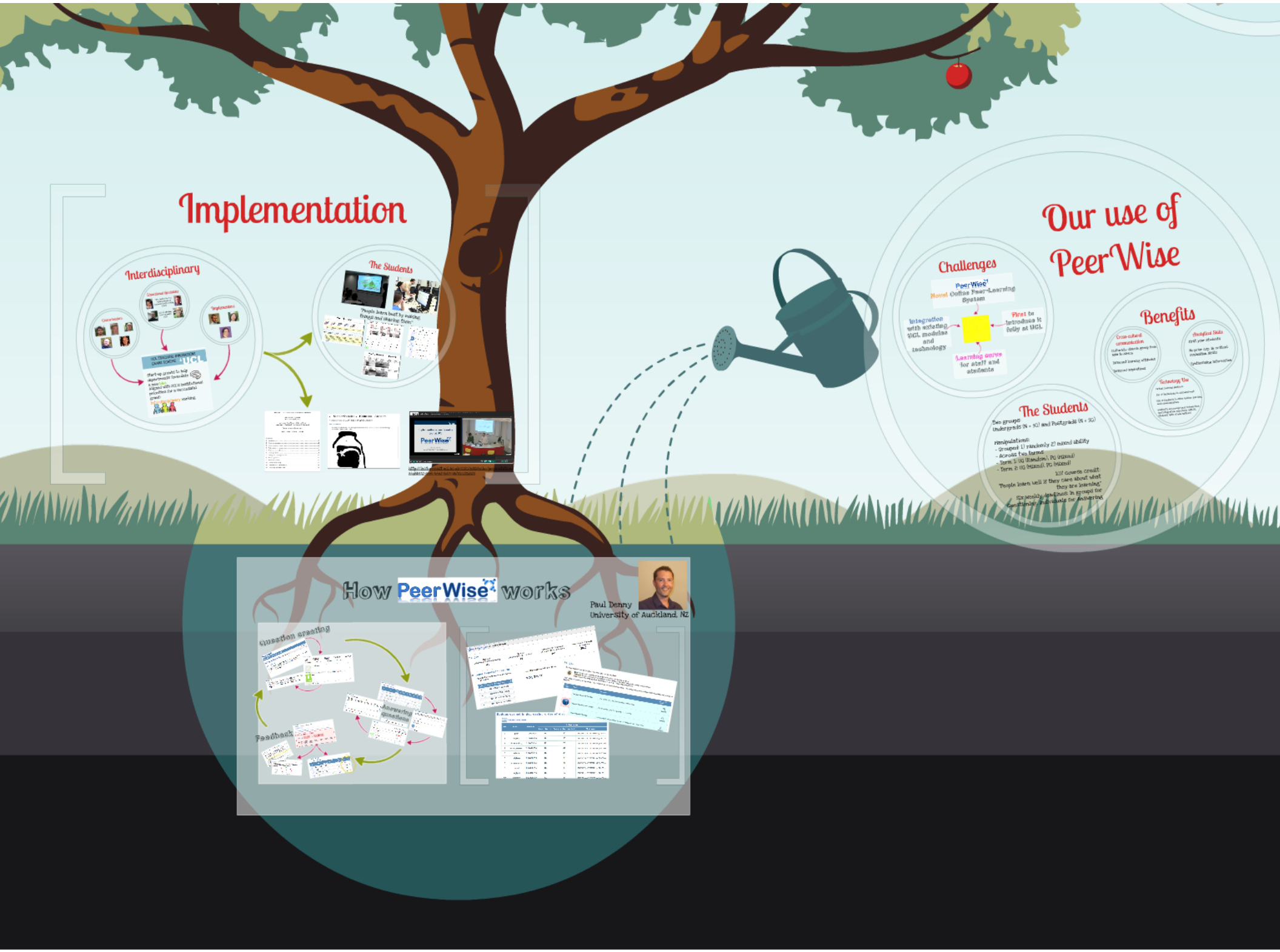
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Interdisciplinary
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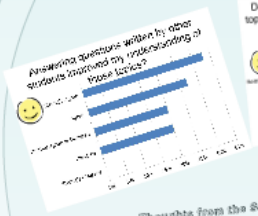
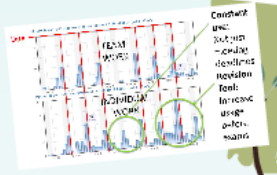
Six weekly deadlines: in groups for Questioning, individuals for Answering
How PeerWise works
Paul Denny
University of Auckland, NZ
Question creating
Answering questions
Feedback

