

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

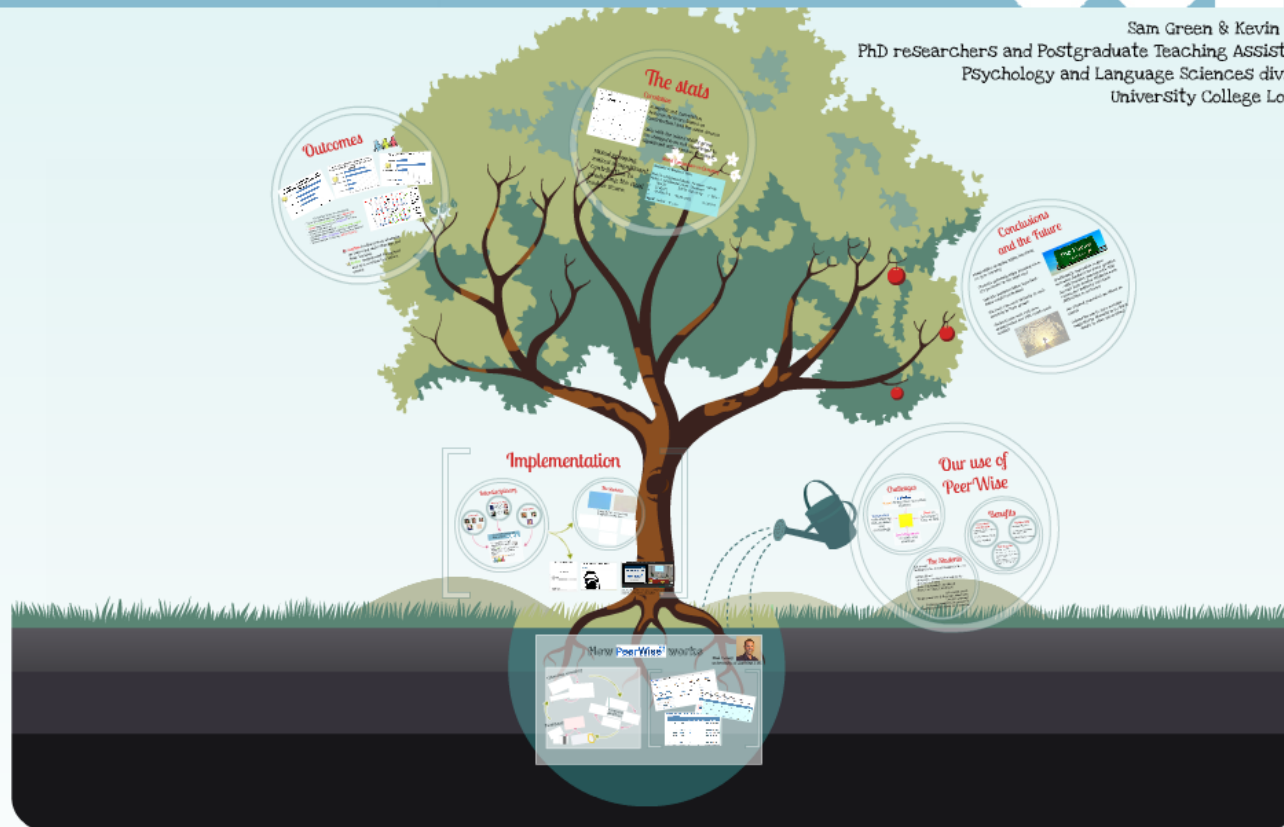
Questions?

Full Report: <http://goo.gl/pwD8vU>
<http://goo.gl/6AlgLT>

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



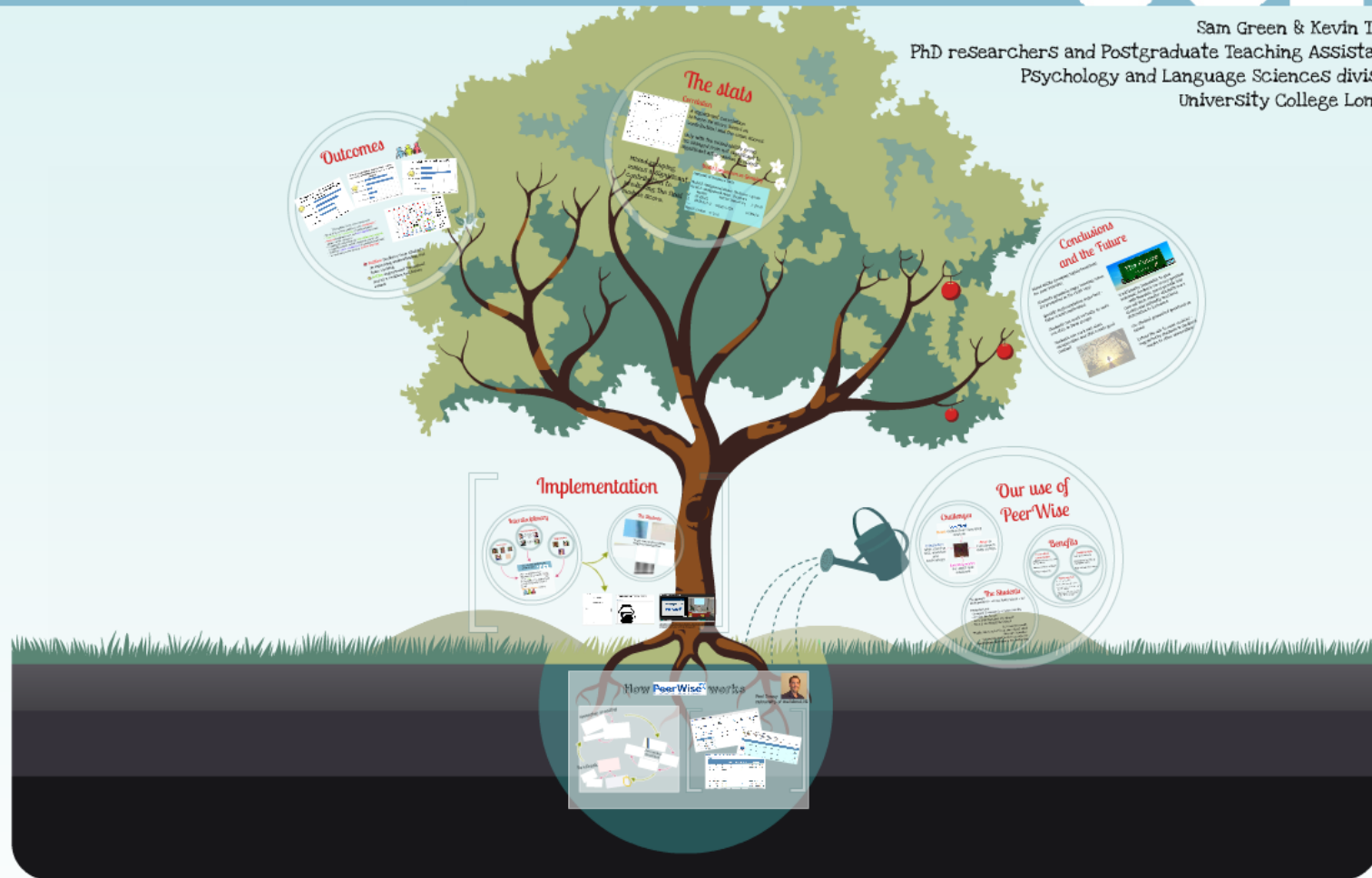
Sam Green & Kevin Tang
PhD researchers and Postgraduate Teaching Assistants
Psychology and Language Sciences division
University College London



