



PeerWise

Collaborative Student Learning



THE UNIVERSITY
OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tamaki Makaurau

Paul Denny

Department of Computer Science
The University of Auckland
New Zealand

Overview

- What is PeerWise?
 - motivations
 - hands-on demonstration
 - research
- Set up
 - two simple steps

PeerWise³
ENGGEN131 (C module) 2009

This is the page as you see it

Home | Main menu

Your questions

You are currently contributing 8 questions
You have selected 0 of your questions

Answered questions

You have answered 48 questions (of these, 8 have been selected by the author)
You have written 39 comments about these questions

Unanswered questions

All questions

There are currently 308 unanswered questions you can answer

There are 4 unanswered questions by authors you are currently following

Navigation icons: Home, My questions, My answers, My comments, My questions I am following, My questions I am following by others



PeerWise³
EOSC 372: Introductory O

Home | Main menu > Unanswered questions

Unanswered questions

You may answer any of the following questions:

QUESTION	DIFFICULTY	DIFFICULTY	ANSWERING	MARKS
1. Type: MC	easy	easy	11 Sep, 09 Sep	77
2. Type: MC	medium	medium	6 Sep, 21 Sep	73
3. Type: MC	easy	easy	11 Sep, 20 Sep	72
4. Type: MC	easy	easy	11 Sep, 20 Sep	71
5. Type: MC	easy	easy	11 Sep, 20 Sep	68
6. Type: MC	medium	medium	14 Sep, 20 Sep	68
7. Type: MC	easy	easy	5 Sep, 20 Sep	66
8. Type: MC	easy	easy	10 Sep, 20 Sep	47
9. Type: MC	easy	easy	12 Sep, 10 Sep	45

Prev 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000

CORRECT

✓ Your answer agrees with the answer key

Question:

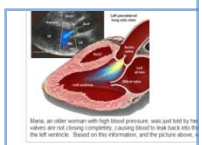
This question has been answered by 9 people

Select the statement that is false

Alternatives

The following chart shows the number of answers that have been submitted each day

OPTION	ALTERNATIVE	RESPONSES
A	Tension is involved in a normal fault	100.0%
B	A strike slip fault is caused by shear stress	90.0%
C	A strike slip fault is caused by shear stress	0.0%



Feedback

There are 10 comments about this question

USER	COMMENT
11/09/09, 21 Sep	Author's reply: As for a prokaryotic versus eukaryotic cell, the main difference is that eukaryotes have a nucleus. In prokaryotes, the DNA is located in the cytoplasm. In eukaryotes, the DNA is located in the nucleus. The nucleus is a membrane-bound organelle that contains the cell's genetic material. The nucleus is also the site of many cellular processes, including protein synthesis and energy production.
11/09/09, 27 Sep	Author's reply: The correct answer is 'B'. The reason for this is that the question is asking for the 'most common' type of fault. In the Earth's crust, the most common type of fault is a normal fault. Normal faults are caused by tensional forces that pull the crust apart. This causes the crust to thin and break into blocks along normal faults. Strike-slip faults are caused by shear stress that causes the crust to slide past itself horizontally. Thrust faults are caused by compressional forces that push the crust together. Reverse faults are a type of thrust fault.
11/09/09, 28 Sep	Author's reply: The correct answer is 'B'. The reason for this is that the question is asking for the 'most common' type of fault. In the Earth's crust, the most common type of fault is a normal fault. Normal faults are caused by tensional forces that pull the crust apart. This causes the crust to thin and break into blocks along normal faults. Strike-slip faults are caused by shear stress that causes the crust to slide past itself horizontally. Thrust faults are caused by compressional forces that push the crust together. Reverse faults are a type of thrust fault.
11/09/09, 30 Sep	Author's reply: The correct answer is 'B'. The reason for this is that the question is asking for the 'most common' type of fault. In the Earth's crust, the most common type of fault is a normal fault. Normal faults are caused by tensional forces that pull the crust apart. This causes the crust to thin and break into blocks along normal faults. Strike-slip faults are caused by shear stress that causes the crust to slide past itself horizontally. Thrust faults are caused by compressional forces that push the crust together. Reverse faults are a type of thrust fault.

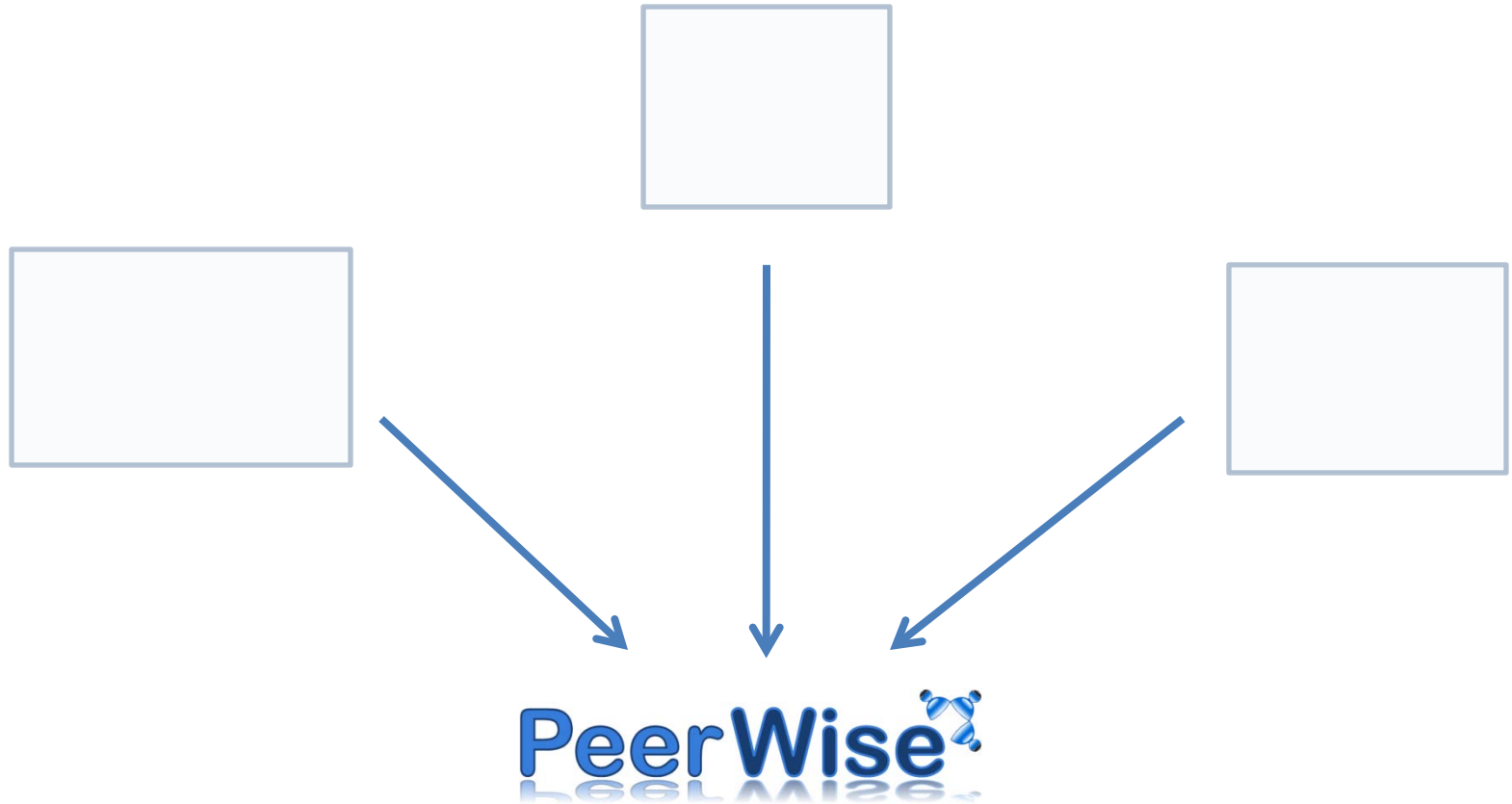
Explanation

The following explanation has been provided relating to this question:

There are actually two phosphate bonds between Adenosine and Thymine. These phosphate bonds connect Adenosine and Thymine.