Outcomes





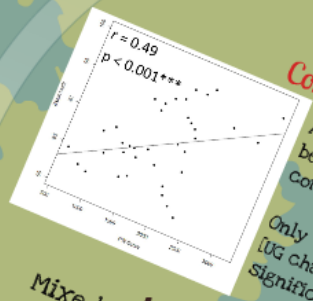
Thoughts from the Students

- "Some of my peers' questions were challenging"
- "confirmed my knowledge of certain topics"
- "review areas and work out weak spots as I was unsure of the answers."
- "I wanted to make them as interesting and original as possible which meant I read and learnt lots"
- "getting a clear explanation if you made a mistake"
- "a good exercise to develop critical thinking."

1. Positive feedback from students on improving understanding and team working.
2. Active engagement throughout and as a revision tool before exams

The stats

Correlation



A significant correlation between PW score (based on contribution) and the exam scores.

Only with the mixed ability group [UG changed from not significant to significant after random to mixed]

Mixed grouping makes a significant contribution to predicting the final module score.

Model Comparison on Grouping

Analysis of Variance Table

Model 1: Assignment_Mean ~ PW_Score + group
Model 2: Assignment_Mean ~ PW_Score

	Res.Df	RSS	Df	Sum of Sq	F	Pr(>F)
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2	29	2460.3	-1	-358.21	4.7713	0.03747 *

Signif. codes: * 0.05

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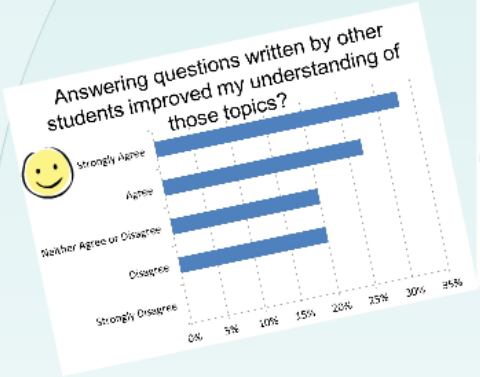

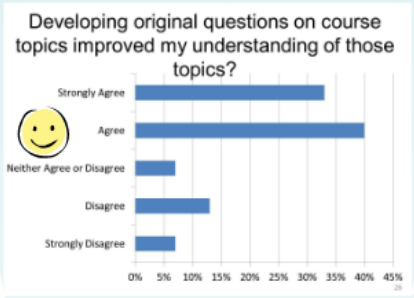

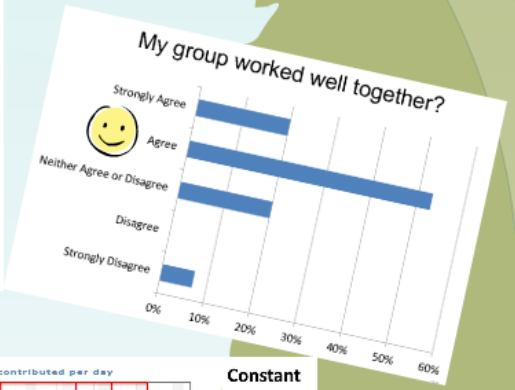

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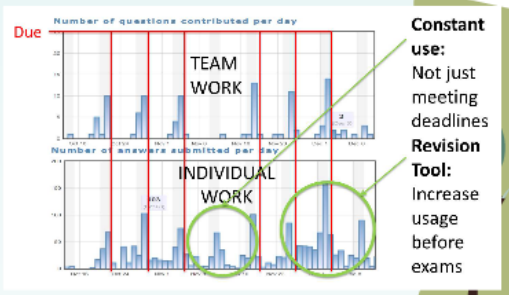