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



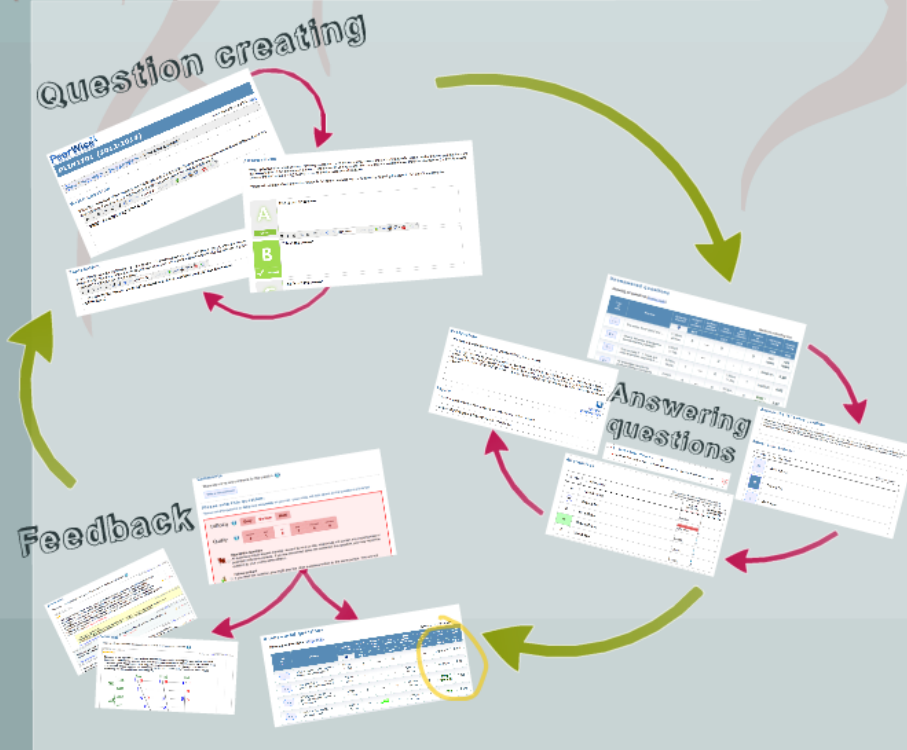
Sam Green & Kevin Tang
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University College London



How PeerWise works



Paul Denny
University of Auckland, NZ



Home | Main menu > Leaderboards

People
Students (who've contributed questions): 41
Subscribes (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	First Name	Reputation score (points)
1	3184 (859, 8118, 452)	
2	3006 (284, 8036, 688)	
3	2802 (414, 8186, 294)	
4	2301 (204, 8336, 349)	

Your Reputation score in this course: 9 (00, 238, 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. Some badges are slightly more difficult to earn although some of them can be earned multiple times. 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 name	Name	Description	How many other people
	"Question author" badge	For contributing your first question to PeerWise	39 people
	"Question answerer" badge	For answering your first question on PeerWise	43 people
	"Site-crawler" badge	For the first time you either "login" or "subscribe" with a computer	30 people

Badges earned in decreasing order of score

Download table to disk

Rank	Student	timestamp	Badges earned		
			distinct badges	total (includes repeats)	Which badges
1	jlee	110090604	18	55	ABCDEFGHIJKLMN-Q-ST--
2	ucjxia	012019229	18	50	ABCDEFGHIJKLMN-Q-SIU--
3	limonocello_	012005614	17	70	ABCDEFGHIJKLMN--QST--
4	karenyanikun	012019238	16	49	ABCDEFGHIJKLMN--Q-ST--
5	valerie	012069913	16	40	ABCDE--IJKLMN--QRST--
6	latylena	012038860	16	38	ABCDE--IJKLMN--Q--S--
7	annamatta	012058875	16	34	ABCDE--IJKLMN--PQ--S--
8	hend	012050910	15	38	ABCDE--IJKLMN--QR--T--
9	ucjpei	012040216	15	27	ABCDE--IJKLMN--QR--T--
10	ucjpe27	012078950	14	46	ABCDE--IJKLMN--Q--S--

Question creating

PeerWise
PLIN1101 (2012:2013)

Home | Main menu | Your questions | Post new question

Write question
Write the main text of the question below. Make sure the question is clear and understandable, with well-structured sentences. Your text will appear at the top of your question when you create it. You may choose to help your students by already having some options for answers (optional), but you must at least provide two alternatives.