Motivations



Large classes

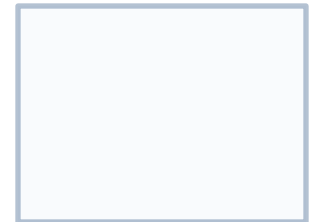
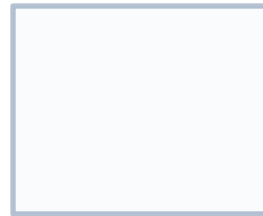
- A powerful resource

ENGGEN 131, 10am Stream
Semester Two, 2009



Motivations

The energy and creativity
of a large class



Student familiarity with Web 2.0

- Characteristics
 - user-generated content
 - contributions by many users
 - techniques for content discovery
 - engaging

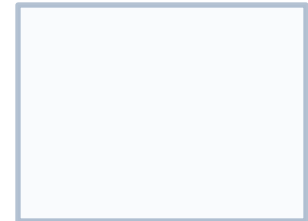


Motivations

Student familiarity
with Web 2.0



The energy and creativity
of a large class



Student generated questions

What improvements would you like to see?

MORE EXAMPLES
with answers please

What improvements would you like to see?

More exercise sheets

What improvements would you like to see?

More exercises

What improvements would you like to see?

• More tests (practice ones)

What improvements would you like to see?

more online exercises

- Not a unique idea:
 - Balajthy (1984), Yu et al. (2002), Fellenz (2004), Barak and Rafaeli (2004), Chang et al. (2005), Horgen (2007),
 - I had tried, but with the wrong technology

Motivations

Student familiarity
with Web 2.0



The energy and creativity
of a large class



Student generated
questions

What improvements would you like to see?
More exercise sheets

What improvements would you like to see?
MORE EXMPLES
with answers please

What improvements would you like to see?
• More tests, (practice ones)



Motivations

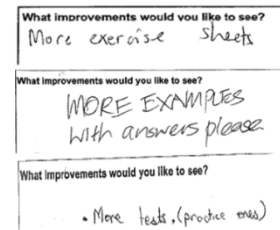
Student familiarity
with Web 2.0



The energy and creativity
of a large class



Student generated
questions



PeerWise



What is PeerWise?

- Web-based MCQ repository built by students
- Students:
 - develop new questions with associated explanations
 - answer existing questions and rate them for quality and difficulty
 - take part in discussions
 - compete with other students to appear on leaderboards

The screenshot shows the 'Alternatives' section of a PeerWise question. It contains a table with the following data:

OPTION	ALTERNATIVE	RESPONSES
A	$feet = totalInches \times INCHES_PER_FOOT;$ $inches = totalInches / INCHES_PER_FOOT;$	13.84%
B	$feet = totalInches / INCHES_PER_FOOT;$ $inches = totalInches \times INCHES_PER_FOOT;$	16.17%
C	$feet = totalInches / INCHES_PER_FOOT;$ $inches = (feet \times INCHES_PER_FOOT) - totalInches;$	17.02%
D	$feet = totalInches / INCHES_PER_FOOT;$ $inches = totalInches - (feet \times INCHES_PER_FOOT);$	33.26%
E	$feet = totalInches \times INCHES_PER_FOOT;$ $inches = feet \times INCHES_PER_FOOT;$	8.65%

Below the table is an 'Explanation' section. It states: 'The correct answer is (D)'. It provides the formulas for feet and inches and shows a calculation: 'feet => 180 / 12 => 8', 'inches => 180 - (8 * 12) => 4'. It also mentions that another way to do this is to use the '%' operator.

The screenshot shows the 'Statistics' page with three leaderboards:

- Most questions answered**: Number of questions you have answered: 14. Table: Rank 1: 845, 2: 829, 3: 448, 4: 375, 5: 328.
- Most "answered" question contributor**: Total number of answers to all questions contributed by a single user: 278. Table: Rank 1: 278, 2: 277, 3: 190, 4: 178, 5: 150.
- Most "agreed with" critic**: Sum of agreement ratings of all comments written by a single user: 14. Table: Rank 1: 83, 2: 43.

PeerWise

- Web-based MCQ repository built by students
- A student contributing a new question would develop the question stem:

Question

Which of the following loops *could* you use to cycle through all elements of the following array *without* going out of bounds and causing the program to crash?

```
int[] array = new int[15];
```

Assume that in all cases, `array[i]` will be used without any other math operating inside the square brackets (dereferencing operator).

PeerWise

Alternatives

- And a set of alternatives
- These should target misconceptions
- Of course, the correct answer must be indicated

A	<pre>int i = 0; while (i <= array.length) { i++; // code }</pre>
B	<pre>for (int i = 0; i <= array.length; i++) { // code }</pre>
C	<pre>for (int i = array.length - 1; i >= 0; i--) { // code }</pre>
D	<pre>for (int i = array.length - 1; i > 0; i--) { // code }</pre>
E	<pre>int i = 1; while (i < array.length) { i++; // code }</pre>

PeerWise

Explanation

- And an explanation, in their own words
- Useful for students who answer incorrectly

When dealing with arrays, there are a few things to remember. 1) When created, the value used inside the square brackets indicates the length of the array, or how many elements it can contain. The length counts from a starting point of 1. The INDEX however, begins at 0. Meaning that in this case, where we created our integer array with a length of 15, the valid index values are 0-14.

(C) is the correct answer because:

`i = array.length - 1`, evaluates to 14. The last index of the array.

The conditional statement will go down to AND include 0, the first index of the array, but will not pass this point and go out of bounds.

`i--` means subtract 1 from `i` every time it goes around, so every number from 14 to 0 will be a value of `i` during the loops lifespan.

Why are the other's incorrect?

(A) This loop would crash at the end.

`i = 0`, this is fine, it is the first value of the index and is correct.

BUT

The conditional inside the while loop is: `i <= array.length`, which means it can be less than OR equal to `array.length`, which is 15. The last index is 14, thus when it attempted to find index 15 of the array, it would crash with an out of bounds error.

(B) This suffers the exact same problem as A, but has been rendered in 'for' loop format.

(D) The loop shown for D would not crash, but nor would it completely cycle through all values of this array.

`int i = array.length - 1` as discussed above will result in 14 which is correct for the last index of our array,

However,

The conditional: `i > 0` will not ever allow this loop to check index 0. It will stop after cycling through 1.

(E) This loop again will not crash, but will not cycle completely through all values of this array.

`int i = 1` means that 0 will not be evaluated.

the conditional inside the while loop will stop the cycle correctly at 14 to prevent the crash.

`i++` means that it will increment the index until the conditional stops this loop.

PeerWise

- Students answering questions are given immediate feedback on their selection:

Feedback

✓ **CORRECT**

✓ Your answer agrees with the answer suggested by the author, and is the most popular answer

✓* **AGREE WITH AUTHOR**

✓* Your answer agrees with the answer suggested by the author, but is not the most popular answer

✓*** **MOST POPULAR ANSWER**

✓*** Your answer is the most popular answer, but is different from the answer suggested by the author






✗ **INCORRECT**

✗ Your answer is different from the answer suggested by the author, which is also the most popular answer

PeerWise

- And can see how other students have answered the question

Responses

A	<pre>int i = 0; while (i <= array.length) { i++; // code }</pre>	 5 (4.63%)
B	<pre>for (int i = 0; i <= array.length; i++) { // code }</pre>	 22 (20.37%)
C	<pre>for (int i = array.length - 1; i >= 0; i--) { // code }</pre>	 46 (42.59%)
D	<pre>for (int i = array.length - 1; i > 0; i--) { // code }</pre>	 17 (15.74%)
E	<pre>int i = 1; while (i < array.length) { i++ // code }</pre>	 18 (16.67%)