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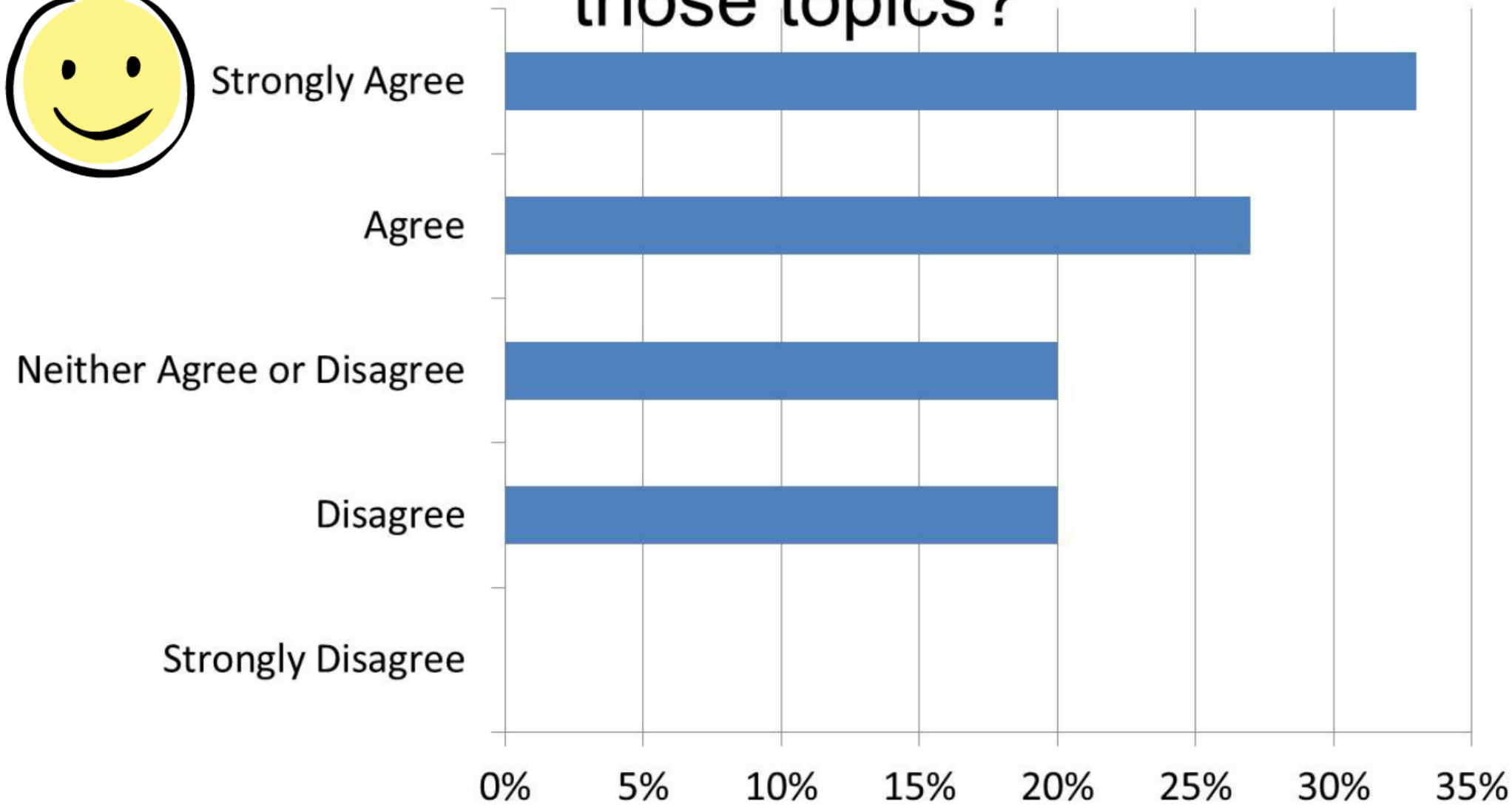