Which of the following is the answer?

Alternatives
Write up to five alternative answers for the question you have in the editor. Make sure each alternative is a choice, and if possible, you must ensure that exactly one of the alternatives is the correct answer to your question. You may choose to help your students by already having some options for answers (optional), but you must at least provide two alternatives. You must indicate which of the alternatives is the correct answer to your question by selecting the radio in the left of the alternative.

A This is not the answer

B This is the answer

C This is not the answer

Explanation
You should provide an explanation for your question. This explanation will only be visible to people who have answered your question. It should be placed in the explanation field, and this field is hidden to your question creator. You should provide an explanation for your question. This explanation will only be visible to people who have answered your question. It should be placed in the explanation field, and this field is hidden to your question creator.

Unanswered questions
Showing 4 questions (showing 1)

QID	Question	Created	Author	Answers	Correct	Wrong	Score	Quality	Difficulty	Comments
1	The word 'hard' and...	11/20/12	PLIN1101	0	0	0	0	not rated	not rated	0.00
2	What is the main purpose...	9/20/12	PLIN1101	1	0	0	1	medium	2.00	0.00
3	True or False? 1. There...	8/20/12	PLIN1101	1	0	0	1	medium	4.00	2.00
4	All molecules are made...	8/20/12	PLIN1101	4	0	0	4	easy	2.00	2.00

Answering questions

Explanation
The following explanation has been submitted for this question:

Topics
The following topics have been selected to improve this question:

Answer the following question

Select your answer:

A Give a Name

B Try & Try

C Don't Know

Alternatives

Choice	Alternative	Selected
A	Give a Name	<input type="radio"/>
B	Try & Try	<input type="radio"/>
C	Don't Know	<input type="radio"/>
D	Give a Name	<input checked="" type="radio"/>
E	Give a Name	<input type="radio"/>
F	Give a Name	<input type="radio"/>

Feedback

Comments
There are no comments for this question.

Please rate this question:
Please rate this question to help our community as you can. Your rating will help others to find questions of interest.

Difficulty: Easy Medium Hard

Quality: 0 1 2 3 4 5

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

Noting helpful?
 If you had this question, you might also like the other questions written by the same person. You are not

Comments
There are no comments for this question.

Comments
There are no comments for this question.

Unanswered questions
Showing 4 questions (showing 1)

QID	Question	Created	Author	Answers	Correct	Wrong	Score	Quality	Difficulty	Comments
1	The word 'hard' and...	11/20/12	PLIN1101	0	0	0	0	not rated	not rated	0.00
2	What is the main purpose...	9/20/12	PLIN1101	1	0	0	1	medium	2.00	0.00
3	True or False? 1. There...	8/20/12	PLIN1101	1	0	0	1	medium	4.00	2.00
4	All molecules are made...	8/20/12	PLIN1101	4	0	0	4	easy	2.00	2.00

Question creating

PeerWise

PLIN1101 (2012:2013)

You are logged in as ucjt345. [Logout](#)

[Home](#) | [Main menu](#) > [Your questions](#) > [Post new question](#)

Write question

Write the main text of the question below. Make sure the question is clear and unambiguous, and use language which is professional. Feel free to format the text of your question using the formatting options.

Which of the following is the answer?

Alternatives

Write up to five alternative answers for the question you have written above. Make sure each alternative is distinct, and of course, you that **exactly one** of the alternatives is the correct answer to your question. You may choose to define fewer than five alternatives (by simply leaving some of the text areas empty), but you must at least provide two alternatives.

You must indicate which of the alternatives is the correct answer to your question by selecting the letter to the left of the alternative.

A This is not the answer

Select

B This is the answer

Answer

C This is not the answer

Explanation

You should provide an explanation for your answer. This explanation will only be shown to people **after** they have selected what they think is the answer to your question, and may help to explain to them why the alternative you suggested is indeed the correct answer.

This explains the answer, the possible answers, and the questions (and perhaps even some references...)

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	sort	sort
1 »	The words "time" [tʰaɪm] 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



Explanation

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)



Answering questions

... **DO NOT AGREE WITH AUTHOR**
 ... Your answer does not agree with the answer suggested by the author, but more responses are needed

Answer the following question

The words "time" [tʰaɪm] and "dime" [daɪm] are completely identical except for their initial sounds; that is, they are both of the form [Xaɪm]. Since they are different words, it follows that [tʰ] 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

Topics

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

vowels, Diphthongs and Monophthongs, Phonemes



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



Feedback

There are 7 comments for this question (7 top-level comments and 0 replies)

This is very relevant to our current course content and gives good practice in reading spectrograms! Remember the 'phn' in the middle of monophthongs and diphthongs as your spelling is rather 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 bidel. 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 *shabby* [912050342])

Thank you for your comment! I noticed the spelling mistakes and edited my question before submitting but it doesn't seem to have changed it. I decided to add more alternatives as well but you can only put five I think... Glad you found it helpful.

... too challenging but still requires some thought. The

... use in incorporating the information but also stuff we

There are 6 comments for this question (6 top-level comments and 0 replies)

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 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)

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	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	✓ 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

Write the main text of the question below. Make sure the question is clear and understandable, with well-organized words. Professional. Poor styling. Among the left of your question users can copy, paste, and delete. Poor styling. Among the left of your question users can copy, paste, and delete.

Which of the following is the answer?

Alternatives

Write up to five alternative answers for the question you have in the editor. Make sure each alternative is a choice, and if possible, you should ensure that exactly one of the alternatives is the correct answer to your question. You may choose to help your students by clearly labeling some of the alternatives (e.g., "This is not the answer"). You must indicate which of the alternatives is the correct answer to your question by selecting the radio in the left of the alternative.

This is not the answer

A

Select

This is the answer

B

This is not the answer

Explanation

You should provide an explanation for your question. This explanation will only be visible to people who answer the question. It should be as clear as possible, and it should be as long as necessary to explain the question. It should be as clear as possible, and it should be as long as necessary to explain the question.