PeerWise

- And can participate in discussions about the question

Discussion

WHEN	COMMENT
9:59pm, 08 May	<p>★★★★★★★ Sneaky. Very good, although it is not how one normally thinks of looping through an array, it is a common pitfall and very well highlighted. Well explained as well.</p> <hr/> <p><i>Author's reply:</i> Thanks for the feedback! Going through an array backwards might be sensible if the elements are sorted and you want to print them in reverse order.</p>
3:58pm, 09 May	<p>★★★★ Good testing of understanding of loops. Awesome.</p>
9:20pm, 08 May	<p>★★ while I think the question is quite confusing, this is a great question. (and very great explanation by the way).</p> <hr/> <p><i>Author's reply:</i> I hope it wasn't too confusing... it was difficult to describe carefully while trying to keep the code to a minimum</p>
12:30pm, 09 May	<p>★★ Nice question. A way of looping I hadn't considered until now, but still applicable and within the scope of the course.</p>
9:59pm, 10 May	<p>★★ Thinking about the various different increments and conditions which can be used in a loop! I think it's a nice change from the usual loop questions that normally involve an ascending value of i. Brilliant.)</p>
5:12pm, 09 May	<p>★ Good questions to understand loops and array... Good explanations as well... thank you...</p>

PeerWise

- Students can agree or disagree with comments in the discussions, and can rate the questions for quality and difficulty

Agreements

WHEN	COMMENT	AGREE WITH COMMENT	DISAGREE WITH COMMENT
9:59pm, 08 May	<p>★★★★★★</p> <p>Sneaky. Very good, although it is not how one normally thinks of looping through an array, it is a common pitfall and very well highlighted. Well explained as well.</p> <hr/> <p><i>Author's reply:</i> Thanks for the feedback! Going through an array backwards might be sensible if the elements are sorted and you want to print them in reverse order.</p>	★ ○	✗ ○
3:58pm, 09 May	<p>★★★★</p> <p>Good testing of understanding of loops. Awesome.</p>	★ ○	✗ ○
9:20pm, 08 May	<p>★★</p> <p>while I think the question is quite confusing, this is a great question. (and very great explanation by the way).</p> <hr/> <p><i>Author's reply:</i> I hope it wasn't too confusing... it was difficult to describe carefully while trying to keep the code to a minimum</p>	★ ○	✗ ○
12:30pm, 09 May	<p>★★</p> <p>Nice question. A way of looping I hadn't considered until now, but still applicable and within the scope of the course.</p>	★ ○	✗ ○

Ratings

DIFFICULTY	RATING
easy/medium	2.0357
easy/medium	2.6557
medium	3.6667
medium	3.6200
medium	3.1731
easy	3.2549
medium/hard	3.5439
medium/hard	3.5179
easy/medium	2.3265
easy	1.1458

PeerWise

- Good contributions are highlighted on a leaderboard

Leaderboard

Most "answered" question contributor

Total number of answers to all questions contributed by a single user

RANK	TOTAL NUMBER OF ANSWERS
1	403
2	365
3	245
4	143
5	142

Total number of answers to all questions you have contributed

403



Top rated questions

Top 5 rated questions for this course (rated by at least 5 users)

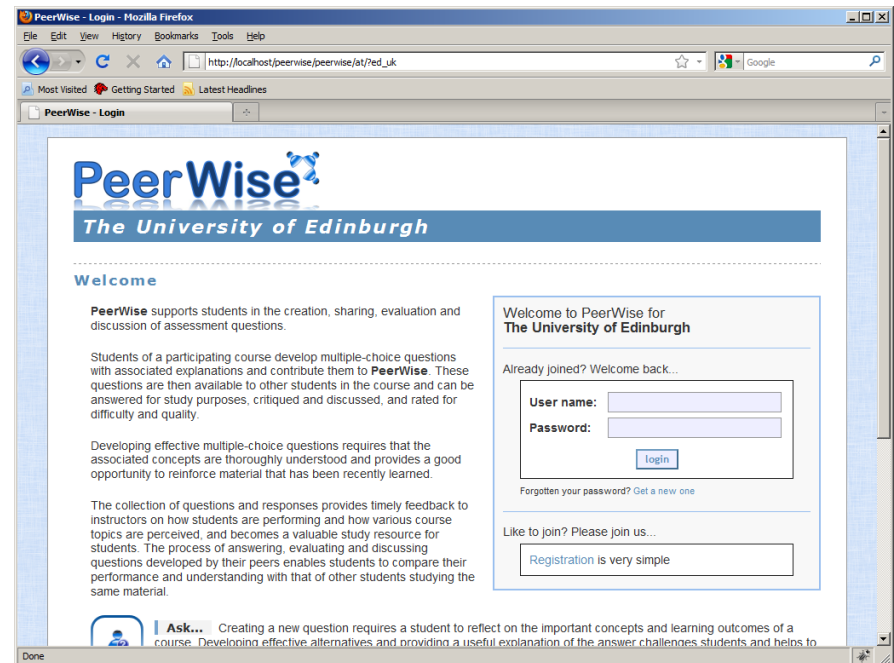
RANK	QUESTION RATING
1	4.5333
2	4.2619
3	4.1250
4	3.9535
5	3.9412

Highest rating of any of your questions (rated by at least 5 users)

3.8500

Hands-on demonstration

- Registration
- Creating, answering, evaluating questions
- Administration



Research

- What do students think?
- Repository quality?
- Activity linked to performance?



What do students think?

“I actually found it enjoyable, as sad as that sounds.”

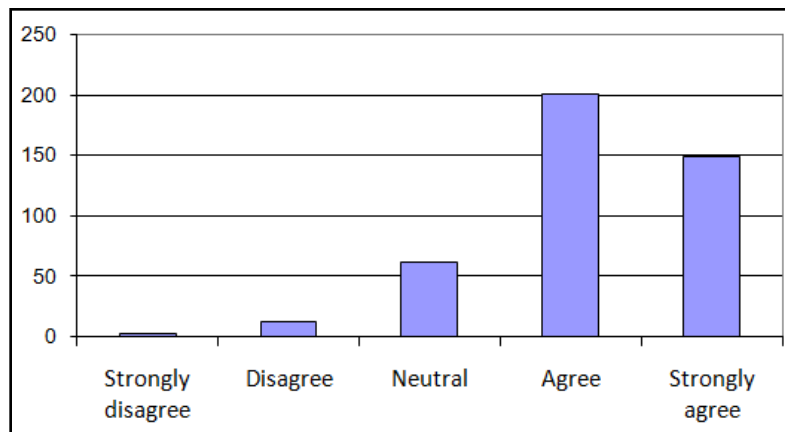
Student feedback



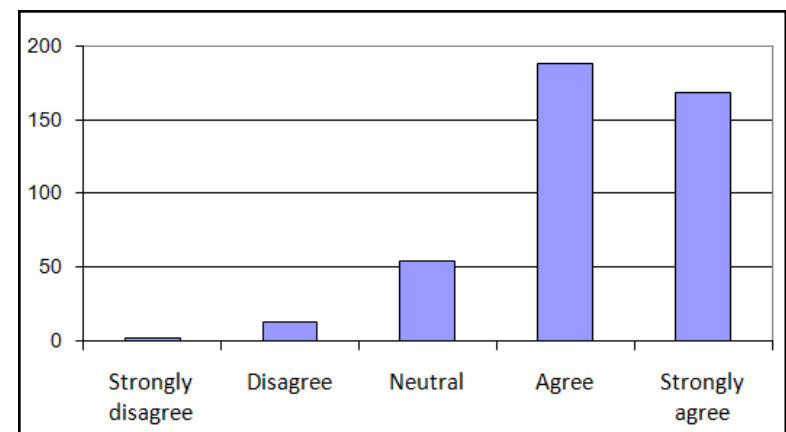
What do students think?

