

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



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



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

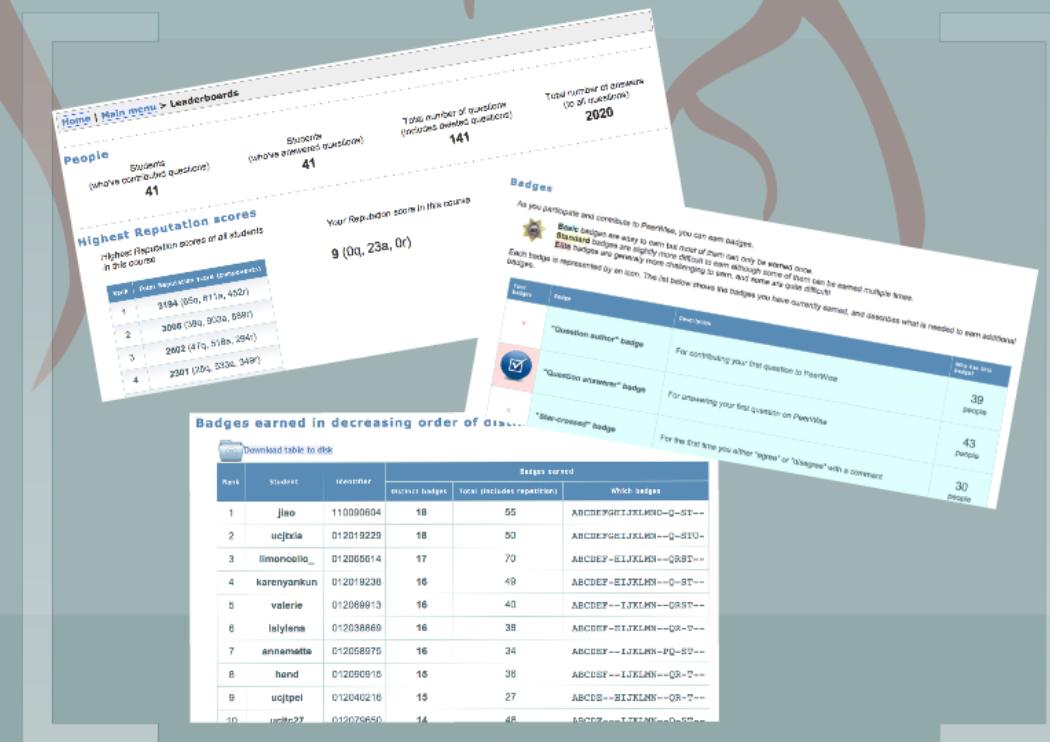
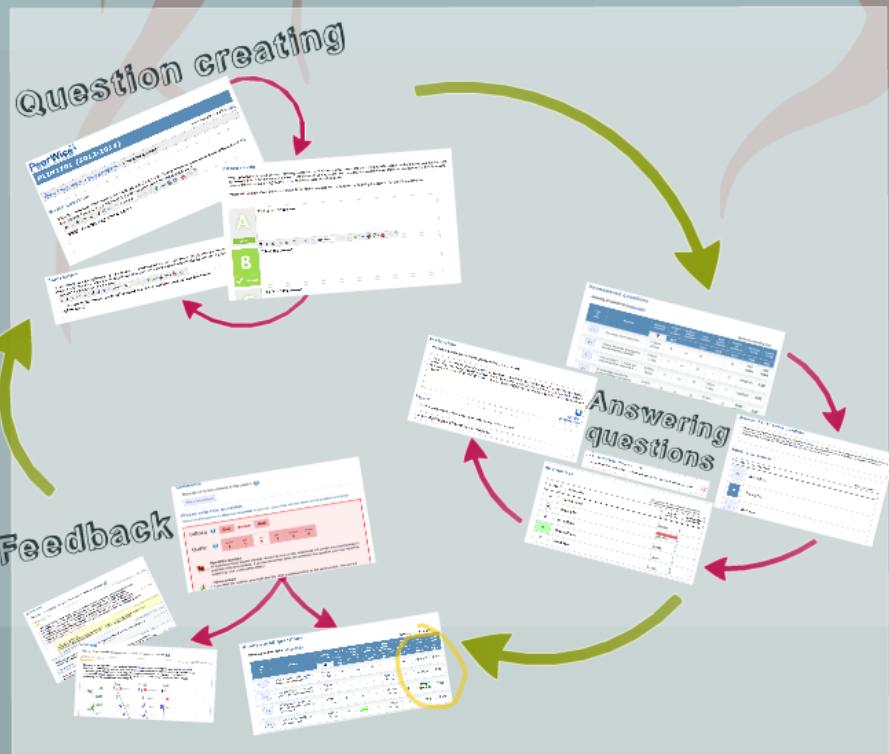


Sam Green & Kevin Tang
PhD researchers and Postgraduate Teaching Assistants
Psychology and Language Sciences division
University College London



How PeerWise works

Paul Denny
University of Auckland, NZ



Question creating

PeerWise[®]
PLIN1101 (2012:2013)

Home | Main menu > Your questions > Post new question

Write question

Professional: Please tick to remove the title of your question from the marking system.

Which of the following is the speed of light?

A. 300 km/s
B. 300 m/s
C. 300 km/h
D. 300 m/h

Explanation

You should provide an explanation for your answer. This explanation will only be shown to people who have chosen to answer this question. You can also add a link to an external resource or file.

This is the answer:
A. 300 km/s

Alternatives

Note to the alternatives: Explain why you think each alternative is correct, and of course, why it is not. Make sure that the correct alternative is clearly marked. If you mark more than one as correct, then all of them will be marked as correct. You may choose to hide the correct answer by marking it as 'not correct'.

Mark as correct
This is the answer
This is not the answer



Unanswered questions

Showing 47 questions (page 1/2)

Ques	Topic	Author	Submissions	Accepted answers	Accepted answer rate	Answers	Median rating	Questions ordered by date
1	None	John Doe	1120	24	21%	24	0.00	not rated
2	None	Jane Smith	2470	0	0%	0	0.00	not rated
3	None	Bob Johnson	1770	1	6%	1	0.00	not rated
4	None	Mike Williams	2470	0	0%	0	0.00	not rated
5	None	Sarah Brown	1770	0	0%	0	0.00	not rated
6	None	David Green	2470	0	0%	0	0.00	not rated
7	None	Emily Blue	2470	0	0%	0	0.00	not rated
8	None	Frank White	2470	0	0%	0	0.00	not rated
9	None	Grace Grey	2470	0	0%	0	0.00	not rated
10	None	Henry Black	2470	0	0%	0	0.00	not rated
11	None	Isabella Red	2470	0	0%	0	0.00	not rated
12	None	James Green	2470	0	0%	0	0.00	not rated
13	None	Karen Blue	2470	0	0%	0	0.00	not rated
14	None	Liam Grey	2470	0	0%	0	0.00	not rated
15	None	Mia Red	2470	0	0%	0	0.00	not rated
16	None	Noah Green	2470	0	0%	0	0.00	not rated
17	None	Olivia Blue	2470	0	0%	0	0.00	not rated
18	None	Penelope Grey	2470	0	0%	0	0.00	not rated
19	None	Quinn Red	2470	0	0%	0	0.00	not rated
20	None	Riley Green	2470	0	0%	0	0.00	not rated
21	None	Sophie Blue	2470	0	0%	0	0.00	not rated
22	None	Taylor Grey	2470	0	0%	0	0.00	not rated
23	None	Ulysses Red	2470	0	0%	0	0.00	not rated
24	None	Vivian Green	2470	0	0%	0	0.00	not rated
25	None	Wade Blue	2470	0	0%	0	0.00	not rated
26	None	Xavier Grey	2470	0	0%	0	0.00	not rated
27	None	Yara Red	2470	0	0%	0	0.00	not rated
28	None	Zane Green	2470	0	0%	0	0.00	not rated

Feedback

Comments

There are no yet any comments for this question.

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All questions should be of material relevance to your course, and should contain only reasonable or reasonably obtainable material. If you are concerned about the nature of that question, you may report the question to the administrator.

Private author?

If you write this question, you might also like other questions, written by the same person. You are not required to do this.

Unanswered questions

Showing 47 questions (page 1/2)

Ques	Topic	Author	Submissions	Accepted answers	Accepted answer rate	Answers	Median rating	Questions ordered by date
1	None	John Doe	1120	24	21%	24	0.00	not rated
2	None	Jane Smith	2470	0	0%	0	0.00	not rated
3	None	Bob Johnson	1770	1	6%	1	0.00	not rated
4	None	Mike Williams	2470	0	0%	0	0.00	not rated
5	None	Sarah Brown	1770	0	0%	0	0.00	not rated
6	None	David Green	2470	0	0%	0	0.00	not rated
7	None	Emily Blue	2470	0	0%	0	0.00	not rated
8	None	Frank White	2470	0	0%	0	0.00	not rated
9	None	Grace Grey	2470	0	0%	0	0.00	not rated
10	None	Henry Black	2470	0	0%	0	0.00	not rated
11	None	Isabella Red	2470	0	0%	0	0.00	not rated
12	None	James Green	2470	0	0%	0	0.00	not rated
13	None	Karen Blue	2470	0	0%	0	0.00	not rated
14	None	Liam Grey	2470	0	0%	0	0.00	not rated
15	None	Mia Red	2470	0	0%	0	0.00	not rated
16	None	Noah Green	2470	0	0%	0	0.00	not rated
17	None	Olivia Blue	2470	0	0%	0	0.00	not rated
18	None	Penelope Grey	2470	0	0%	0	0.00	not rated
19	None	Quinn Red	2470	0	0%	0	0.00	not rated
20	None	Riley Green	2470	0	0%	0	0.00	not rated
21	None	Sophie Blue	2470	0	0%	0	0.00	not rated
22	None	Taylor Grey	2470	0	0%	0	0.00	not rated
23	None	Ulysses Red	2470	0	0%	0	0.00	not rated
24	None	Vivian Green	2470	0	0%	0	0.00	not rated
25	None	Wade Blue	2470	0	0%	0	0.00	not rated
26	None	Xavier Grey	2470	0	0%	0	0.00	not rated
27	None	Yara Red	2470	0	0%	0	0.00	not rated
28	None	Zane Green	2470	0	0%	0	0.00	not rated



Answering questions

Unanswered questions

Showing 47 questions (page 1/2)