Unanswered questions

Showing 4 questions (showing)

QID	Question	Created	Author	Answers	Correct	Wrong	Score	Quality	Difficulty	Category	Tags
1	The word "hard" and ...	11/20/12	John Doe	0	0	0	0	0	0	not	not
2	What is the main purpose ...	9/20/12	John Doe	1	0	0	1	0	0	medium	2.00
3	What is the main purpose ...	9/20/12	John Doe	1	0	0	1	0	0	medium	4.00
4	What is the main purpose ...	9/20/12	John Doe	1	0	0	1	0	0	easy	2.00

Answering questions

Explanation

The following explanation is provided for your question:

The following explanation is provided for your question:

Topics

The following topics are related to this question:

Alternatives

Choice	Alternative
A	John & Jane
B	John & John
C	John & John
D	John & John
E	John & John
F	John & John

Answer the following question

Select your answer:

A John & Jane

B John & John

C John & John

Feedback

Comments

There are no comments for this question.

Please rate this question:

Please rate this question to help our community as you can. Your rating will help others to find questions of interest.

Difficulty: Easy Medium Hard

Quality: 0 1 2 3 4 5

Report this question:

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

Noting helpful?

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

Unanswered questions

Showing 4 questions (showing)

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1	The word "hard" and ...	11/20/12	John Doe	0	0	0	0	0	0	not	not
2	What is the main purpose ...	9/20/12	John Doe	1	0	0	1	0	0	medium	2.00
3	What is the main purpose ...	9/20/12	John Doe	1	0	0	1	0	0	medium	4.00
4	What is the main purpose ...	9/20/12	John Doe	1	0	0	1	0	0	easy	2.00

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

Your Reputation score in this course
9 (0q, 23a, 0r)

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)

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	
☑	"Question answerer" badge	For answering your first question on PeerWise	39 people
✗	"Star-crossed" badge	For the first time you either "agree" or "disagree" with a comment	43 people
			30 people

Badges earned in decreasing order of distinct badges

[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	Islylena	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	ucjtpel	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/resent
Use of feedback to drive further learning and communication
Aimed 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"

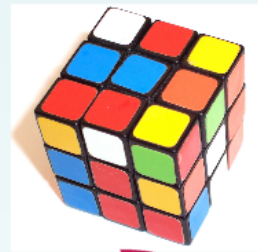
Six weekly deadlines; in groups for Questioning, individuals for Answering

Challenges

PeerWise

Novel Online Peer-Learning System

Integration with existing UCL modules and technology



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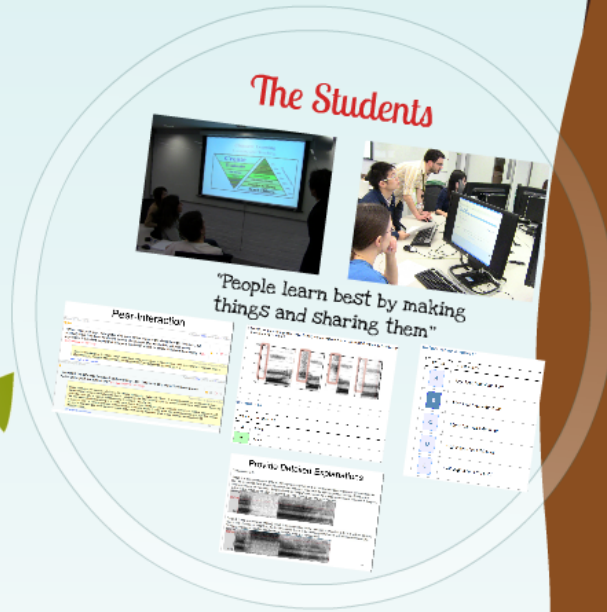
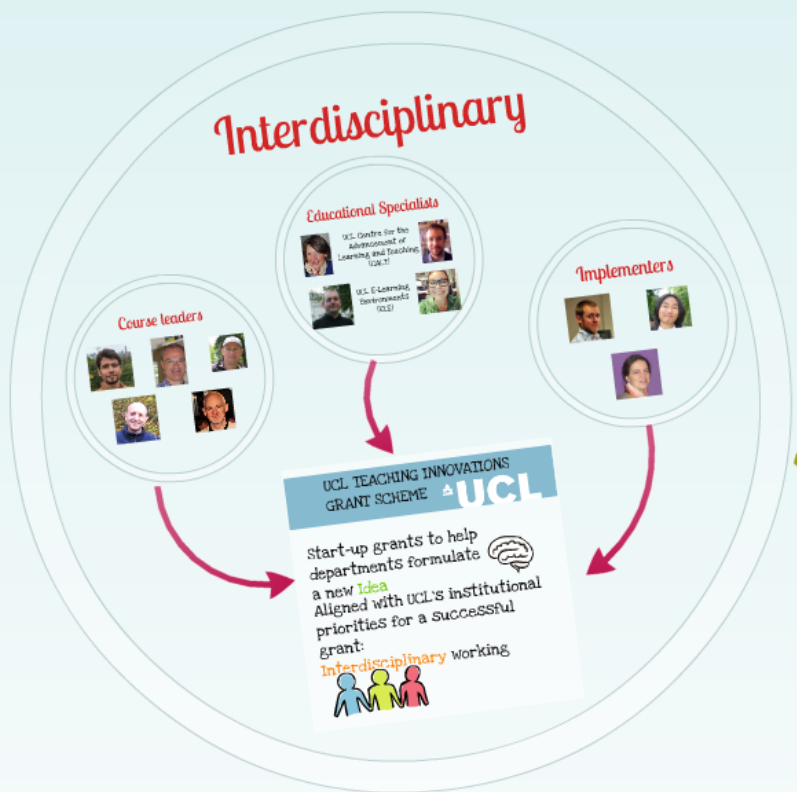
- Grouped: 1) randomly 2) mixed ability
- Across two terms
- Term 1: UG (Random), PG (Mixed)
- Term 2: UG (Mixed), PG (Mixed)