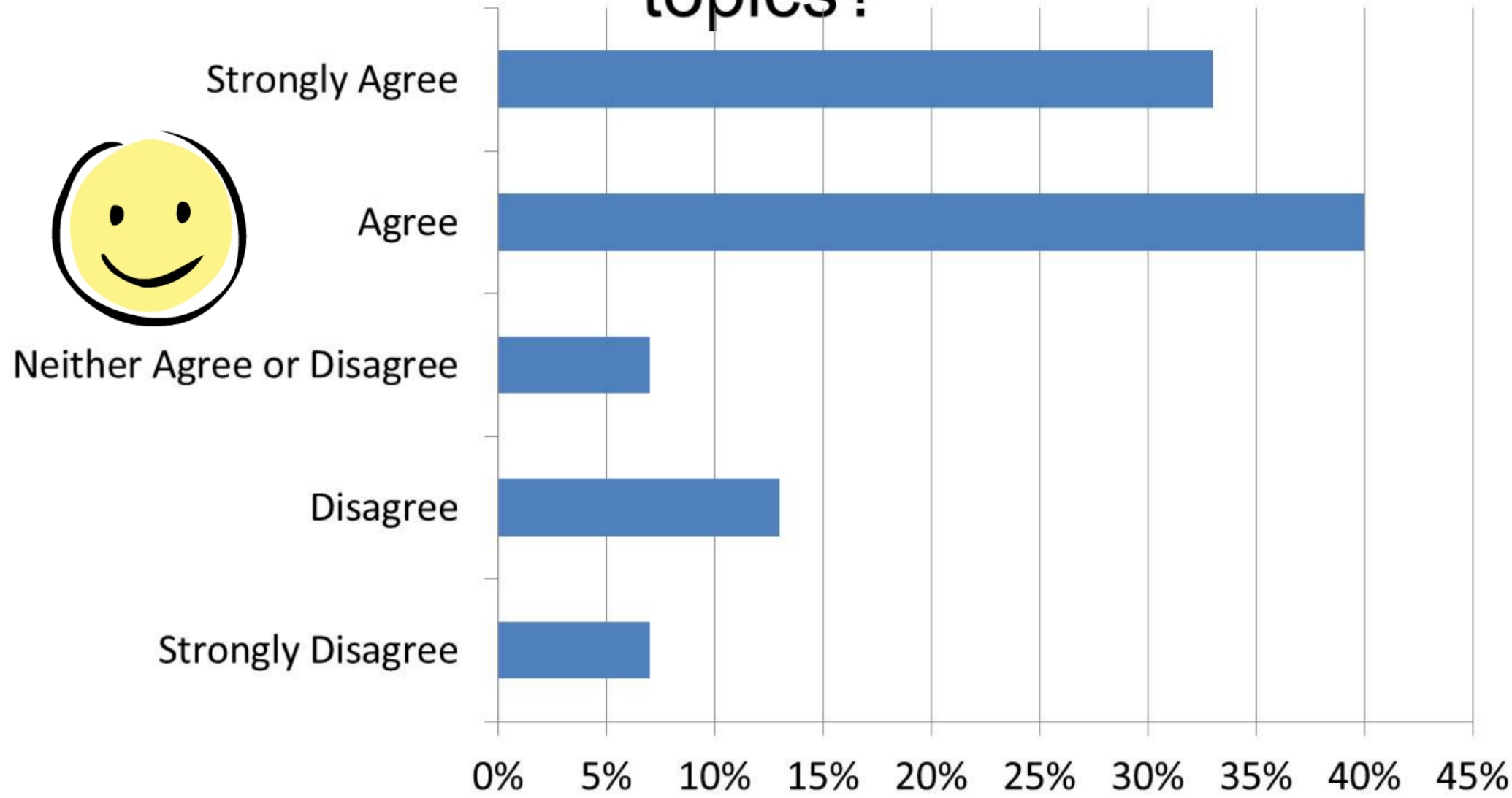
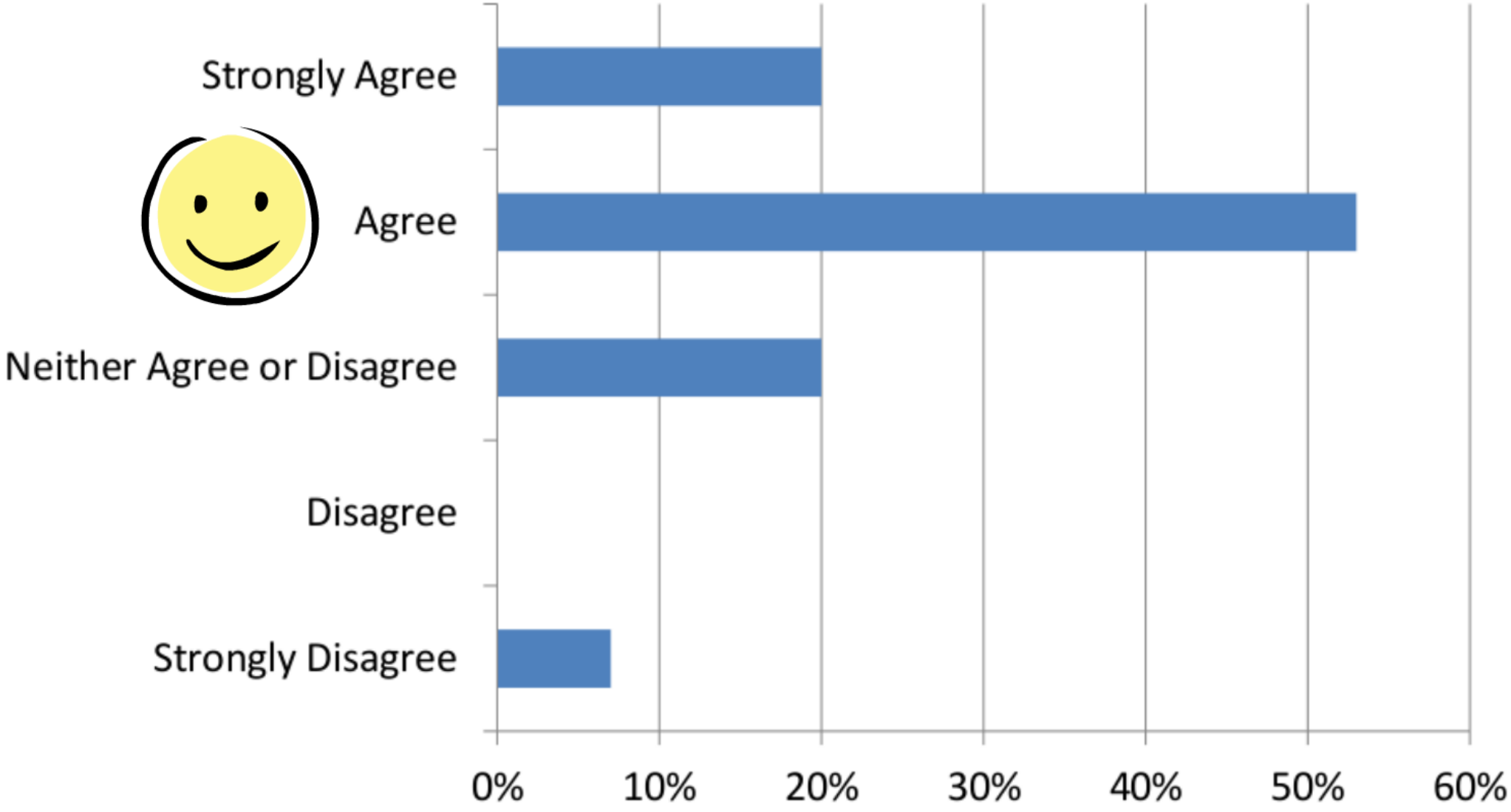
Answering questions written by other students improved my understanding of those topics?