Ques	Topic	Author	Submissions	Accepted answers	Accepted answer rate	Answers	Median rating	Questions ordered by date
1	None	John Doe	1120	24	21%	24	0.00	not rated
2	None	Jane Smith	2470	0	0%	0	0.00	not rated
3	None	Bob Johnson	1770	1	6%	1	0.00	not rated
4	None	Mike Williams	2470	0	0%	0	0.00	not rated
5	None	Sarah Brown	1770	0	0%	0	0.00	not rated
6	None	David Green	2470	0	0%	0	0.00	not rated
7	None	Emily Blue	2470	0	0%	0	0.00	not rated
8	None	Frank White	2470	0	0%	0	0.00	not rated
9	None	Grace Grey	2470	0	0%	0	0.00	not rated
10	None	Henry Black	2470	0	0%	0	0.00	not rated
11	None	Isabella Red	2470	0	0%	0	0.00	not rated
12	None	James Green	2470	0	0%	0	0.00	not rated
13	None	Karen Blue	2470	0	0%	0	0.00	not rated
14	None	Liam Grey	2470	0	0%	0	0.00	not rated
15	None	Mia Red	2470	0	0%	0	0.00	not rated
16	None	Noah Green	2470	0	0%	0	0.00	not rated
17	None	Olivia Blue	2470	0	0%	0	0.00	not rated
18	None	Penelope Grey	2470	0	0%	0	0.00	not rated
19	None	Quinn Red	2470	0	0%	0	0.00	not rated
20	None	Riley Green	2470	0	0%	0	0.00	not rated
21	None	Sophie Blue	2470	0	0%	0	0.00	not rated
22	None	Taylor Grey	2470	0	0%	0	0.00	not rated
23	None	Ulysses Red	2470	0	0%	0	0.00	not rated
24	None	Vivian Green	2470	0	0%	0	0.00	not rated
25	None	Wade Blue	2470	0	0%	0	0.00	not rated
26	None	Xavier Grey	2470	0	0%	0	0.00	not rated
27	None	Yara Red	2470	0	0%	0	0.00	not rated
28	None	Zane Green	2470	0	0%	0	0.00	not rated



Question creating

The image displays the PeerWise platform interface for creating questions, specifically for the PLIN1101 (2012:2013) course.

Main Page: The top section shows the "Write question" page. It includes a text area for the question text, a rich text editor toolbar, and a preview area showing the question: "Which of the following is the answer?". A large red curved arrow points from the question text down to the "Alternatives" section.

Explanation Section: Below the main page, there is an "Explanation" section. It contains a text area for explaining the answer, a rich text editor toolbar, and a preview area showing the explanation: "This explains the answer, the possible answers, and the questions (and perhaps even some references...)".

Alternatives Section: The bottom section shows the "Alternatives" configuration. It lists two alternatives: "A" (labeled "Select") and "B" (labeled "Answer"). Alternative B is marked with a green checkmark and labeled "This is the answer". Alternative A is labeled "This is not the answer". A second red curved arrow points from the "Explanation" section up to the "Alternatives" section, indicating the relationship between the two.

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
1 »	The words "time" [taɪm] 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, 16 Dec	4	***	0	4:23pm, 17 Dec	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)



topics

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

vowels, Diphthongs and Monophthongs, Phonemes

Answering questions

... DO NOT AGREE WITH AUTHOR

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

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

Answer the following question

The words "time" [taɪm] and "dime" [daim] are completely identical except for their initial sounds; that is, they are both of the form [taɪm]. 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

eedback

This is very relevant to our current course content and gives good practice in reading spectrograms! Inconsistent. Otherwise - very clear question, but I would probably have added a couple more alternatives in order to make it a bit less obvious that the first one is better. However, I thought the visual component was very helpful - though the choice of one diphthong and one monophthong instead of two of one kind might have made it a little too easy to figure out (i.e. the change in quality is a little too 'obvious') (by: [shadley](#) [112650342]).

Thank you for your comment! I noticed the making mistakes and edited my question before submitting but it doesn't seem to have changed it... Glad you found it helpful.

→ too challenging but still requires some thought. The use in incorporating the information but also stuff we

I think this is a really good answer was very clear. Agree with the spectrogram!

Relevant to the topic on vowels we have been studying recently, wording was appropriate and what the question was asking for was clear. The choices were also logical. I think a better explanation could have been given though, apart from only providing the vowel chart. The diagram only describes openness and tongue position, but there is no mention of rounded and unrounded vowels. Maybe something like this would have been better:

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

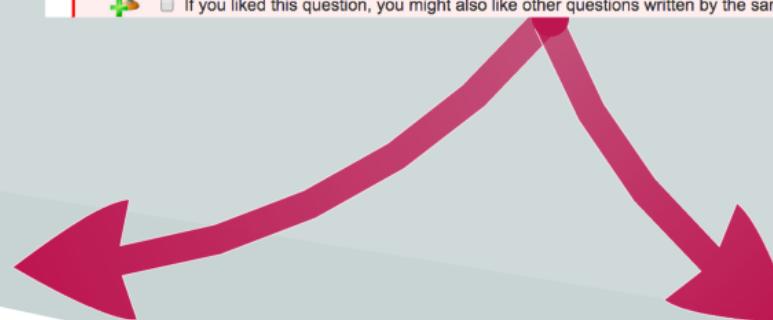
Quality [?](#) very poor poor fair good very good excellent

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](#))

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
1 »	What is the active articulator in sounds that are [+dorsal]?	5:40pm, 17 Feb	1	***	0	-	0	medium	2.00
2 »	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
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	<input checked="" type="checkbox"/> YES	0	4:16pm, 02 Jan	4	easy	2.50

Question creating

PeerWise[®]
PLIN1101 (2012:2013)

Home | Main menu > Your questions > Post new question

Write question

Professional: Please tick to remove the title of your question from the learning system.

Which of the following is the speed of light?

A. 300 km/s
B. 300 m/s
C. 300 km/h
D. 300 m/h

Explanation

You should provide an explanation for your answer. This explanation will only be shown to people after they have answered the question. You can also add an explanation for each alternative. This explanation will be shown to people who select that alternative. The multiple answers and the explanation will appear next to the question.

Alternatives

Write up to five alternatives for your question. Make sure each alternative is correct, and of course, you must ensure that exactly one of the alternatives is the correct answer to your question. You may choose to define more than five alternatives by clicking the 'Add another' button. Some of the alternatives might not be correct, but this will still provide feedback.

(A) is not the answer

This is the answer!

(B) is not the answer

This is not the answer!

(C) is not the answer

This is not the answer!

(D) is not the answer

This is not the answer!



Unanswered questions

Showing all questions (page 1/1)

Ques	Topic	Answers	Success	Engaged students	Active students	Pass rate	Mean score	Median score	Difficulty	Overall rating
1	None	1120	24/100	0	0	-	0	0	not rated	2.00
2	None	24/100	0	0	0	-	0	0	not rated	2.00
3	None	17/100	0	0	0	-	0	0	not rated	2.00
4	None	0/100	0	0	0	-	0	0	not rated	2.00
5	None	0/100	0	0	0	-	0	0	not rated	2.00
6	None	0/100	0	0	0	-	0	0	not rated	2.00
7	None	0/100	0	0	0	-	0	0	not rated	2.00
8	None	0/100	0	0	0	-	0	0	not rated	2.00
9	None	0/100	0	0	0	-	0	0	not rated	2.00
10	None	0/100	0	0	0	-	0	0	not rated	2.00
11	None	0/100	0	0	0	-	0	0	not rated	2.00
12	None	0/100	0	0	0	-	0	0	not rated	2.00
13	None	0/100	0	0	0	-	0	0	not rated	2.00
14	None	0/100	0	0	0	-	0	0	not rated	2.00
15	None	0/100	0	0	0	-	0	0	not rated	2.00
16	None	0/100	0	0	0	-	0	0	not rated	2.00
17	None	0/100	0	0	0	-	0	0	not rated	2.00
18	None	0/100	0	0	0	-	0	0	not rated	2.00
19	None	0/100	0	0	0	-	0	0	not rated	2.00
20	None	0/100	0	0	0	-	0	0	not rated	2.00
21	None	0/100	0	0	0	-	0	0	not rated	2.00
22	None	0/100	0	0	0	-	0	0	not rated	2.00
23	None	0/100	0	0	0	-	0	0	not rated	2.00
24	None	0/100	0	0	0	-	0	0	not rated	2.00
25	None	0/100	0	0	0	-	0	0	not rated	2.00
26	None	0/100	0	0	0	-	0	0	not rated	2.00
27	None	0/100	0	0	0	-	0	0	not rated	2.00
28	None	0/100	0	0	0	-	0	0	not rated	2.00
29	None	0/100	0	0	0	-	0	0	not rated	2.00
30	None	0/100	0	0	0	-	0	0	not rated	2.00
31	None	0/100	0	0	0	-	0	0	not rated	2.00
32	None	0/100	0	0	0	-	0	0	not rated	2.00
33	None	0/100	0	0	0	-	0	0	not rated	2.00
34	None	0/100	0	0	0	-	0	0	not rated	2.00
35	None	0/100	0	0	0	-	0	0	not rated	2.00
36	None	0/100	0	0	0	-	0	0	not rated	2.00
37	None	0/100	0	0	0	-	0	0	not rated	2.00
38	None	0/100	0	0	0	-	0	0	not rated	2.00
39	None	0/100	0	0	0	-	0	0	not rated	2.00
40	None	0/100	0	0	0	-	0	0	not rated	2.00
41	None	0/100	0	0	0	-	0	0	not rated	2.00
42	None	0/100	0	0	0	-	0	0	not rated	2.00
43	None	0/100	0	0	0	-	0	0	not rated	2.00
44	None	0/100	0	0	0	-	0	0	not rated	2.00
45	None	0/100	0	0	0	-	0	0	not rated	2.00
46	None	0/100	0	0	0	-	0	0	not rated	2.00
47	None	0/100	0	0	0	-	0	0	not rated	2.00
48	None	0/100	0	0	0	-	0	0	not rated	2.00
49	None	0/100	0	0	0	-	0	0	not rated	2.00
50	None	0/100	0	0	0	-	0	0	not rated	2.00
51	None	0/100	0	0	0	-	0	0	not rated	2.00
52	None	0/100	0	0	0	-	0	0	not rated	2.00
53	None	0/100	0	0	0	-	0	0	not rated	2.00
54	None	0/100	0	0	0	-	0	0	not rated	2.00
55	None	0/100	0	0	0	-	0	0	not rated	2.00
56	None	0/100	0	0	0	-	0	0	not rated	2.00
57	None	0/100	0	0	0	-	0	0	not rated	2.00
58	None	0/100	0	0	0	-	0	0	not rated	2.00
59	None	0/100	0	0	0	-	0	0	not rated	2.00
60	None	0/100	0	0	0	-	0	0	not rated	2.00
61	None	0/100	0	0	0	-	0	0	not rated	2.00
62	None	0/100	0	0	0	-	0	0	not rated	2.00
63	None	0/100	0	0	0	-	0	0	not rated	2.00
64	None	0/100	0	0	0	-	0	0	not rated	2.00
65	None	0/100	0	0	0	-	0	0	not rated	2.00
66	None	0/100	0	0	0	-	0	0	not rated	2.00
67	None	0/100	0	0	0	-	0	0	not rated	2.00
68	None	0/100	0	0	0	-	0	0	not rated	2.00
69	None	0/100	0	0	0	-	0	0	not rated	2.00
70	None	0/100	0	0	0	-	0	0	not rated	2.00
71	None	0/100	0	0	0	-	0	0	not rated	2.00
72	None	0/100	0	0	0	-	0	0	not rated	2.00
73	None	0/100	0	0	0	-	0	0	not rated	2.00
74	None	0/100	0	0	0	-	0	0	not rated	2.00
75	None	0/100	0	0	0	-	0	0	not rated	2.00
76	None	0/100	0	0	0	-	0	0	not rated	2.00
77	None	0/100	0	0	0	-	0	0	not rated	2.00
78	None	0/100	0	0	0	-	0	0	not rated	2.00
79	None	0/100	0	0	0	-	0	0	not rated	2.00
80	None	0/100	0	0	0	-	0	0	not rated	2.00
81	None	0/100	0	0	0	-	0	0	not rated	2.00
82	None	0/100	0	0	0	-	0	0	not rated	2.00
83	None	0/100	0	0	0	-	0	0	not rated	2.00
84	None	0/100	0	0	0	-	0	0	not rated	2.00
85	None	0/100	0	0	0	-	0	0	not rated	2.00
86	None	0/100	0	0	0	-	0	0	not rated	2.00
87	None	0/100	0	0	0	-	0	0	not rated	2.00
88	None	0/100	0	0	0	-	0	0	not rated	2.00
89	None	0/100	0	0	0	-	0	0	not rated	2.00
90	None	0/100	0	0	0	-	0	0	not rated	2.00
91	None	0/100	0	0	0	-	0	0	not rated	2.00
92	None	0/100	0	0	0	-	0	0	not rated	2.00
93	None	0/100	0	0	0	-	0	0	not rated	2.00
94	None	0/100	0	0	0	-	0	0	not rated	2.00
95	None	0/100	0	0	0	-	0	0	not rated	2.00
96	None	0/100	0	0	0	-	0	0	not rated	2.00
97	None	0/100	0	0	0	-	0	0	not rated	2.00
98	None	0/100	0	0	0	-	0	0	not rated	2.00
99	None	0/100	0	0	0	-	0	0	not rated	2.00
100	None	0/100	0	0	0	-	0	0	not rated	2.00