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: THE GREAT FOR STUDENT ADMINISTRATION

Created by: HUGH BIRD
 Version: 10/11/2013

Author: Hugh Green & Kevin Dale
 Version: 10/11/2013. All rights reserved (©) Hugh Green & Kevin Dale
 DEPARTMENT OF EDUCATION
 UNIVERSITY COLLEGE LONDON

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2 Sample Question 2: Phonetics - Anatomy

A demonstration of a Labeling a Diagram Question

Your question

Please label the structures 1-7 on the sagittal section from exercise Labnet 1.11 in an oral section of the target P 2 in the following 10 min 10 min

UCL LondonCast

Implementing a peer learning tool at UCL

PeerWise

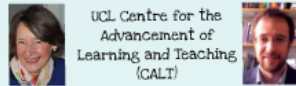
UCL

05:17:00:00

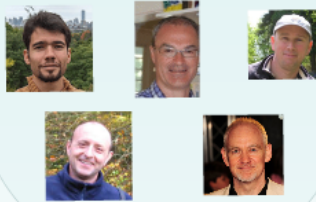
<http://lecturecast.ucl.ac.uk/8080/ess/echo/presentation/41dab532-66e1-4ee2-8653-5a7fcc22d526>

Interdisciplinary

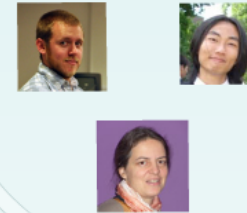
Educational Specialists




Course leaders



Implementers



UCL TEACHING INNOVATIONS
GRANT SCHEME 

Start-up grants to help departments formulate a new **Idea** 
Aligned with UCL's institutional priorities for a successful grant:

Interdisciplinary working



Course leaders



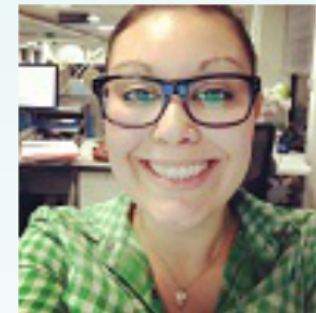
Educational Specialists



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

Forum: English 2016

Author: Joe 1004 posted 13 months ago

I think I fell in your trap... One glottal stop looks similar to one of the elements of the first sound, but obviously there isn't many words with several glottal stops after each other. But yeah your explanation is excellent, saying that the space between should be empty, I've learned something :)

Sorry that "made" got out of a little "the" and I made some modifications to the explanation - it's a screenshot of continuous speech, glottal stops may present a different feature, but at least the "gap" between [j] and [a] is there!

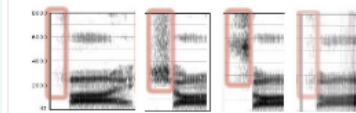
Author: Joe 1004 posted 13 months ago

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 format of h?

Oh in a fricative so you can see a lot of noise. Most nasal [ŋ] has more F3 plus form F1 and F2, while [ŋ] between two vowels shows more formants in both lower and higher parts. Graph of [aŋa] follows the same pattern and you can see the regular noise "background". To see the computer you can view the figure 4.6 of Vowels and Consonants: 2nd ed. p.152.

The best way to identify a nasal stop is to look for nasal murmur around 200 Hz, which is, again, noisy. There should be faint consonant 200 Hz and around 200 Hz. The real parameter in the explanation is not quite about [ŋ], and it's a little one, who is a side bear, but I think you can still see the nasal stop. Nasal murmur is regular and you can identify the pattern, which is quite different from the noise in [ŋ].

Looking at the spectrograms below, identify the correct order (from left to right) of the four fricative consonants represented:



Alternatives

OPTION	ALTERNATIVE
A	B, A, C
B	F, J, S, H

Select your answer:

OPTION	ALTERNATIVE
A	1./y/; 2./g/; 3./g/; 4./h/; 5. /v/
B	1./y/; 2./g/; 3./y/; 4./B/; 5. /β/
C	1./y/; 2./g/; 3./y/; 4./B/; 5. /β/
D	1./y/; 2./g/; 3./y/; 4./B/; 5. /β/
E	1./h/; 2./g/; 3./y/; 4./B/; 5. /β/

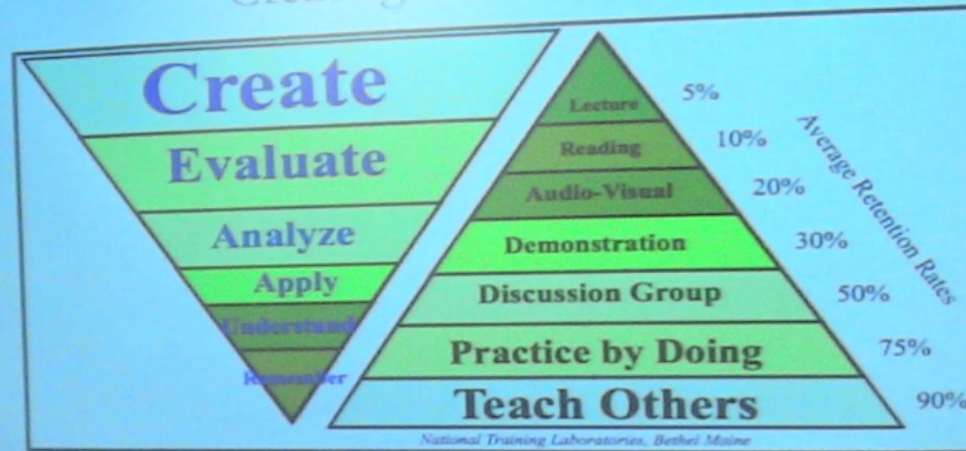
Provide Detailed Explanations

The answer is B.