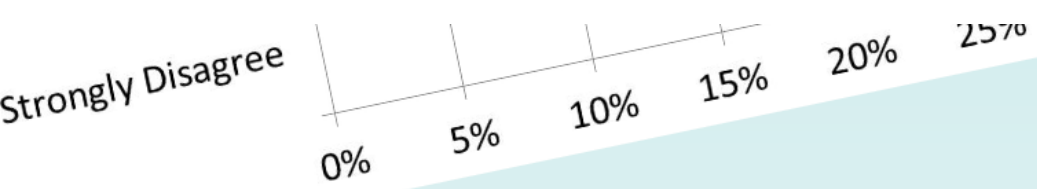


Developing original questions on course topics improved my understanding of those topics?



My group worked well together?





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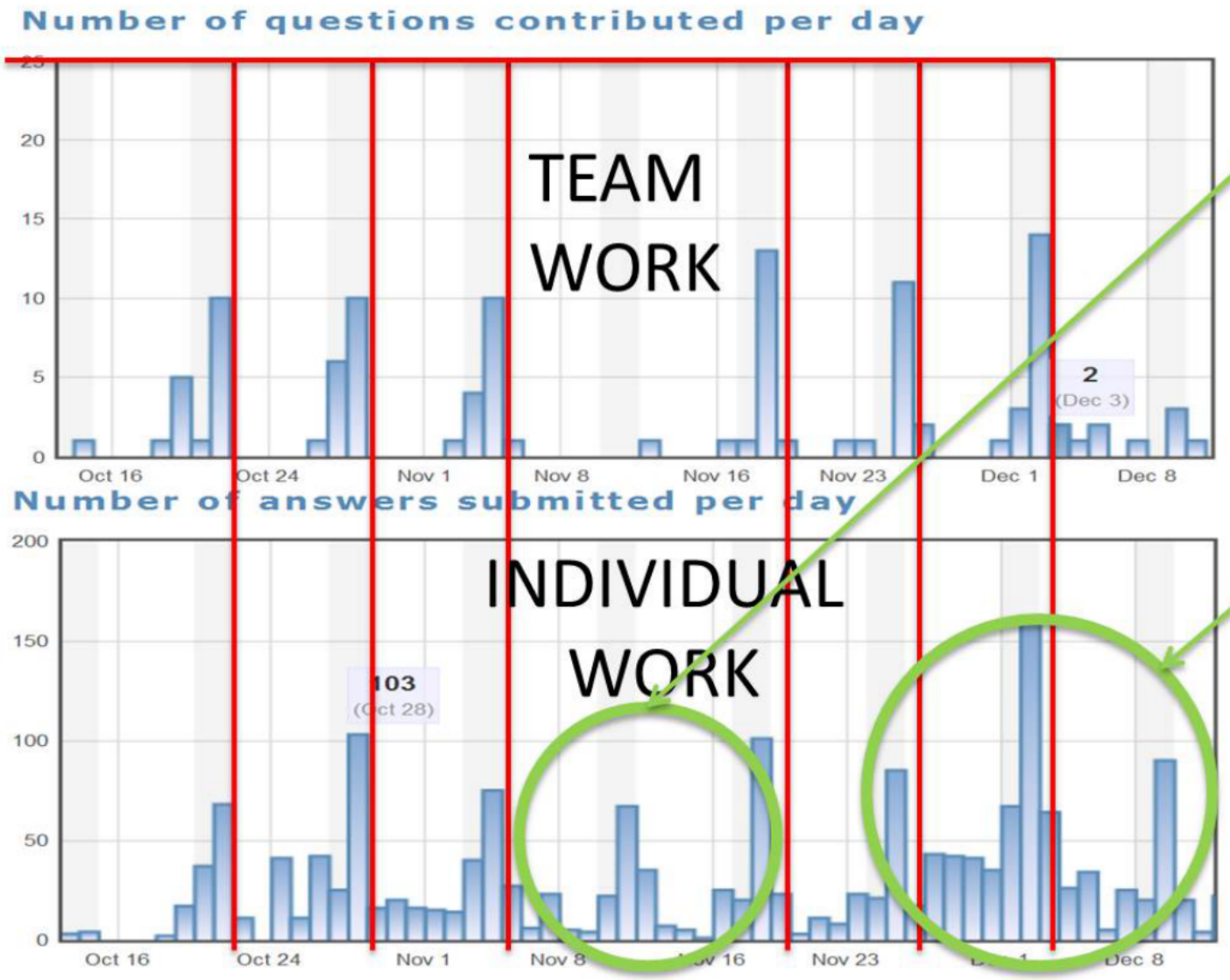