- Survey responses (n = 439)
 - ENGGEN 131, Semester 2, 2007

Developing new questions
helped me learn



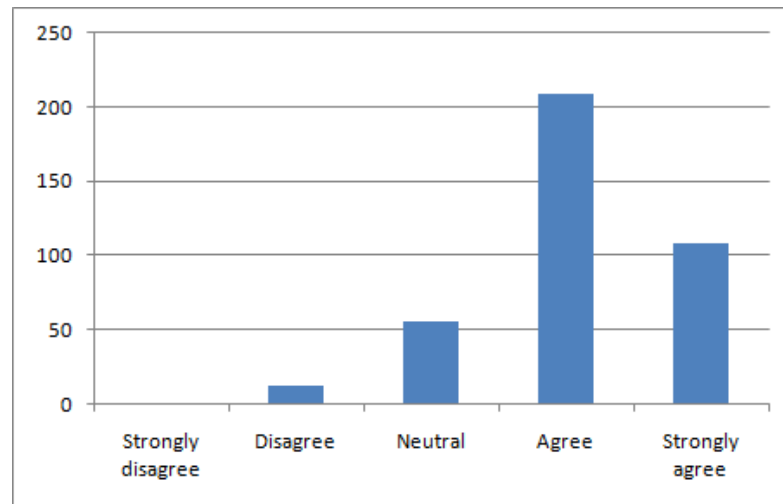
Answering other student's
questions helped me learn



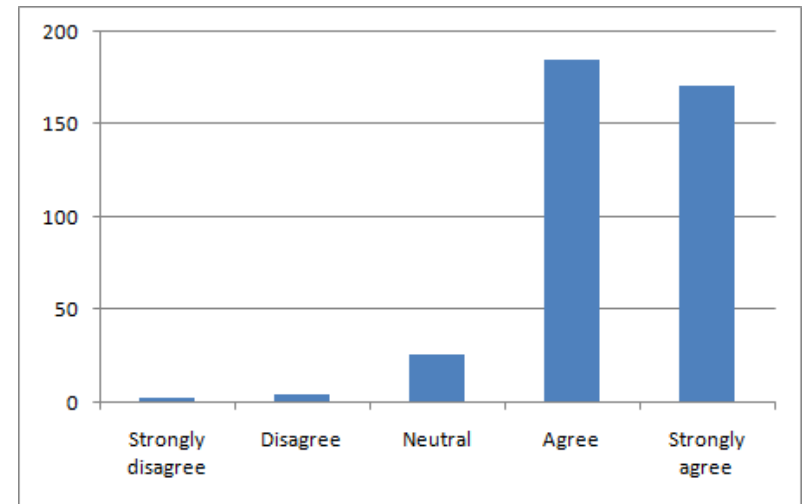
What do students think?

- Survey responses (n = 387)
 - ENGGEN 131, Semester 2, 2009

Developing new questions
helped me learn



Answering other student's
questions helped me learn



What do students think?

- Focuses attention on learning outcomes

"What I found most interesting was how other people structured their questions. It kind of **made me think** about what kind of **topics or concepts** people felt **were important to the course**, hence their choice of making a question on a particular topic."

What do students think?

- Focuses attention on learning outcomes
- Express understanding in their own words

"The **biggest learning experience** for me was setting up my multi-choice question...

...in the end it was a lot of help because **i was just about able to answer any question that was on the same topic as my question"**

What do students think?

- Focuses attention on learning outcomes
- Express understanding in their own words
- Question bank for drill and practice revision

"I answered over 100 questions, it was a quick way to test my knowledge and if I got the answer wrong the explanations **helped me learn** something I wasn't too sure with."

What do students think?

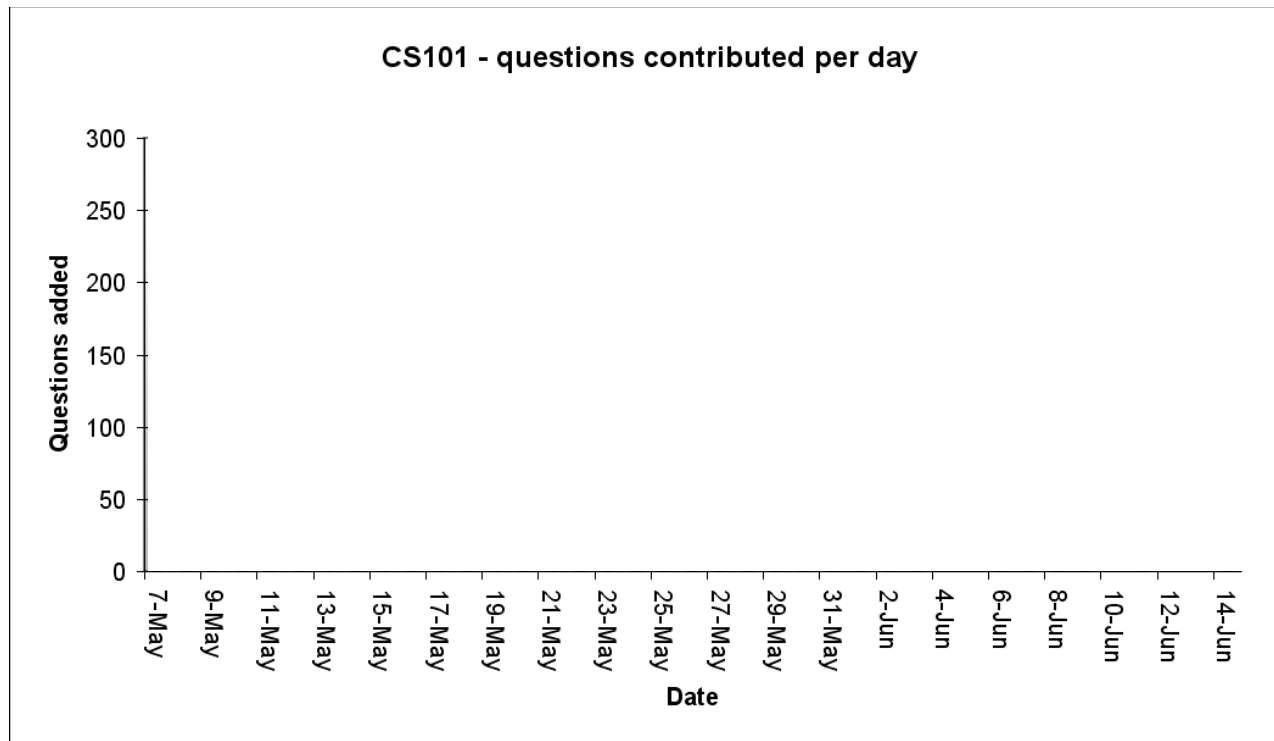
- Focuses attention on learning outcomes
- Express understanding in their own words
- Question bank for drill and practice revision
- Peer comparison

"Being able to see how other people answered was great as it allowed me to **recognise at which level I was at compared to everyone else**"



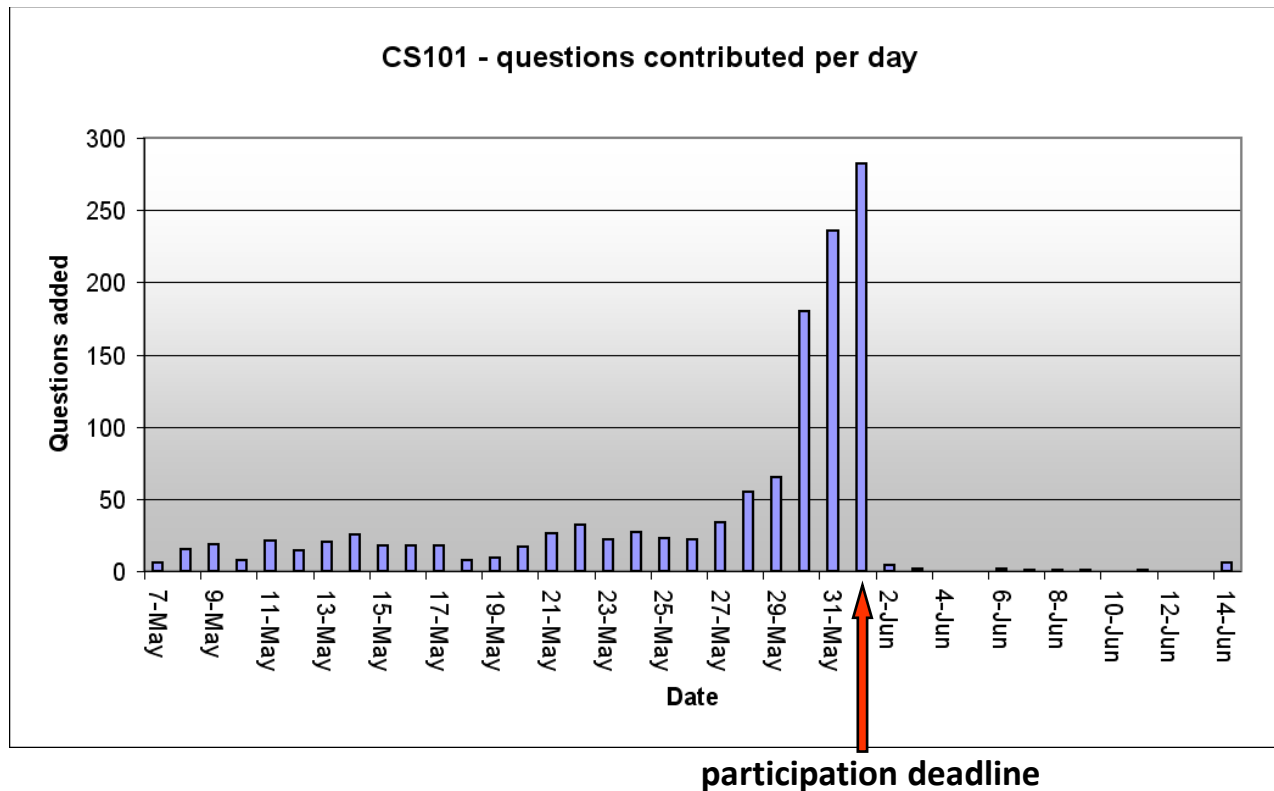
What do students think?