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

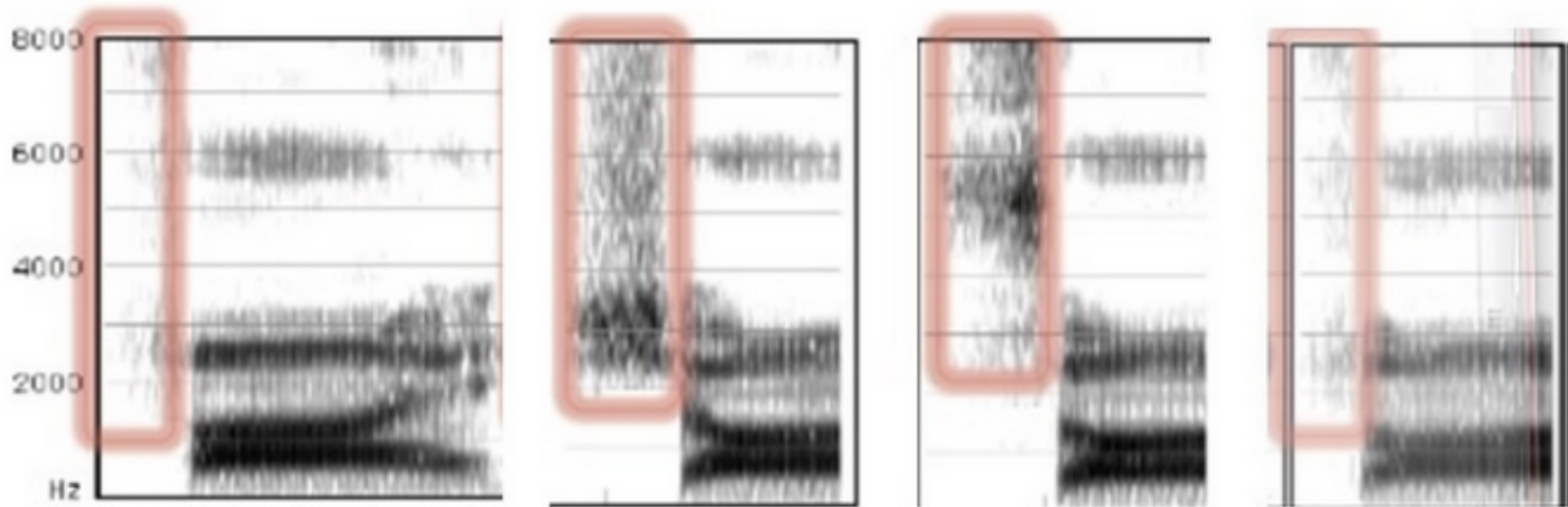
Graph 2 is the spectrogram of [aʁ], which is corresponding to the description of option B. [ʁ] is a voiced fricative, due to the vibration of vocal fold. The fricative noise tends to be more regular than its voiceless counterpart [x]. The spectrogram of [aʁ] is attached here for reference and comparison.

Ultimate Learning Creating and Teaching





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



Alternatives

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

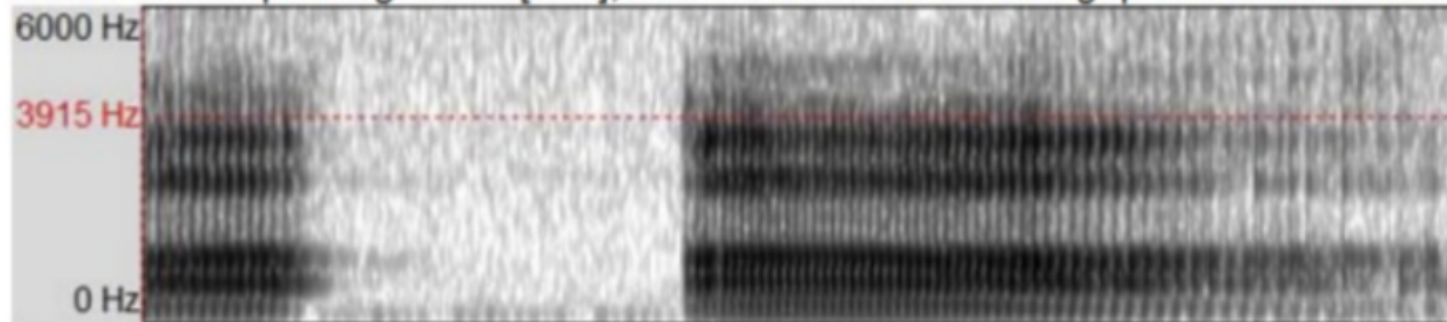
Select your answer:

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

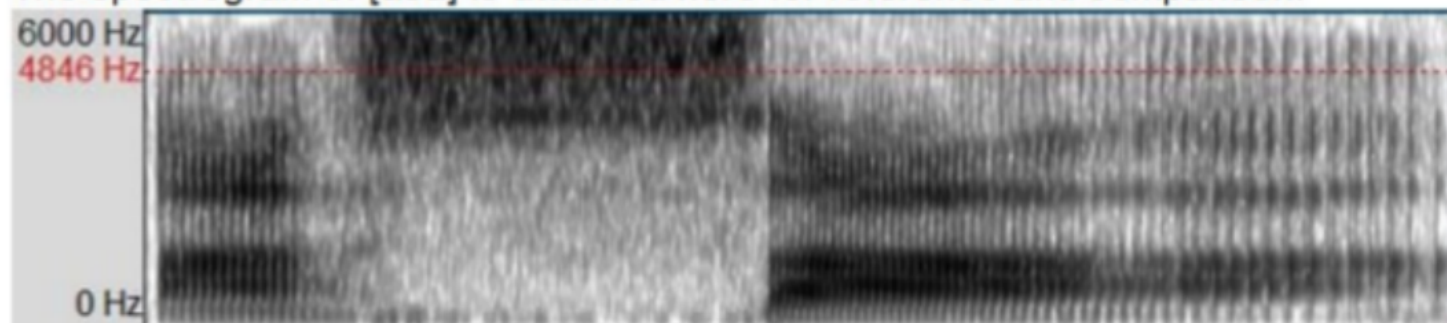
Provide Detailed Explanations

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 continuous speech, glottal stops may present a different feature, but still not like the "gap" between [r]. Hope that helps! :)