Unanswered questions

Show unanswered questions (page 1/1)

Ques

Topic

Answers

Success

Engaged students

Active students

Pass rate

Mean score

Median score

Difficulty

Overall rating

Comments

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All other relevant information is important to your course, and should be clearly visible or easily accessible. If you are concerned about the nature of this question, you may report the question to the administrator.

Author:

If you like this question, you might also like the other questions written by the same person. You are not required to do this.

Answer the following question:

Select your answer:

A. Alternative A

B. Alternative B

C. Alternative C

D. Alternative D

E. Alternative E

Unanswered questions

Show unanswered questions (page 1/1)

Ques

Topic

Answers

Success

Engaged students

Active students

Pass rate

Mean score

Median score

Difficulty

Overall rating

Comments

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All other relevant information is important to your course, and should be clearly visible or easily accessible. If you are concerned about the nature of this question, you may report the question to the administrator.

Author:

If you like this question, you might also like the other questions written by the same person. You are not required to do this.

Answer the following question:

Select your answer:

A. Alternative A

B. Alternative B

C. Alternative C

D. Alternative D

E. Alternative E

Unanswered questions

Show unanswered questions (page 1/1)

Ques

Topic

Answers

Success

Engaged students

Active students

Pass rate

Mean score

Median score

Difficulty

Overall rating

Comments

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All other relevant information is important to your course, and should be clearly visible or easily accessible. If you are concerned about the nature of this question, you may report the question to the administrator.

Author:

If you like this question, you might also like the other questions written by the same person. You are not required to do this.

Answer the following question:

Select your answer:

A. Alternative A

B. Alternative B

C. Alternative C

D. Alternative D

E. Alternative E

Unanswered questions

Show unanswered questions (page 1/1)

Ques

Topic

Answers

Success

Engaged students

Active students

Pass rate

Mean score

Median score

Difficulty

Overall rating

Comments

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All other relevant information is important to your course, and should be clearly visible or easily accessible. If you are concerned about the nature of this question, you may report the question to the administrator.

Author:

If you like this question, you might also like the other questions written by the same person. You are not required to do this.

Answer the following question:

Select your answer:

A. Alternative A

B. Alternative B

C. Alternative C

D. Alternative D

E. Alternative E

Unanswered questions

Show unanswered questions (page 1/1)

Ques

Topic

Answers

Success

Engaged students

Active students

Pass rate

Mean score

Median score

Difficulty

Overall rating

Comments

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All other relevant information is important to your course, and should be clearly visible or easily accessible. If you are concerned about the nature of this question, you may report the question to the administrator.

Author:

If you like this question, you might also like the other questions written by the same person. You are not required to do this.

Answer the following question:

Select your answer:

A. Alternative A

B. Alternative B

C. Alternative C

D. Alternative D

E. Alternative E

Unanswered questions

Show unanswered questions (page 1/1)

Ques

Topic

Answers

Success

Engaged students

Active students

Pass rate

Mean score

Median score

Difficulty

Overall rating

Comments

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All other relevant information is important to your course, and should be clearly visible or easily accessible. If you are concerned about the nature of this question, you may report the question to the administrator.

Author:

If you like this question, you might also like the other questions written by the same person. You are not required to do this.

Answer the following question:

Select your answer:

A. Alternative A

B. Alternative B

C. Alternative C

D. Alternative D

E. Alternative E

Unanswered questions

Show unanswered questions (page 1/1)

Ques

Topic

Answers

Success

Engaged students

Active students

Pass rate

Mean score

Median score

Difficulty

Overall rating

Comments

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All other relevant information is important to your course, and should be clearly visible or easily accessible. If you are concerned about the nature of this question, you may report the question to the administrator.

Author:

If you like this question, you might also like the other questions written by the same person. You are not required to do this.

Answer the following question:

Select your answer:

A. Alternative A

B. Alternative B

C. Alternative C

D. Alternative D

E. Alternative E

Unanswered questions

Show unanswered questions (page 1/1)

Ques

Topic

Answers

Success

Engaged students

Active students

Pass rate

Mean score

Median score

Difficulty

Overall rating

Comments

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All other relevant information is important to your course, and should be clearly visible or easily accessible. If you are concerned about the nature of this question, you may report the question to the administrator.

Author:

If you like this question, you might also like the other questions written by the same person. You are not required to do this.

Answer the following question:

Select your answer:

A. Alternative A

B. Alternative B

C. Alternative C

D. Alternative D

E. Alternative E

Unanswered questions

Show unanswered questions (page 1/1)

Ques

Topic

Answers

Success

Engaged students

Active students

Pass rate

Mean score

Median score

Difficulty

Overall rating

Comments

Please rate this question:

Difficulty: Easy Medium Hard

Quality: Poor Average Good

Report this question:

All other relevant information is important to your course, and should be clearly visible or easily accessible. If you are concerned about the nature of this question, you may report the question to the administrator.

Author:

If you like this question, you might also like the other questions written by the same person. You are not required to do this.

Answer the following question:

Select your answer:

A. Alternative A

B. Alternative B

C. Alternative C

D. Alternative D

E. Alternative E

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 distinctness

 [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-HIJKLMNOP--QRST--
4	karenyankun	012019238	16	49	ABCDEF-HIJKLMNOP--Q-ST--
5	valerie	012069913	16	40	ABCDEF--IJKLMN--QRST--
6	Islylena	012038869	16	38	ABCDEF-HIJKLMNOP--QR-T--
7	annemette	012058975	16	34	ABCDEF--IJKLMN-PQ-ST--
8	hend	012090915	15	36	ABCDEF--IJKLMNOP--QR-T--
9	ucjtpei	012040216	15	27	ABCDE--HIJKLMNOP--QR-T--
10	ucitc27	012079650	14	48	ABCDE---TJKLNM---O-ST--

Our use of PeerWise

Challenges



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

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/question
use of feedback to drive further learning and communication
wanted to encourage peer interaction and integration, especially with PG students (lots of non-native)

Challenges



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)

ents

ds (N = 50)

ability

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:

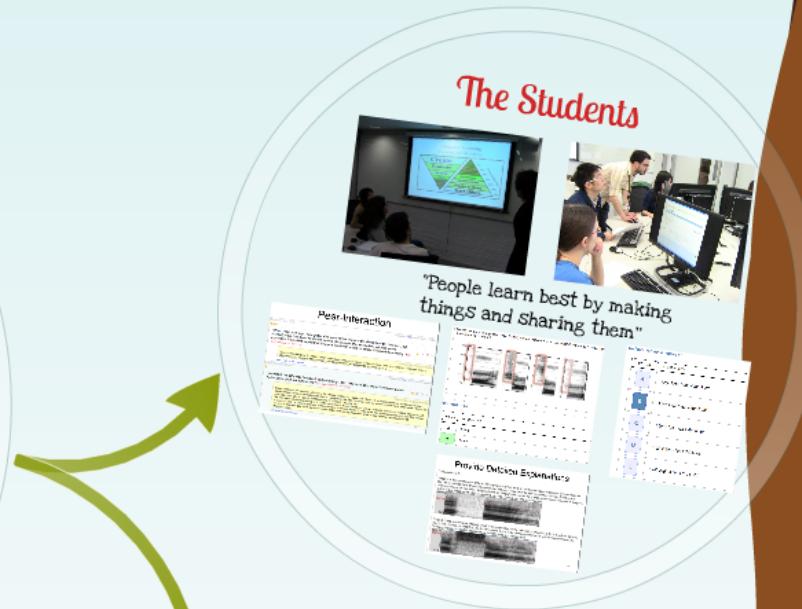
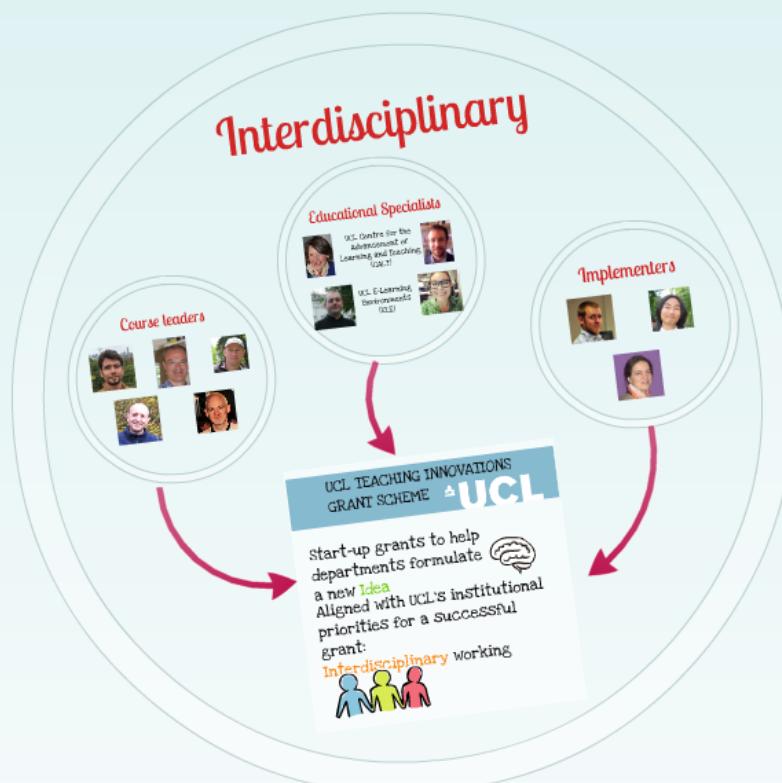
- Grouped: 1) randomly 2) mixed ability
- Across two terms
- Term 1: UG (Random), PG (Mixed)
- Term 2: UG (Mixed), PG (Mixed)

10% course credit:

"People learn well if they care about what
they are learning"

Six weekly deadlines; in groups for
Questioning, individuals for Answering

Implementation



PeerWise User of the Year FOR SYSTEM AS MONITORED

Created on 10/11/2012
Viewed on 07/12/2012

Attributed to Sean Gourley & Karen Tamm
Last updated 11/12/2012 by Sean Gourley & Karen Tamm

Department of Earth Sciences
UNIVERSITY COLLEGE LONDON

Comments

1. Introduction 2
2. Grade interface overall 2
3. Grade interface overall 2
4. All subjects test creator 4
5. All subjects test creator 4
6. Grade questions 4
7. Grade questions 10
8. Answer grade 11
9. Answered questions 13
10. Answered questions 13
11. Student Feedback Comments 14
12. Frequently asked questions 14

2 Sample Question 2: Phonetics - Anatomy

A demonstration of a Labeling a Diagram Question

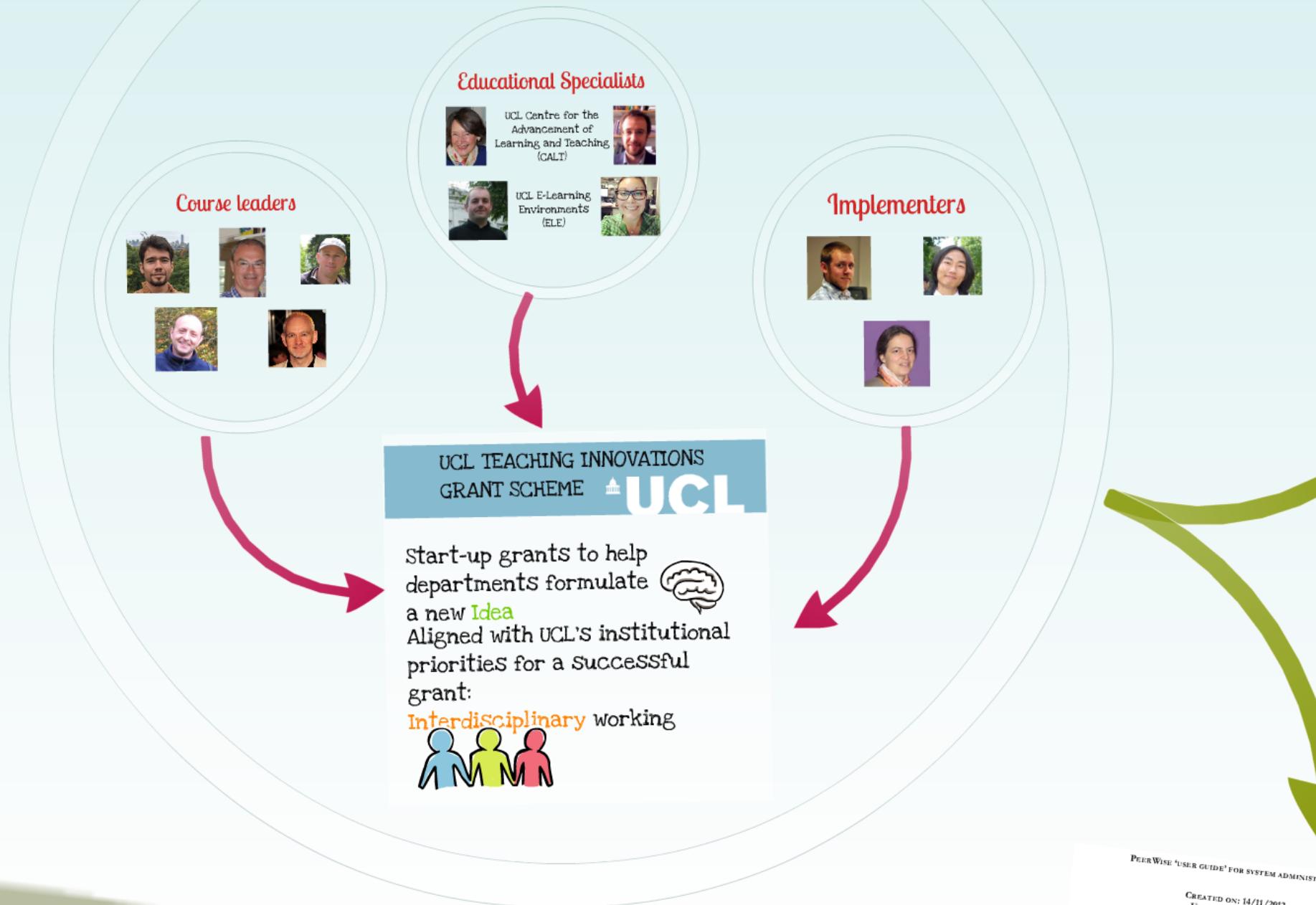
Your question

Please label the articulation D1 on the sagittal section from memory. Labels H1-H8 are all muscles of the tongue.
E.g. (A) Mental Faculty (B) (C) (D) (E)

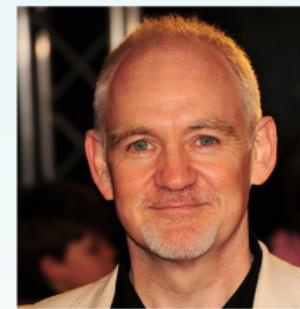
Labels: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z



Interdisciplinary



Course leaders



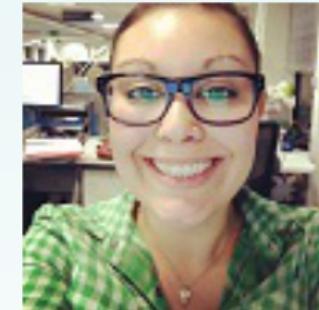
Educational Specialists



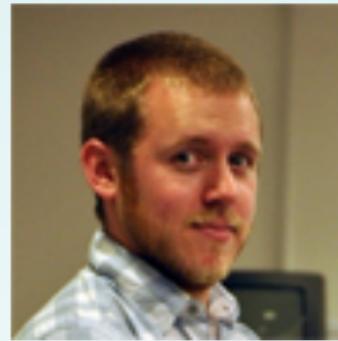
UCL Centre for the
Advancement of
Learning and Teaching
(CALT)



UCL E-Learning
Environments
(ELE)



Implementers



UCL TEACHING INNOVATIONS GRANT SCHEME



UCL

Start-up grants to help
departments formulate
a new **Idea**

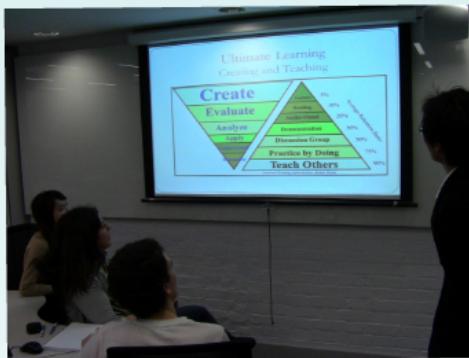


Aligned with UCL's institutional
priorities for a successful
grant:

Interdisciplinary working



The Students



"People learn best by making things and sharing them"

Peer-interaction

Author: 8 days ago

I think I fell in your trap... One glottal stop looks similar to one of the elements of the /tʃ/ sound, but obviously there isn't many words with several glottal stops after each other. But yes you're explanation is excellent, saying that the space between should be empty. I've learned something :D By [maccadam123456789](#)

Sorry that made Option A a little bit "messy". And made some modifications to the explanation - in a spectrogram of continuous speech, postal stops very present a different feature. But it's not like the "gap" sentence [ʒ] implies that there is.

Add a reply to this comment

Author: 8 days ago

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 [maccadam123456789](#)

Add a reply to this comment

Looking at the spectrograms below, identify the correct order (from left to right) of the four fricatives (clicking here refreshes):

Alternatives

OPTION	ALTERNATIVE
A	1./g/; 2./g/; 3./g/; 4./b/; 5./v/
B	1./g/; 2./g/; 3./v/; 4./B/; 5./p/
C	1./g/; 2./g/; 3./v/; 4./B/; 5./p/
D	1./g/; 2./g/; 3./v/; 4./B/; 5./p/
E	1./v/; 2./g/; 3./v/; 4./B/; 5./p/

Select your answer:

OPTION	ALTERNATIVE
A	1./g/; 2./g/; 3./g/; 4./b/; 5./v/
B	1./g/; 2./g/; 3./v/; 4./B/; 5./p/
C	1./g/; 2./g/; 3./v/; 4./B/; 5./p/
D	1./g/; 2./g/; 3./v/; 4./B/; 5./p/
E	1./v/; 2./g/; 3./v/; 4./B/; 5./p/

Provide Detailed Explanations

The answer is B.