- Voluntary usage?
 - COMPSCI 101, Semester 1, 2007 (n = 460)



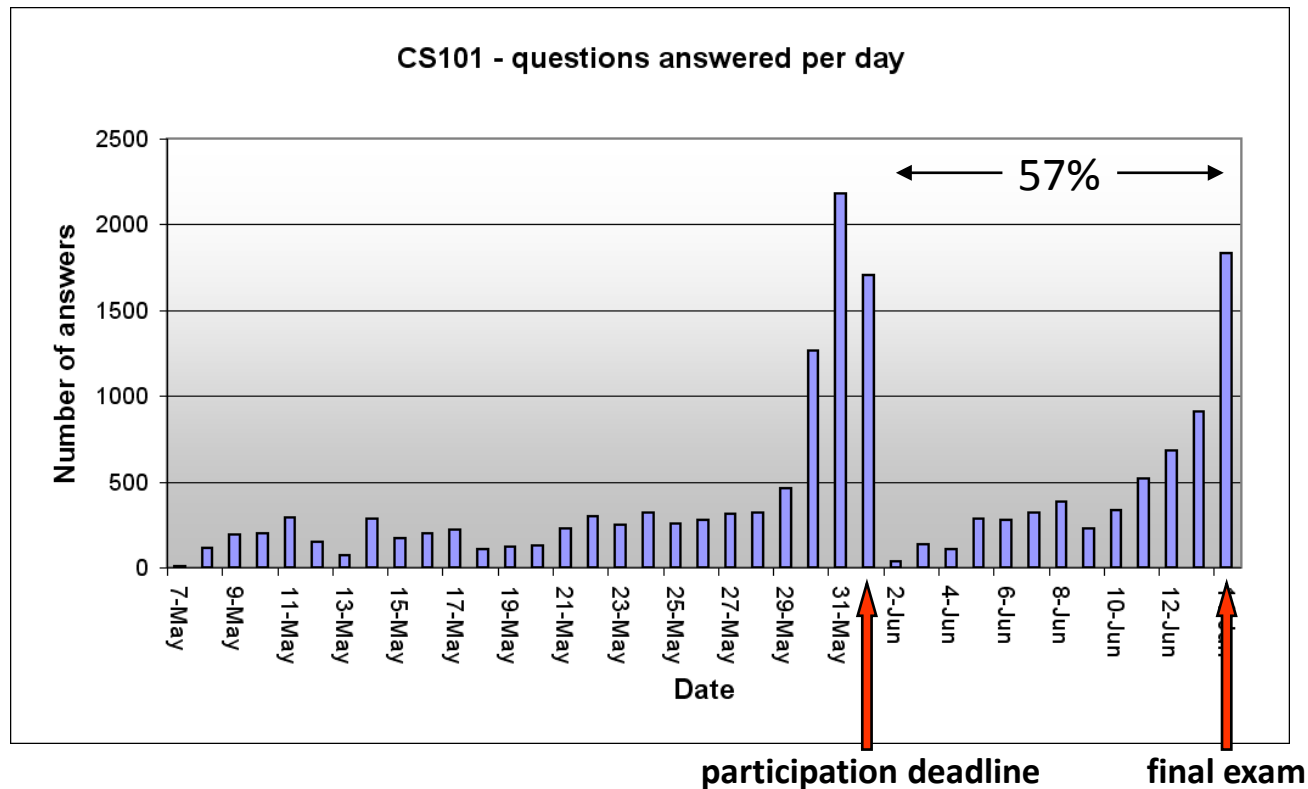
What do students think?

- Voluntary usage?
 - COMPSCI 101, Semester 1, 2007 (n = 460)

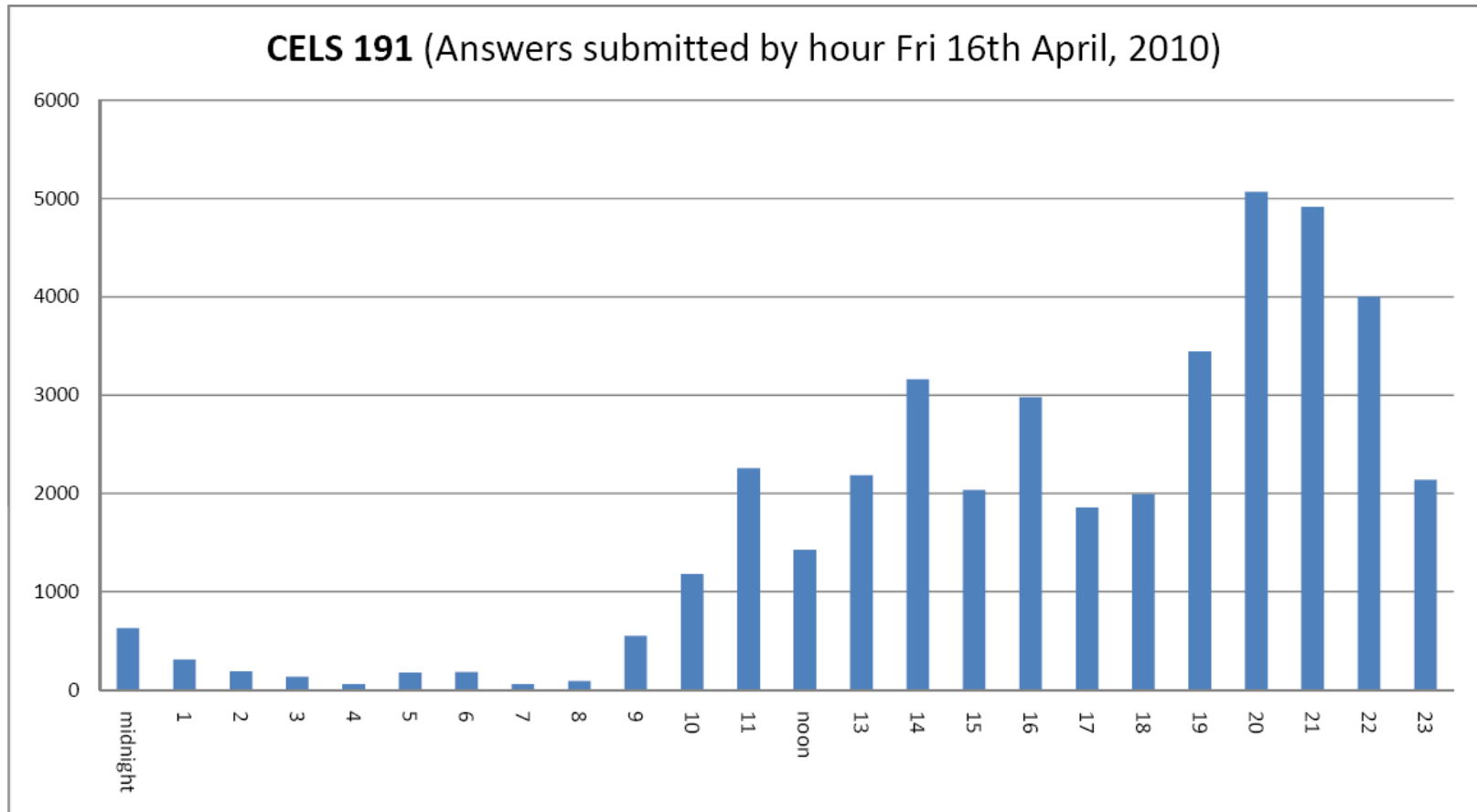


What do students think?