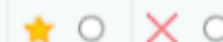
[Add a reply to this comment](#)

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](#)

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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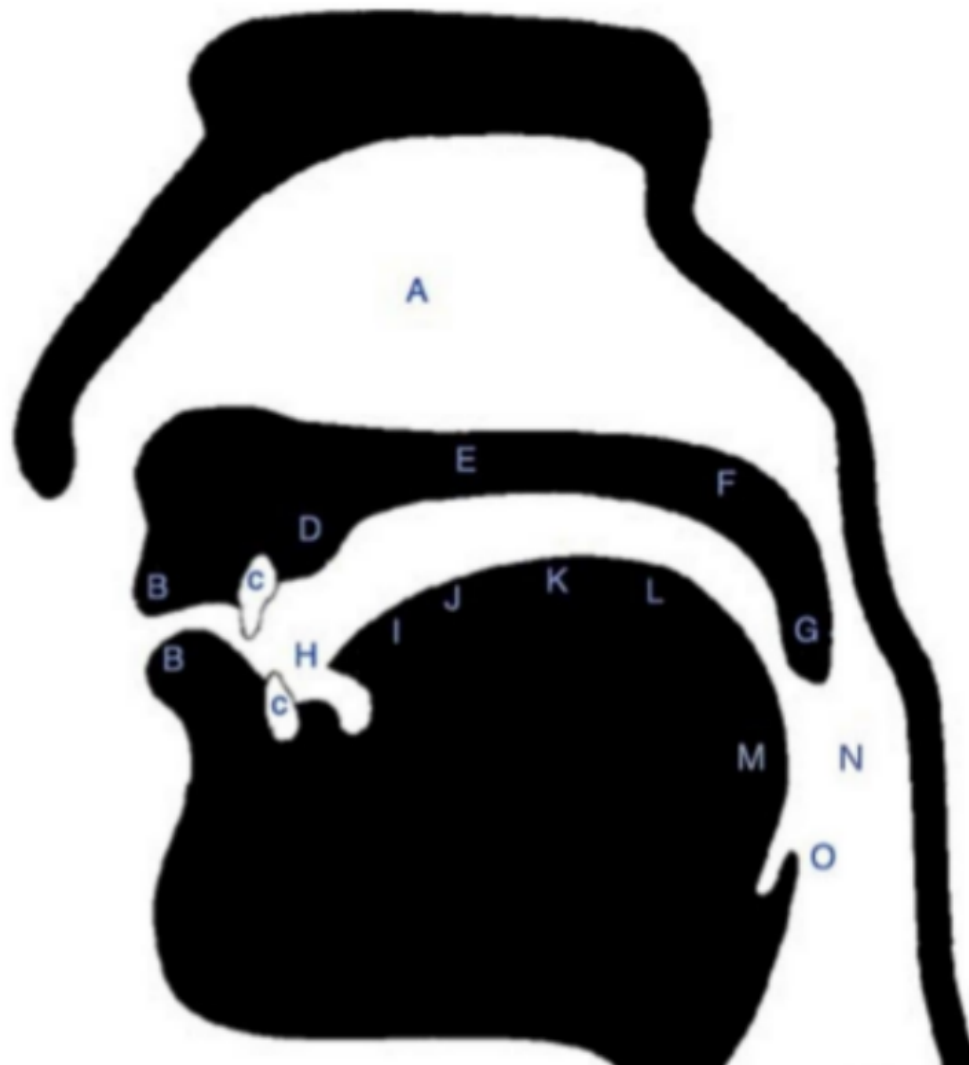
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2 Sample Question 2: Phonetics - Anatomy

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

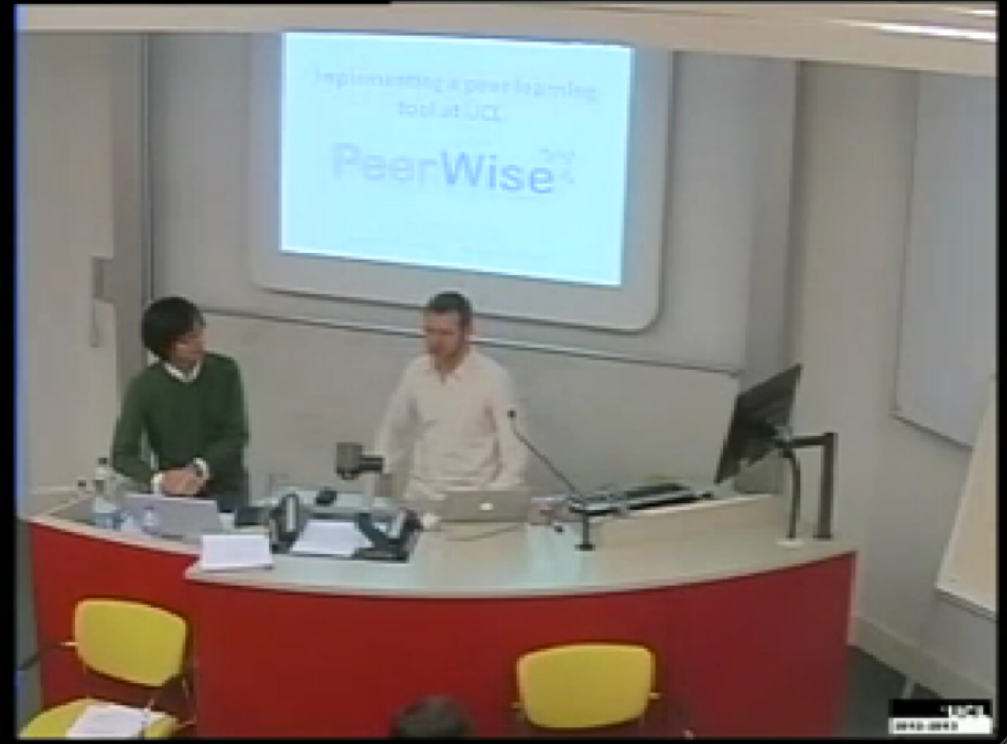





Implementing a peer learning tool at UCL

PeerWise

Kevin Tang, Sam Green
PGTAs in the Department of Linguistics
kevin.tang.10@ucl.ac.uk sam.green.10@ucl.ac.uk