Constant use: Not just meeting deadlines

Revision Tool: Increase usage before exams

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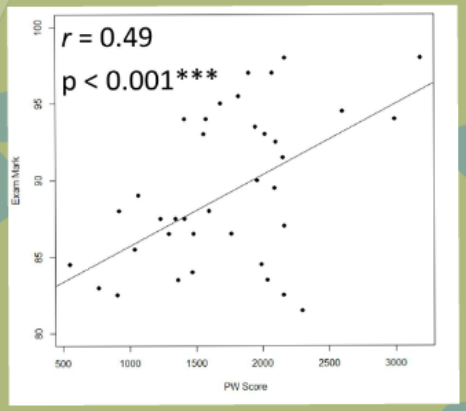

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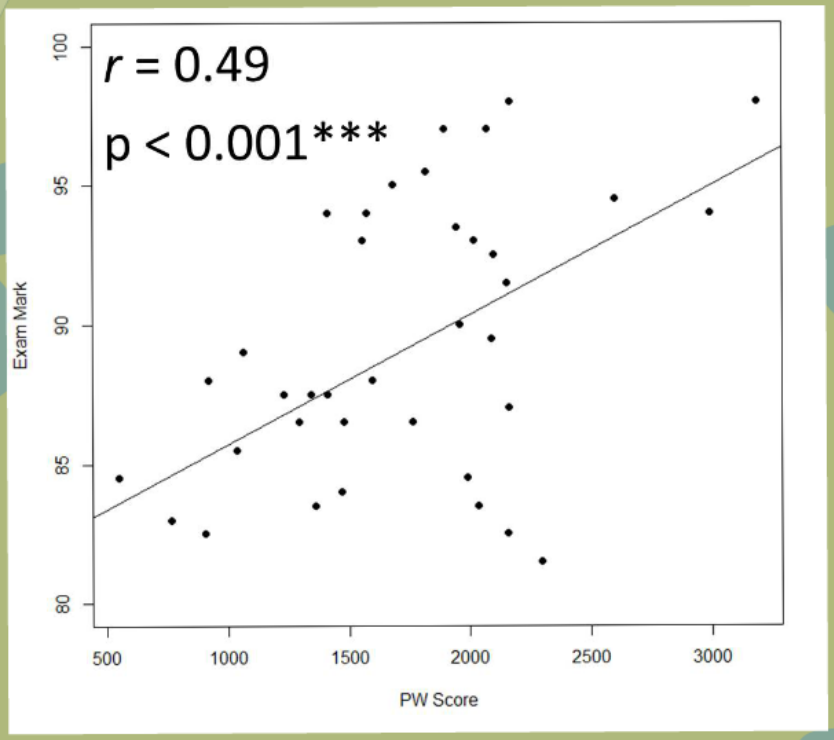