- Voluntary usage?
 - COMPSCI 101, Semester 1, 2007 (n = 460)



CELS 191 – University of Otago



Voluntary activity, 1000 students participating, 117959 answers

Repository quality?

“The quality of questions range from meaningless questions to questions that stimulate your brain.”

Student feedback



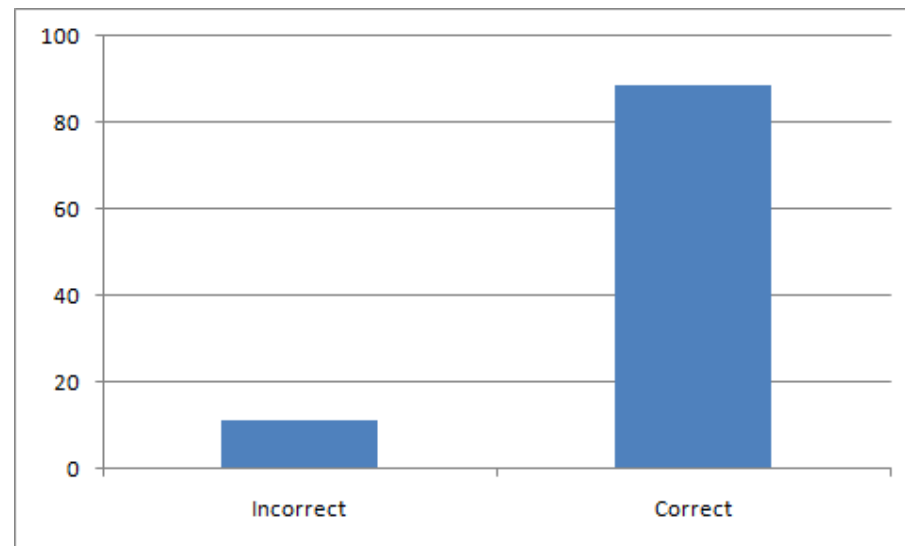
Repository quality?

- Considerable analysis of a CS1 repository
- Selected finding
 - how often is the author's answer incorrect?



Repository quality?

- Author's answer incorrect?
 - COMPSCI 101, Semester 1, 2008
 - 617 questions
 - we examined every tenth question



What is the appropriate answer to the following returns false:

!A || B && !B || A

Alt A



2 (14.29%)

A = False
B = True

Alt B



3 (21.43%)

A = True
B = True

Alt C

0 (0.00%)

A = False
B = False

Alt D

9 (64.29%)

None of the above

The Answer is A:
When A = False, B = True
!A || B && !B || A =>
(True) || (True) && (False) || (False)
=> True && False = False

★★★★

Check this page. && is higher than ||.

<http://java.sun.com/docs/books/tutorial/java/nutsandbolts/operators.html>

so the equation is $A + B!B + !A$, which becomes $A + !A$, which always evaluates to true.

So it doesnt matter what values you put into A and B, the expression is never going to be false.

★

I think that the && operation has a higher priority and so will be evaluated before the ||

i.e. $(!A) || (B \&\& (!B)) || (A)$

haven't double-checked in textpad though...

★

As explained by the person above me who linked to the sun page, as that expression stands, it cannot be false. In bracket form it would look like: $(!A || B) \&\& (A || !B)$.

Of the answers you gave, none of the above is the correct one. :P

Author's reply

Sorry everyone..thanx for the reply..i've posted the new version of this question. Feel free to check it out n comment on it (i've 'repaired' my understanding, i hope i got it right this time :D)

ya && is at a higher lvl than || so always do && so in this case the answer can only be true no matter what

Wow that actually helped me alot lol. Totally forgot about the order of && and ||

Activity linked to performance?

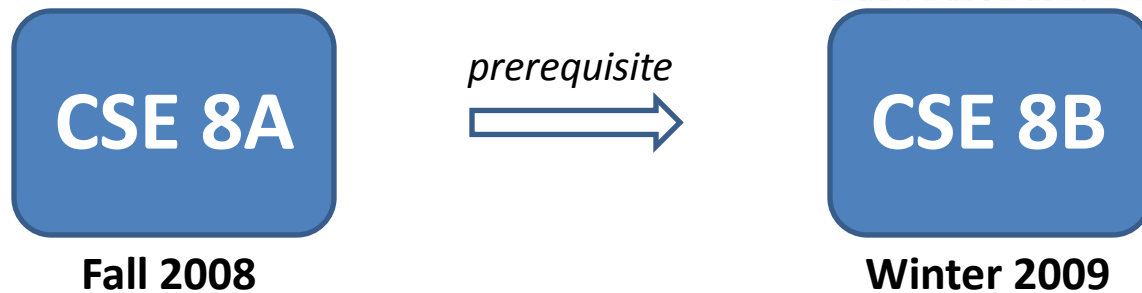
“Using PeerWise was very useful for learning things I didn't know I didn't know.”

Student feedback



Activity linked to performance?

- Do the most active students improve their position in class?
 - study at the University of California, San Diego



Activity linked to performance?

- Do the most active students improve their position in class?
 - study at the University of California, San Diego