Graph 1 is the spectrogram of [ʃɛf]. Although we may not have an idea what a spectrogram of this sounds looks like, we can see that there should be a clear gap and burst release in the spectrogram of [ʃɛf]. We know that glottal stops 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 [vɛf], and we can see obvious gap and burst release.

Graph 2 is the spectrogram of [zɛf], 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 [ʃ]. The spectrogram of [zɛf] is attached here for reference and comparison.

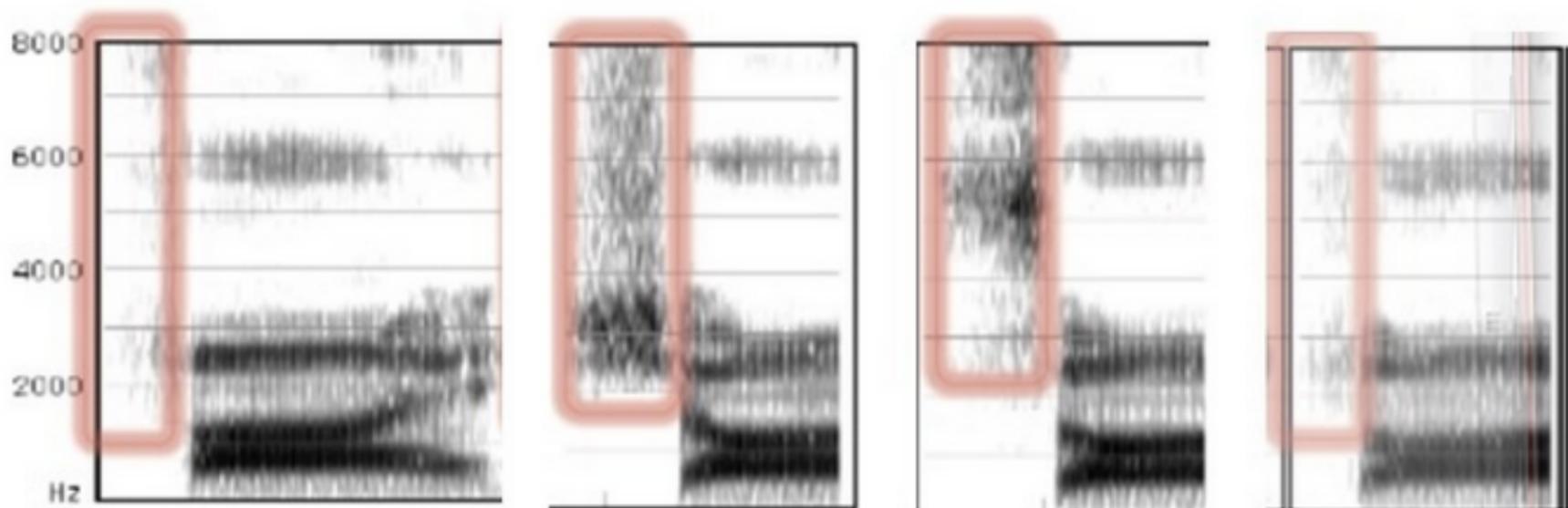
Ultimate Learning

Creating and Teaching





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



Alternatives

OPTION	ALTERNATIVE
A	$\theta \int s f$
B	$f \int s \theta$

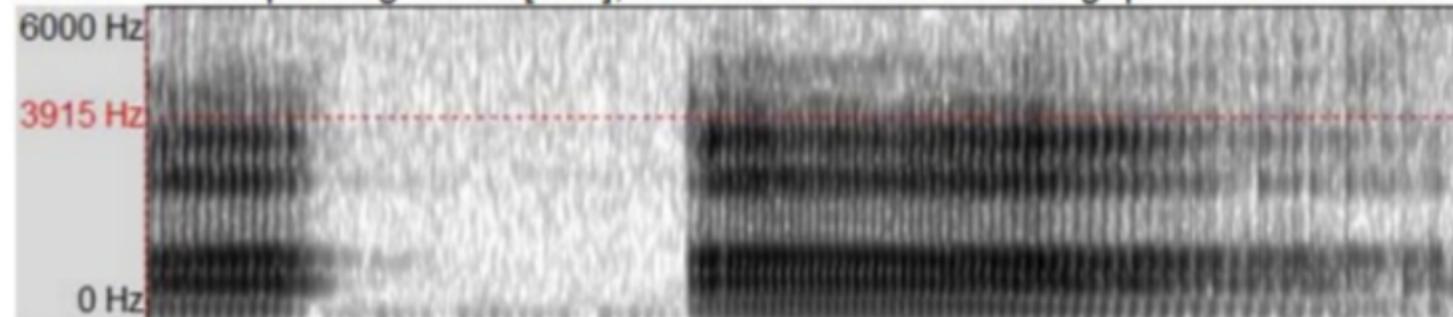
Select your answer:

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

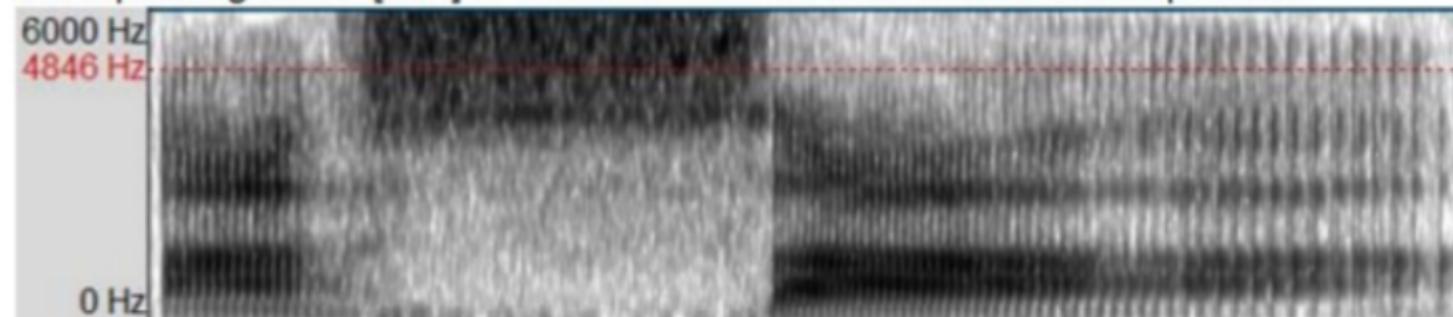
Provide Detailed Explanations

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 [a?ə], and we can see obvious gap and burst release.



Graph 2 is the spectrogram of [aza], which corresponds 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 continuous 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](#)

CREATED ON: 14/11/2012

UPDATED: 30/01/2013

A de

You

Ple
E.g.

AUTHORS : SAM GREEN & KEVIN TANG

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

DEPARTMENT OF LINGUISTICS

UNIVERSITY COLLEGE LONDON

Contents

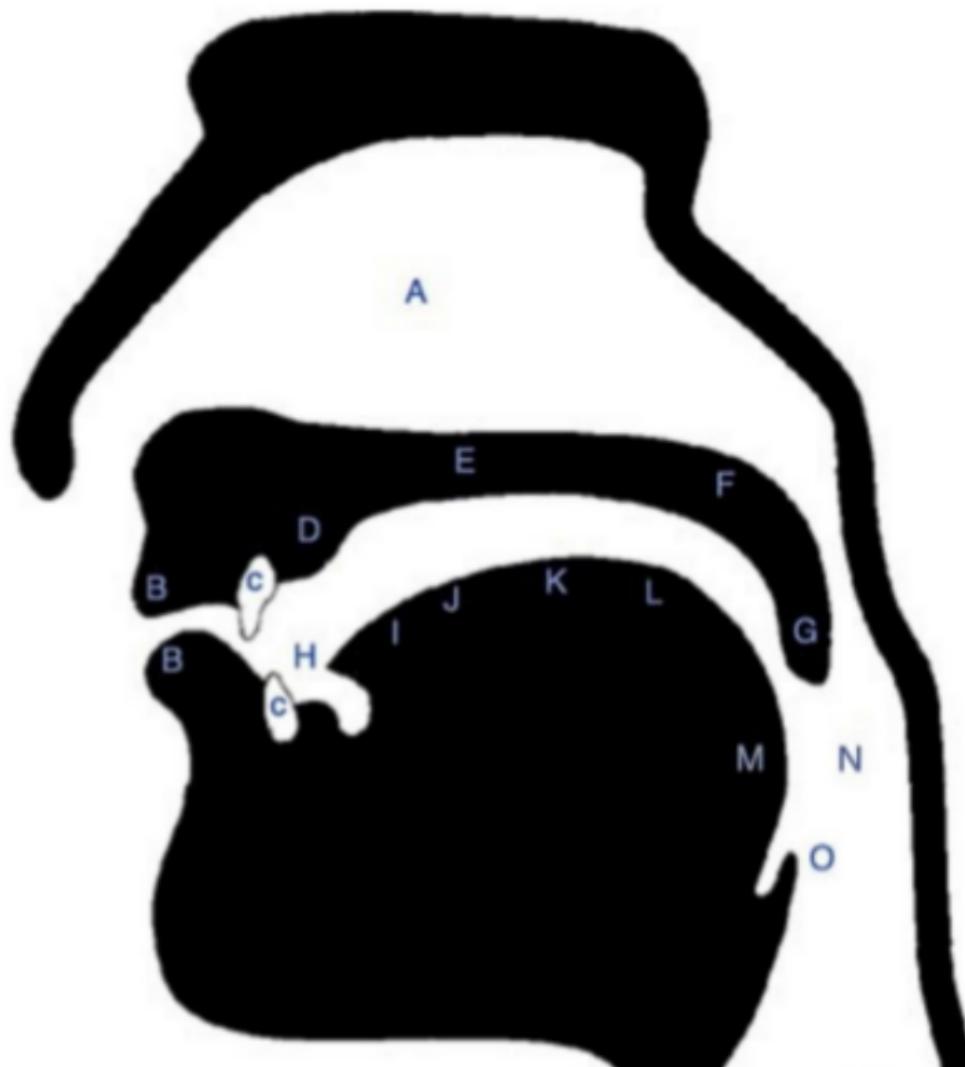
1	Introduction.....	2
2	Create instructor account	2
3	Create course	3
4	Add students to a course	4
5	Add instructors/administrators to a course	6
6	Create questions	8
7	Editing and Deleting questions.....	10
8	Answer questions	11
9	Answered questions	13
10	Student monitoring	13
11	Peerwise Forum/Community	14
12	Frequently asked questions	14