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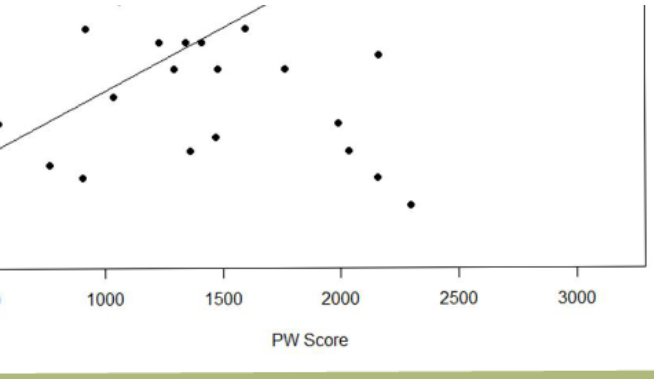

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Conclusions and the Future

Mixed ability grouping highly beneficial for peer-learning

Students genuinely enjoy learning (when it's presented in the right way)

Specific implementation important - tailor-made/constrained

Students can meet virtually to work remotely in their groups

Students can work well when unsupervised, and still create good content

Traditionally: Impossible to give individual feedback for every question
-with PeerWise: peers provide this
Current Tech: Monitor students more closely and instantly feed back difficulties to lecturers

Use student generated questions on exams

Extend the use to more modules - suggested by students in feedback
-maybe to other universities

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Questions?

Full Report: http://goo.gl/pWD8vU
http://goo.gl/6AlgLT

The Importance of Peer-Learning: A Case Study on PeerWise

UCL

Sam Green & Kevin Tang
PhD researchers and Postgraduate Teaching Assistants
Psychology and Language Sciences division
University College London

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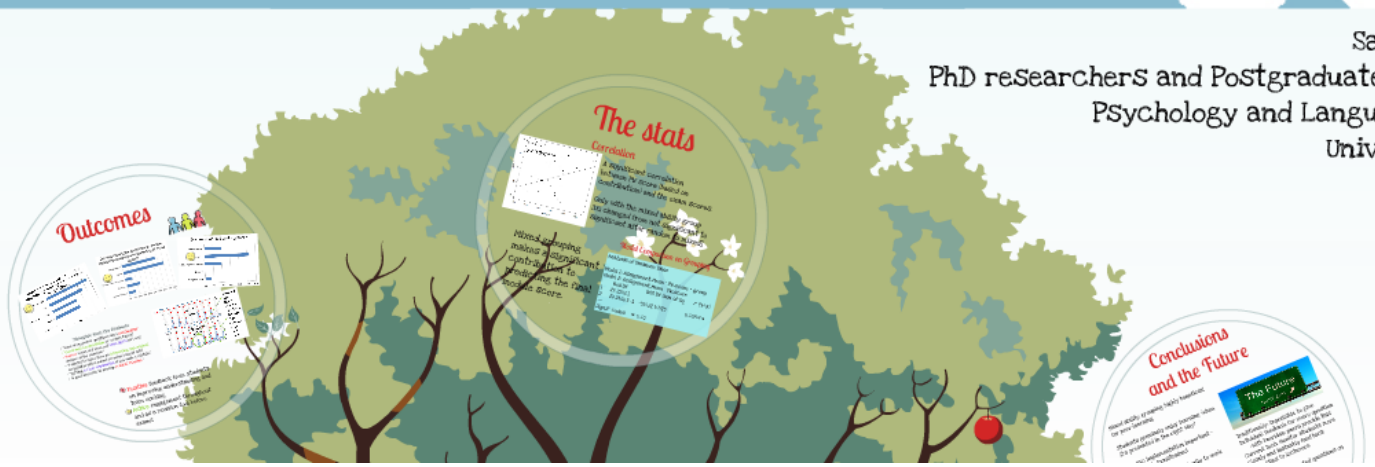
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