CSE 8A

Fall 2008

Final exam grade provides
class rank in CSE 8A

PeerWise

CSE 8B

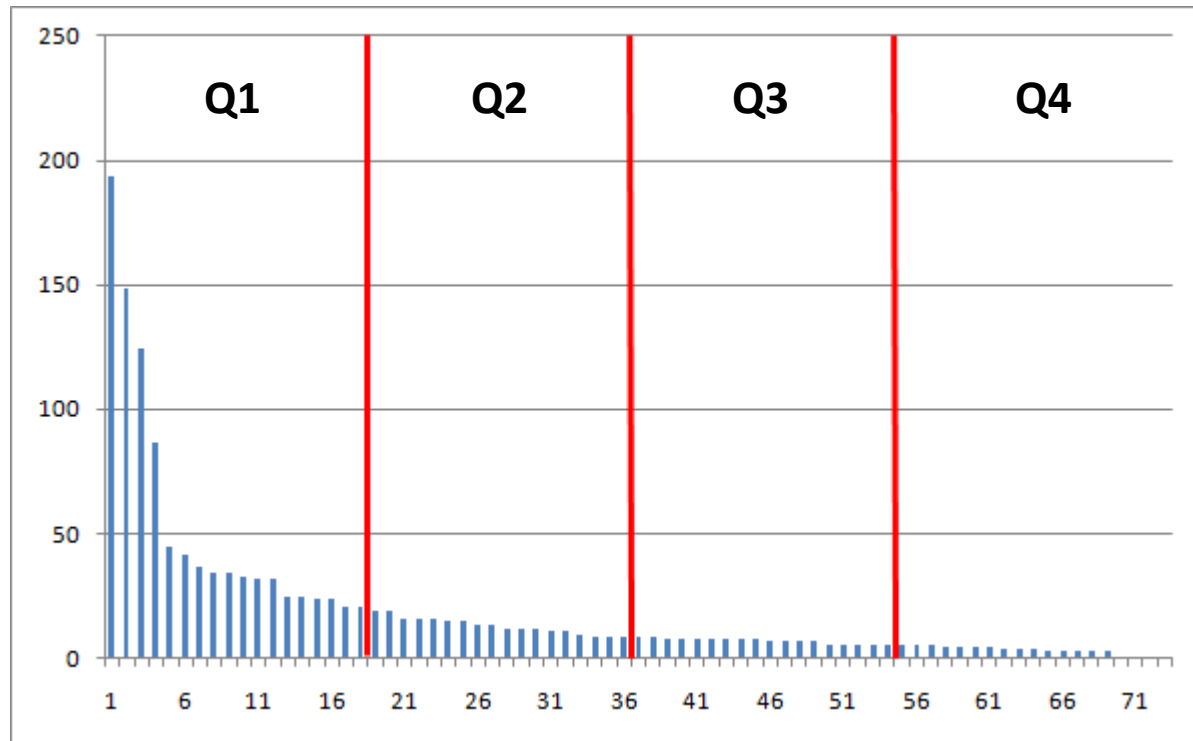
Winter 2009

Final exam grade provides
class rank in CSE 8B

n = 73

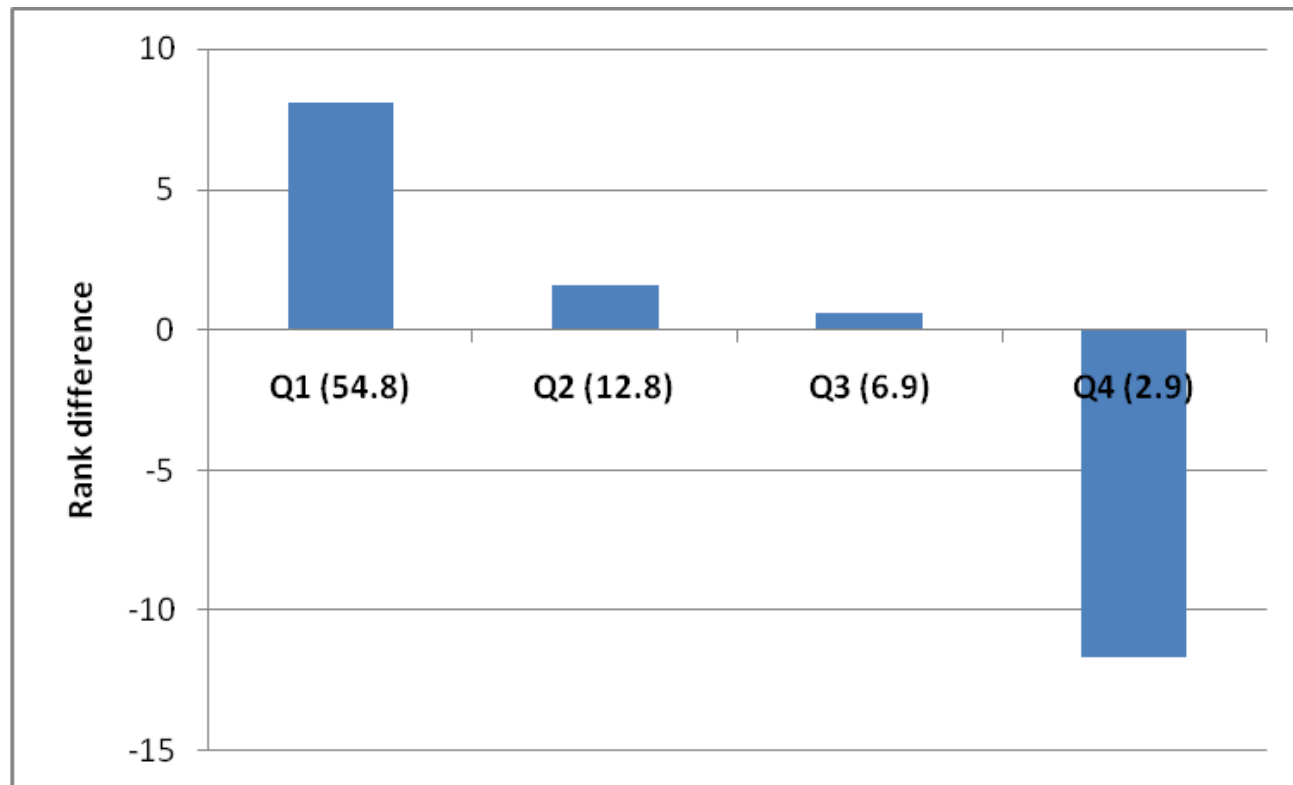
Activity linked to performance?

- Quartiles based on number of questions answered



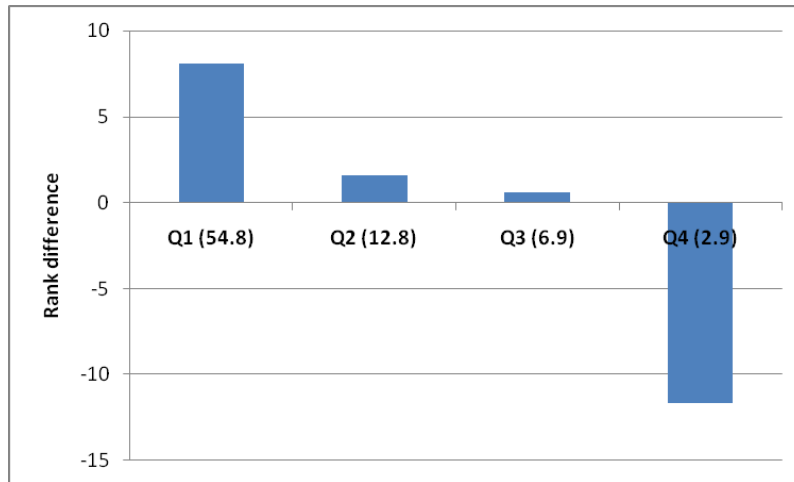
Activity linked to performance?

- Change in rank from CSE 8A to CSE 8B
 - (mean number of questions answered)



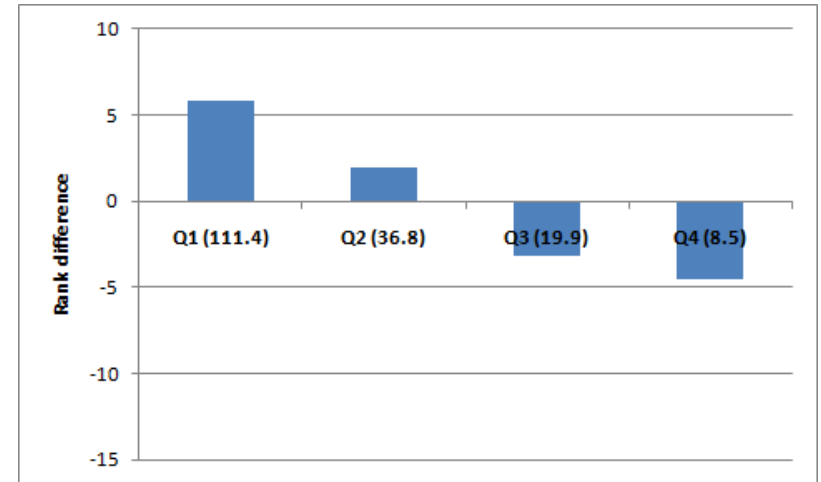
Activity linked to performance?