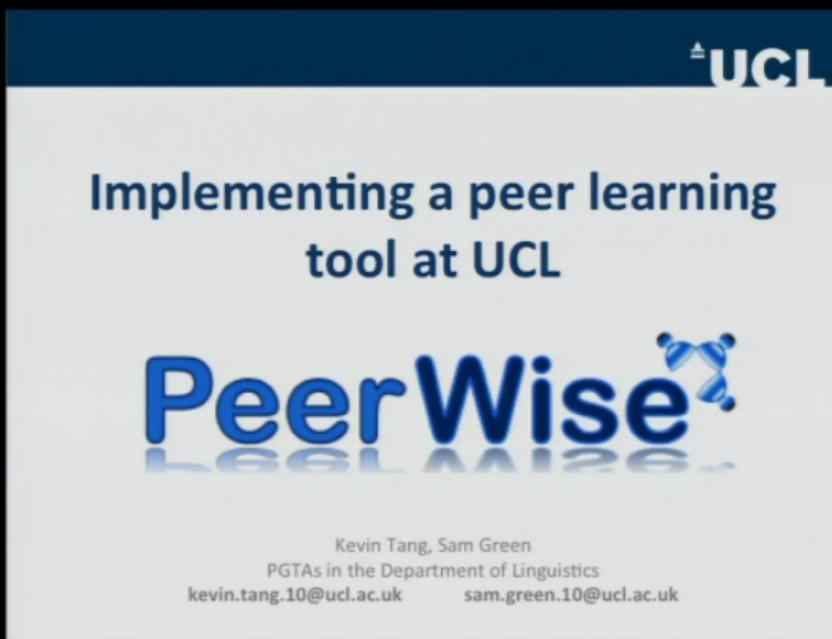
2 Sample Question 2: Phonetics - Anatomy

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





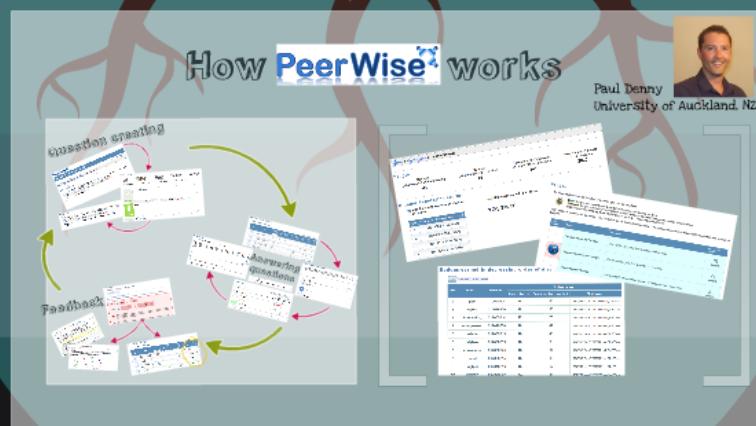
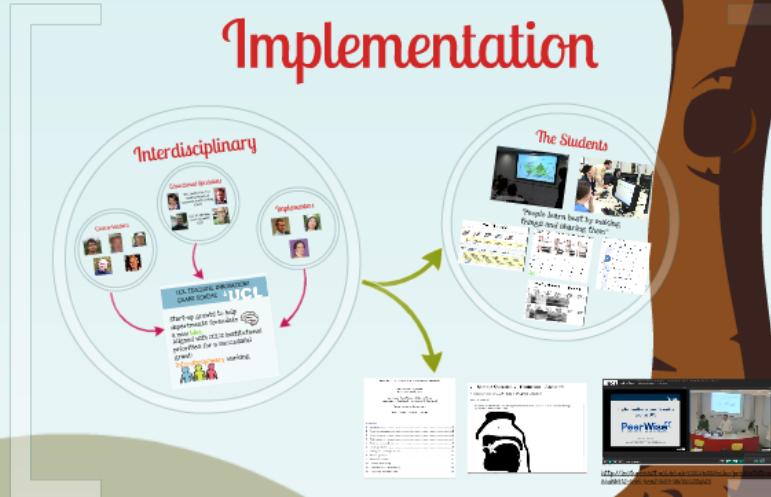
00:00:17 / 00:52:13

1 2 APPS

echo³⁶⁰

[http://lecturecast.ucl.ac.uk:8080/ess/echo/presentation/
a4dab832-6ee4-4ee2-8683-5a7fcc22d528](http://lecturecast.ucl.ac.uk:8080/ess/echo/presentation/a4dab832-6ee4-4ee2-8683-5a7fcc22d528)

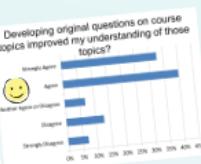
Implementation



Our use of PeerWise



Outcomes



- "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**"

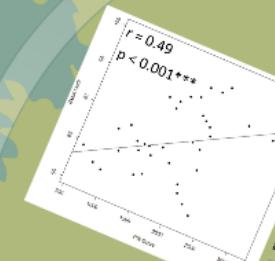
- ① **Positive** feedback from students on improving understanding and team working.
 - ② **Active** engagement throughout and as a revision tool before exams

The stats

Correlation

A significant correlation between PW score (based on contribution) and the exam scores. Only with the mixed ability group IUG changed from not significant to significant after random to mixed.

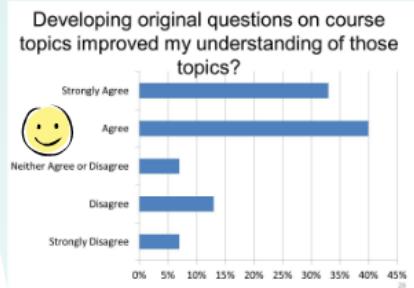
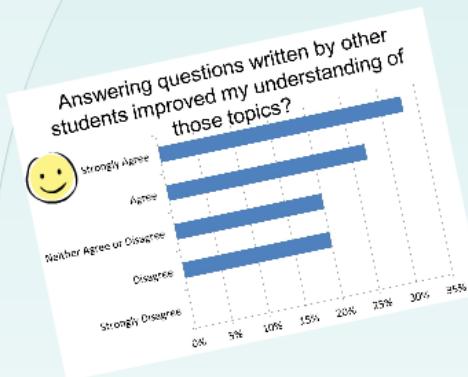
~~Mixed grouping makes a significant contribution to predicting the final module score.~~



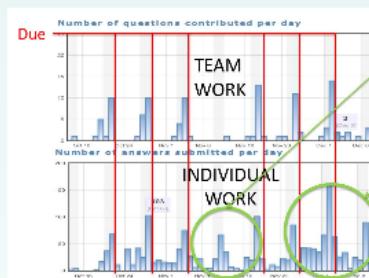
Model Comparison on Group

Analysis of Variance Table			
	Model 1: Assignment	Model 2: Assignment	P-Value
Mean	Mean	Mean	
Res.DF	20	21	
RSS	21463.1	25821.47713	
Dr. Sum of Sq			
F			
Pr(>F)			0.03747 *
Signif. codes:	***	0.05	

Outcomes

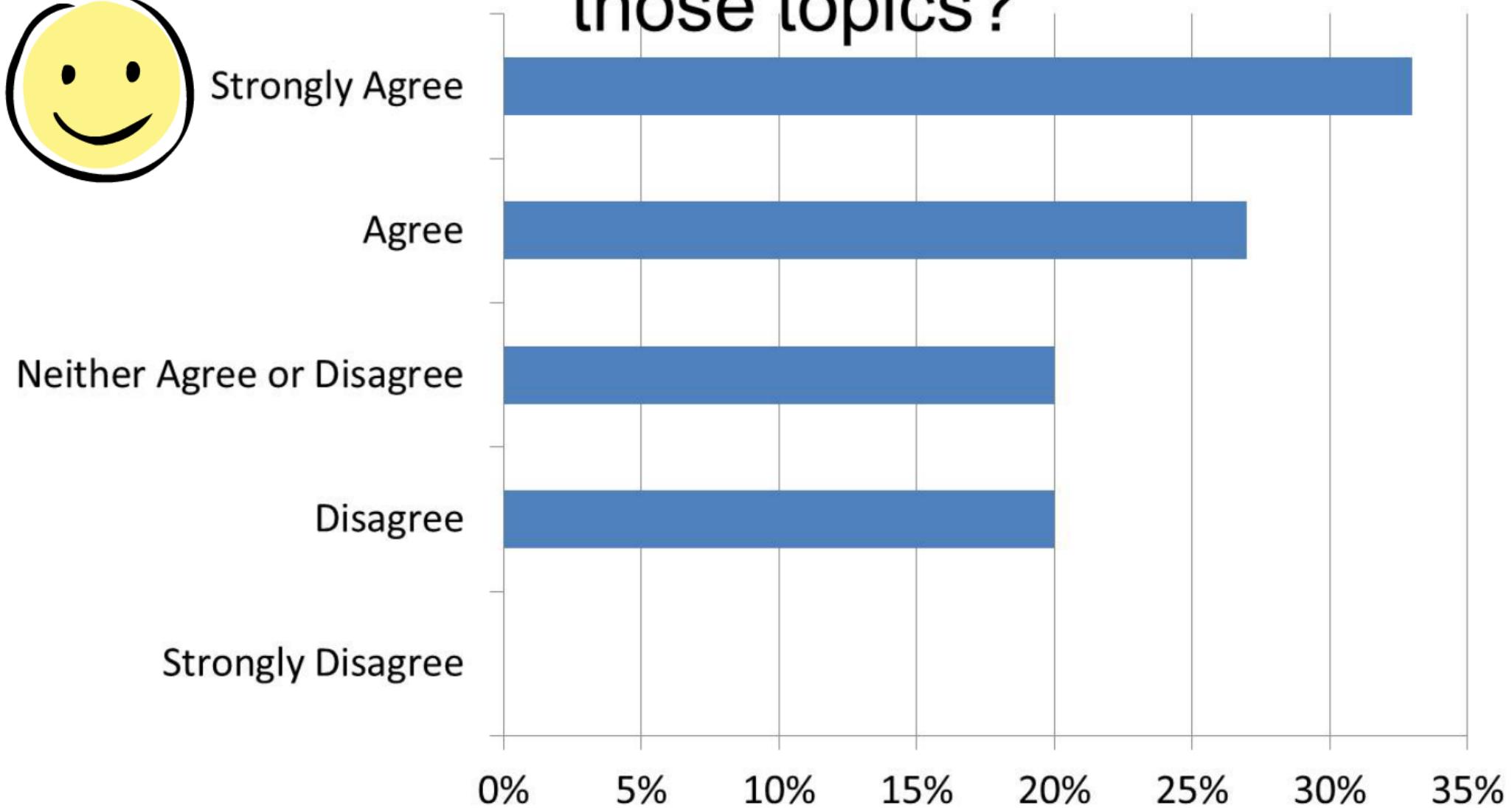


- Thoughts from the Students
- "Some of my peers' questions were challenging"
 - "confirmed my knowledge of certain topics"
 - "review areas and work out weak spots as I was unsure of the answers."
 - "I wanted to make them as interesting and original as possible which meant I read and learnt lots"
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