- Replicated the following term



Winter 2009 (n=73)

The highest performing students in the pre-requisite course were most active



Spring 2009 (n=53)

The lowest performing students in the pre-requisite course were most active

Future research

- Multi-institutional collaborative student learning



Reach

- Summer School 2007
 - 1 institution
 - 1 course
 - 18 students contributed
 - 98 questions were written
 - 865 answers were submitted



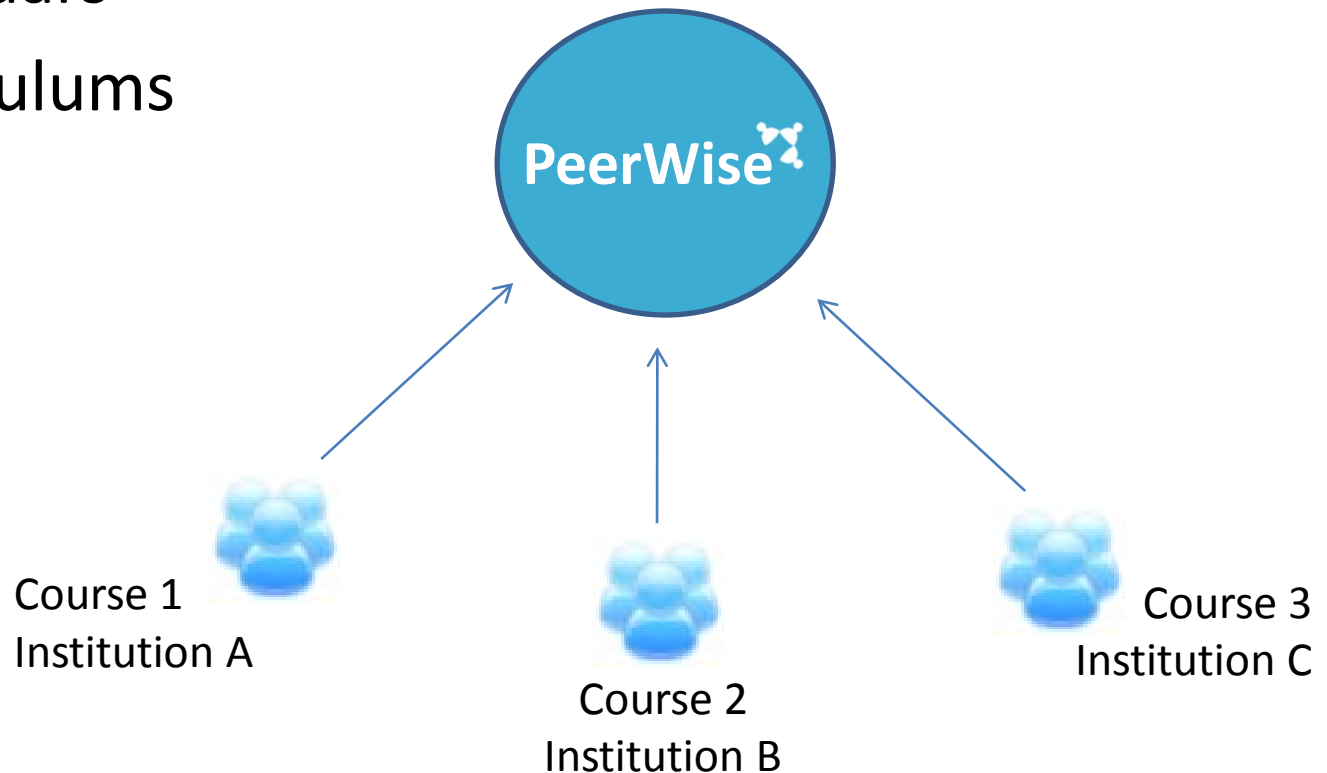
Reach

- Since 2007
 - 45 institutions
 - 260 courses
 - 20661 students have contributed
 - 57324 questions have been written
 - 1527574 answers have been submitted




Multi-institutional collaboration

- Challenges
 - Calendars
 - Curriculums



Creating a new PeerWise course



PeerWise
Ask | Share | Learn

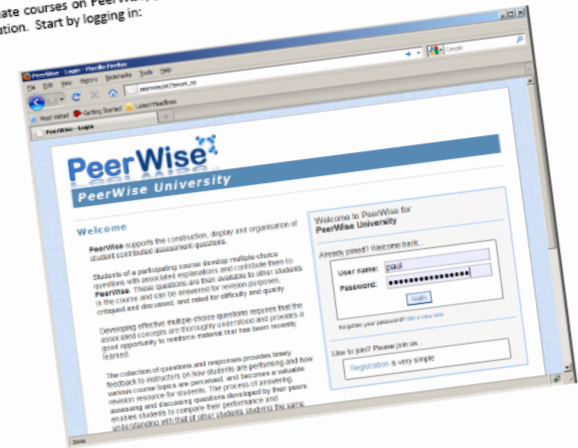
Creating a course on PeerWise

This document gives a quick description of the process for creating a new course repository on PeerWise

peerwise.cs.auckland.ac.nz

Log in

To create courses on PeerWise, you will have been provided with a login name and password for your institution. Start by logging in:



PeerWise University

Welcome

PeerWise supports the construction, display and organization of student centred assessment questions.

Students of a participating course develop multiple choice questions with associate explanations and contribute them to PeerWise. These questions are then available to other students in the course and can be answered for revision purposes, critiqued and discussed, and used for difficulty and quality ratings.

Developing effective multiple choice questions requires that the associated concepts are thoroughly understood and provides a good opportunity to reinforce material that has been recently learned.

The collection of questions and responses provides timely feedback to instructors on how students are performing and how various course topics are perceived, and becomes a valuable resource for students. The process of answering, assessing and discussing questions developed by their peers enables students to compare their performance and enables students to find out about students who are

Log in

Already joined? Welcome back!

User name: paul

Password: *****

Log in

Forgot your password? Click a new link

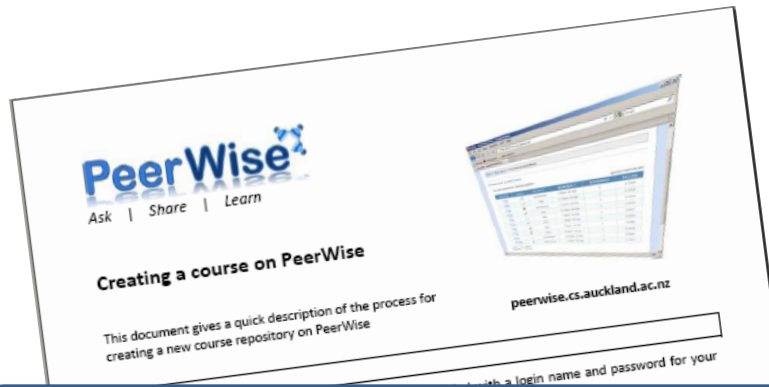
Like to join? Please join.

Registration is very simple

Page 1

PeerWise - Creating a new course repository

Creating a new PeerWise course



123



234



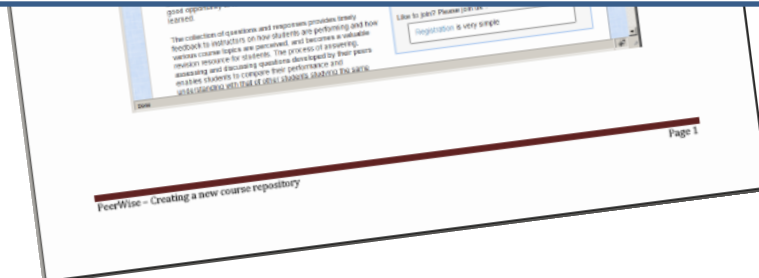
345



456



567



Creating a new PeerWise course

- Step 1)

Create new course →

Course name:

The course name should be less than 50 characters
You do not need to include the institution in the name of the course. It is recommended to include term/semester and year in the course name
e.g. CompSci 101 (Term 1, 2010)
e.g. Introduction to Biology (Semester 2, 2010)

Preview new course

- Step 2)

Each value should be unique, and Student identifiers should be distinct from Administrator identifiers.
You can return to edit the identifiers in this list at any time.

Course ID:
5057

Tip:
Simply copy and paste your list of identifiers into the text area on the left.
For example, if you are using student ID numbers as the identifiers for this course, simply paste the list of student ID numbers into the text area.

Thank you

- Any questions?

- Now

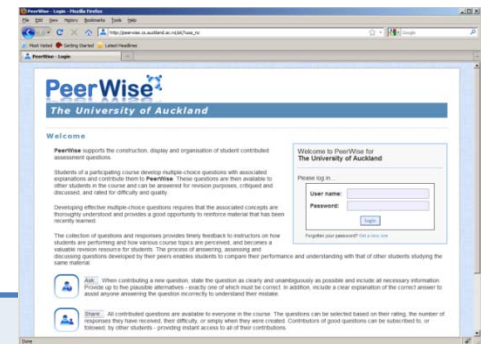
- Later

Paul Denny

paul@cs.auckland.ac.nz

Department of Computer Science

The University of Auckland



PeerWise
peerwise.cs.auckland.ac.nz