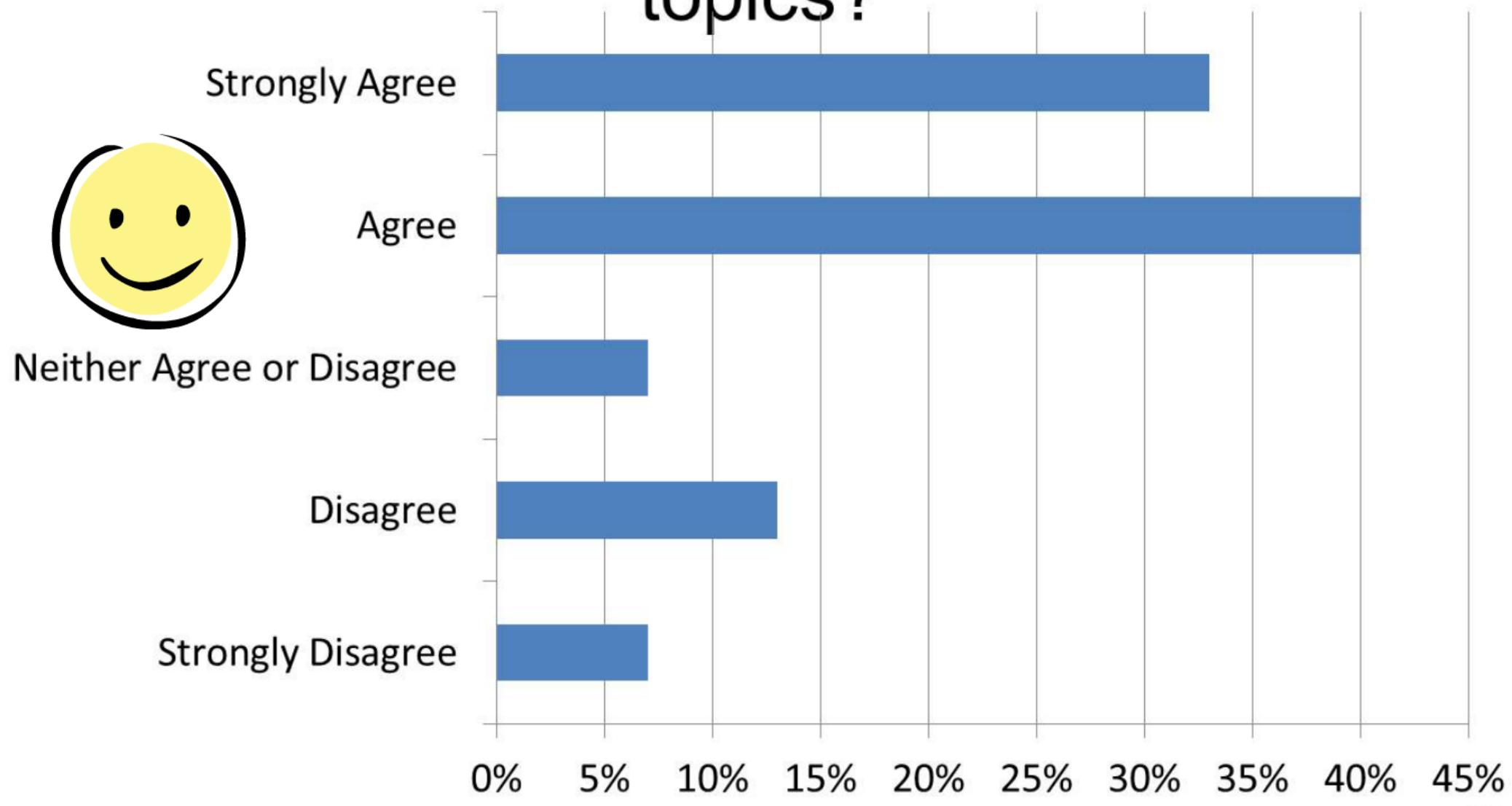
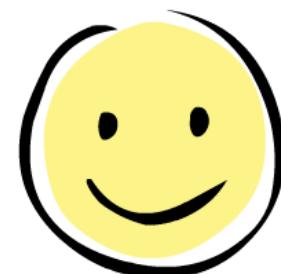


- ① **Positive** feedback from students on improving understanding and team working.
- ② **Active** engagement throughout and as a revision tool before exams

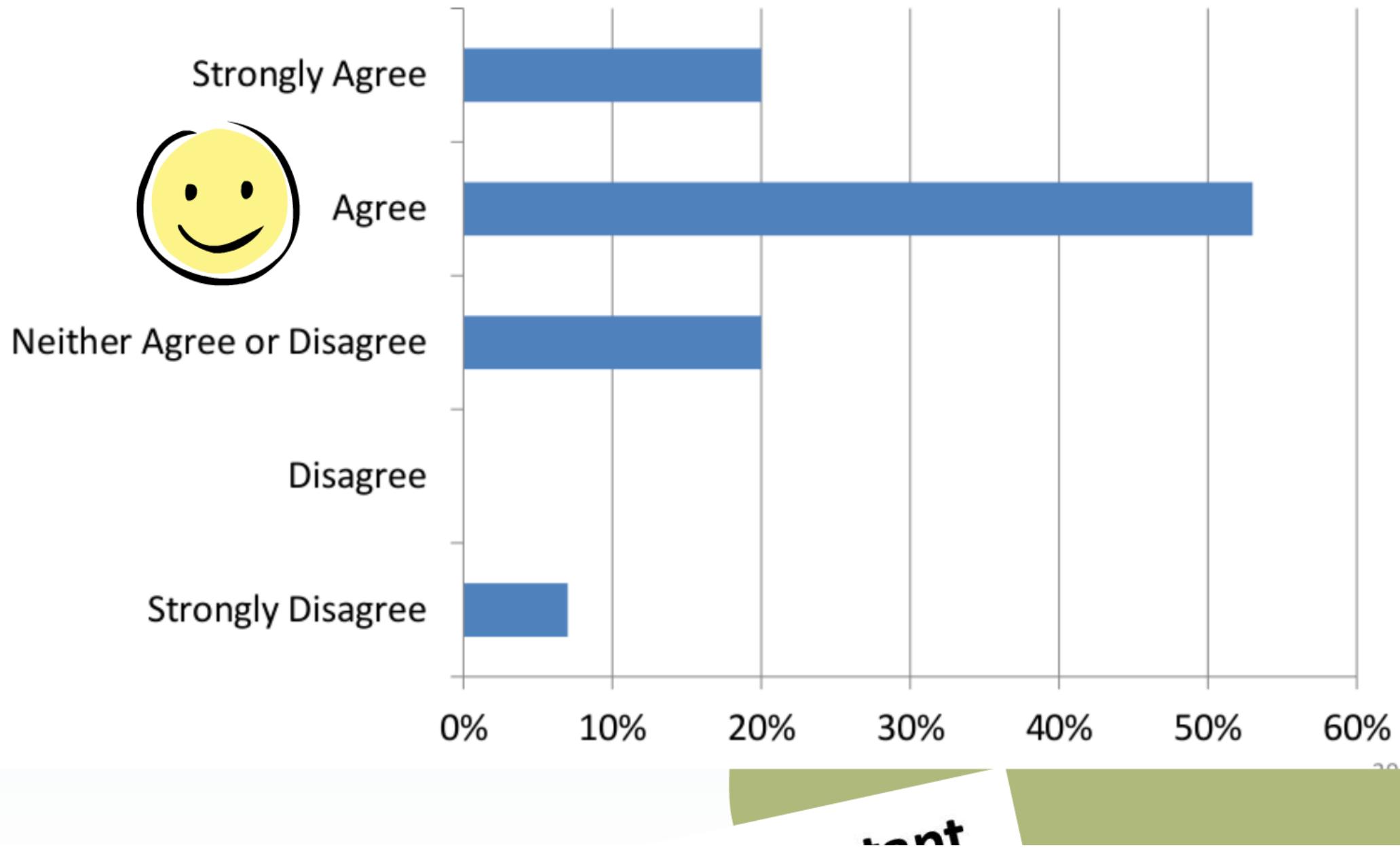
Answering questions written by other students improved my understanding of those topics?



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



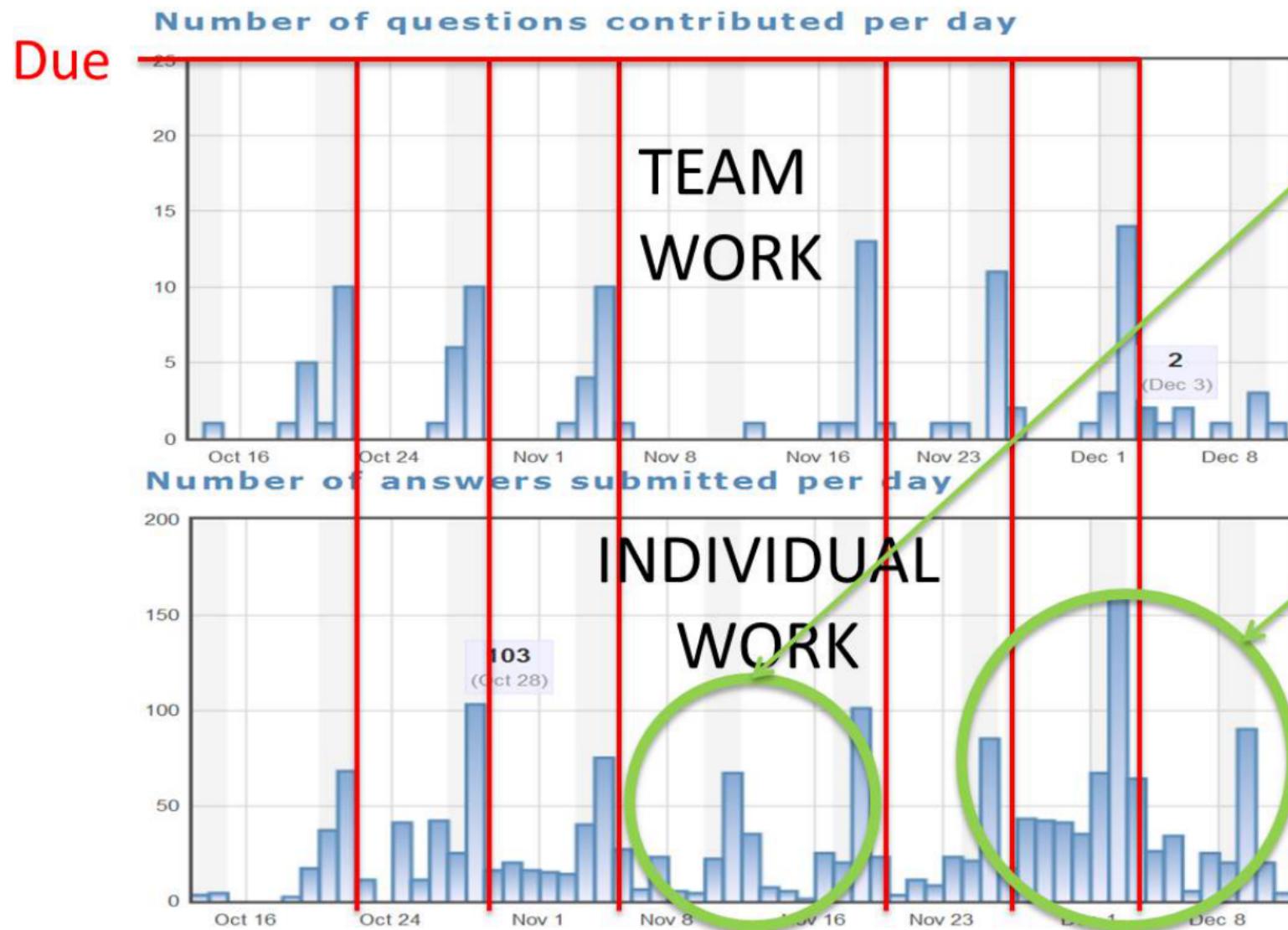
My group worked well together?



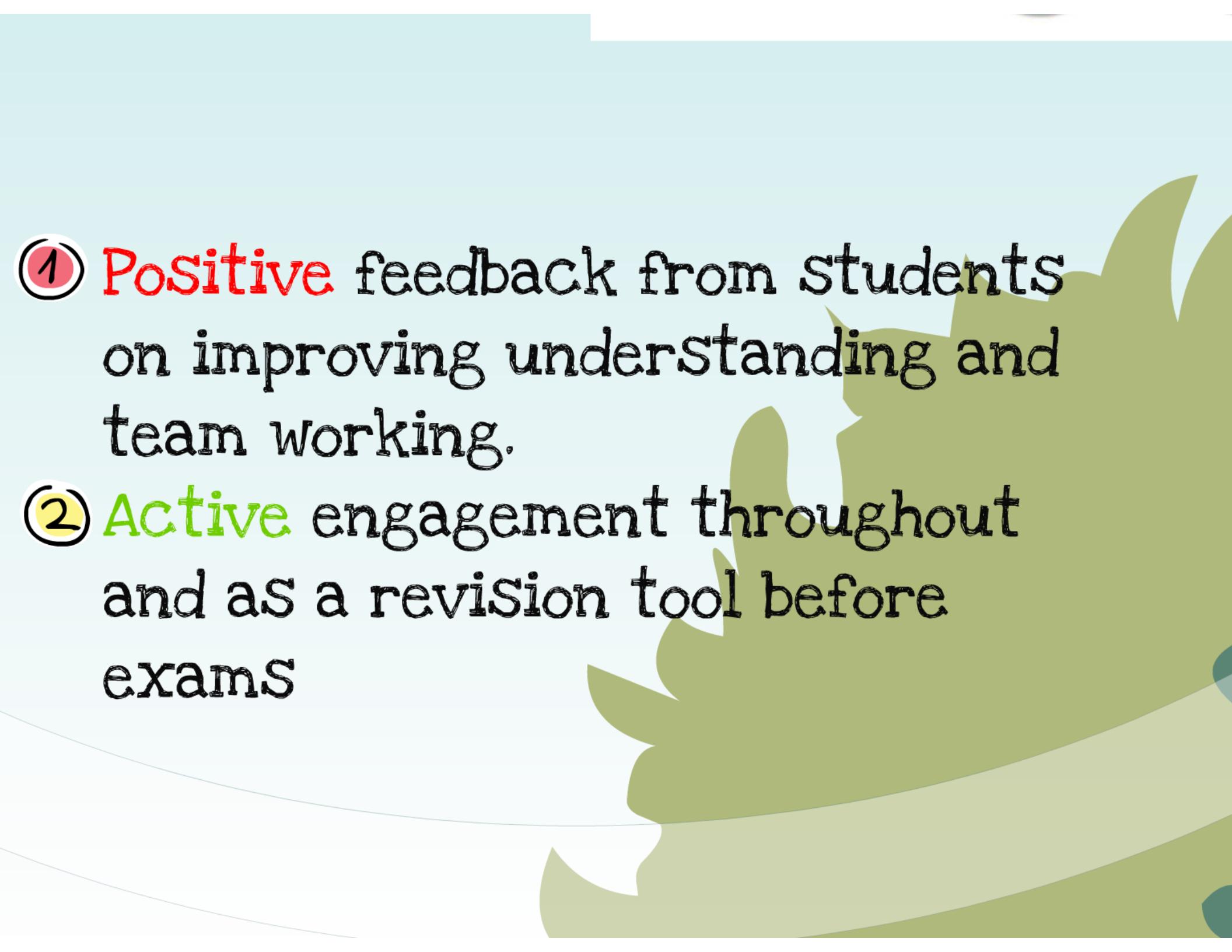


Thoughts from the Students

- "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."

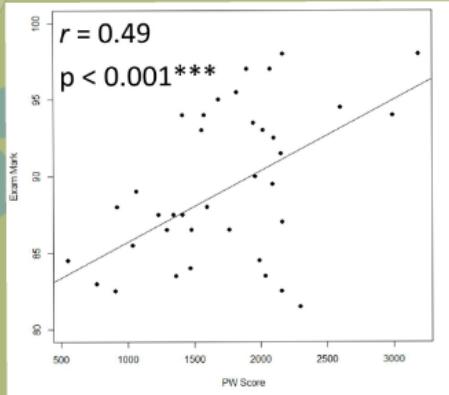


Constant use:
Not just meeting deadlines
Revision Tool:
Increase usage before exams

- 
- 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 [IUG 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

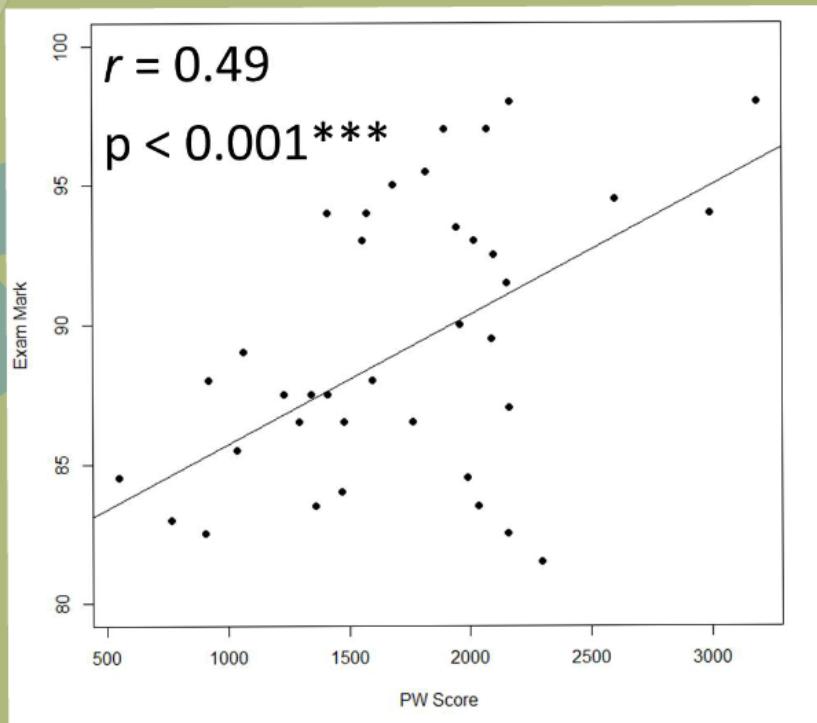
Analysis of Variance Table

Model 1: Assignment_Mean ~ PW_Score + group		Model 2: Assignment_Mean ~ PW_Score		
		Res.Df	RSS Df Sum of Sq F Pr(>F)	
1	28	2102.1		
2	29	2460.3	-358.21	4.7713 0.03747 *

			Signif. codes: '*' 0.05	

The stats

Correlation



A Significant correlation between PW Score (based on contribution) and the exam scores.

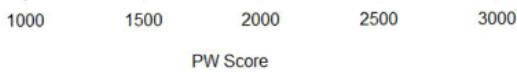
Only with the mixed ability group [UG changed from not significant to significant after random to mixed]

Model Comparison on Grouping

Mixed grouping makes a significant

Analysis of Variance Table

Model 1: Assignment_Mean ~ Pw_Score + grouping
Model 2: Assignment_Mean ~ Pw_Score



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)
1	28	2102.1				
2	29	2460.3	-1	-358.21	4.7713	0.03747 *

Signif. codes: '★' 0.05						

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

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



Traditional
individual
-with P

Current Te
closely an
difficultie

Use studen
evam s



rnning (when
ay)

ortant -

to work

te good



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

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



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



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



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

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



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