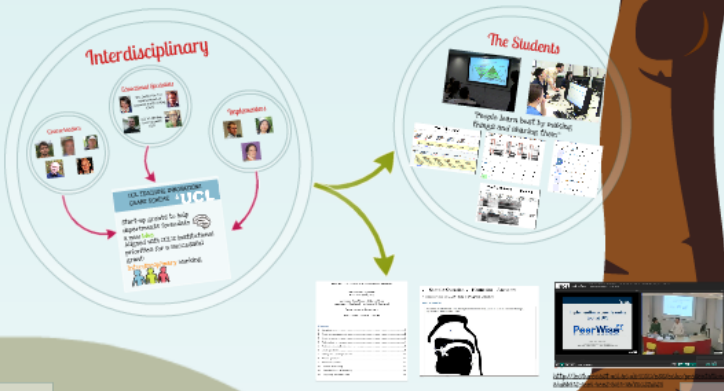
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1 2 APPS

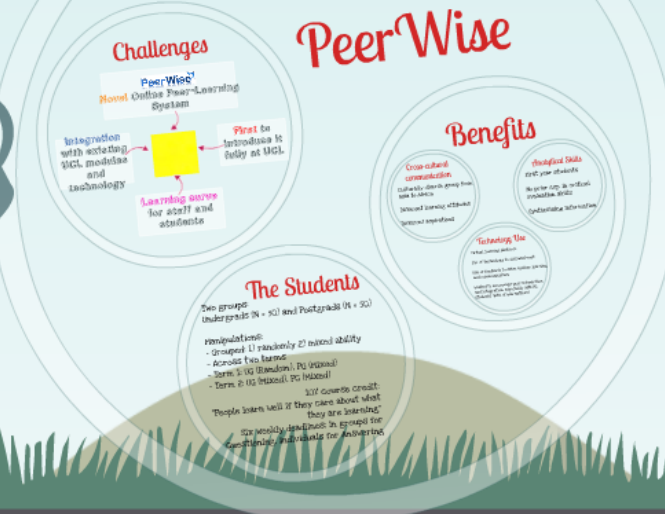
echo 360

<http://lecturecast.ucl.ac.uk:8080/ess/echo/presentation/a4dab832-6ee4-4ee2-8683-5a7fcc22d528>

Implementation

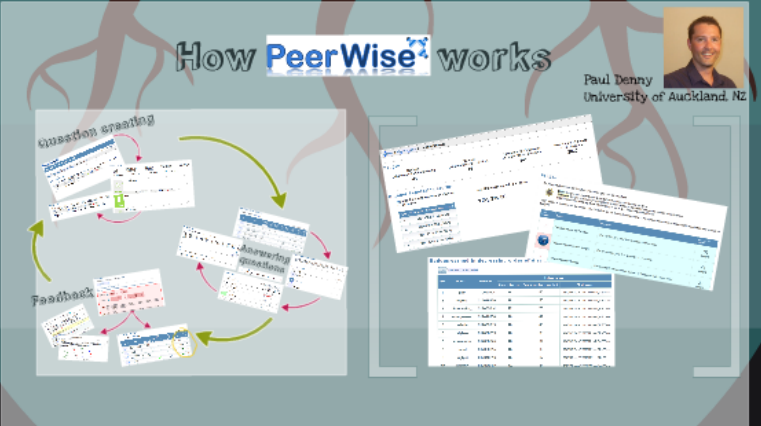


Our use of PeerWise

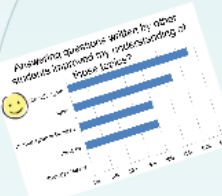


How PeerWise works

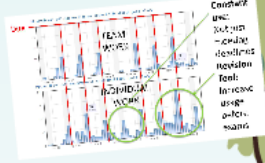
Paul Denny
University of Auckland, NZ



Outcomes

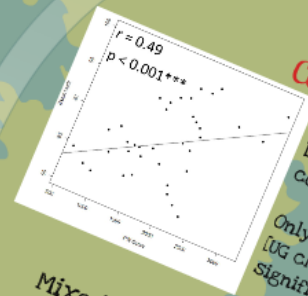


- Thoughts from the Students**
- "Some of my peers' questions were **challenging**"
 - "confirmed my **knowledge** of certain topics"
 - "review areas and work out **weak spots** as I was unsure of the answers"
 - "I wanted to make them as **interesting and original** as possible which meant I read and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



- **Positive** feedback from students on improving understanding and team working.
- **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)

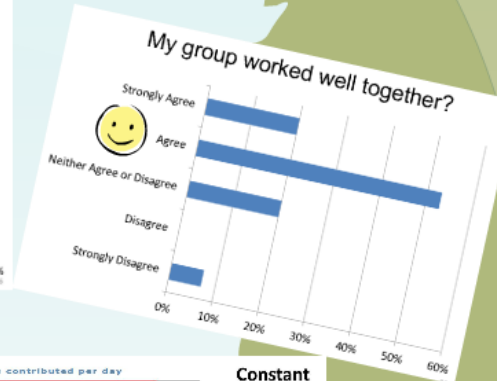
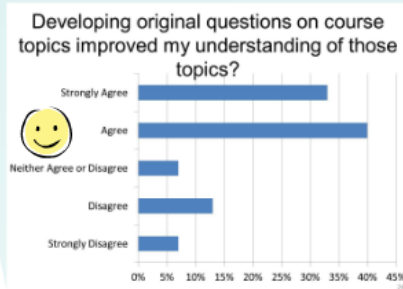
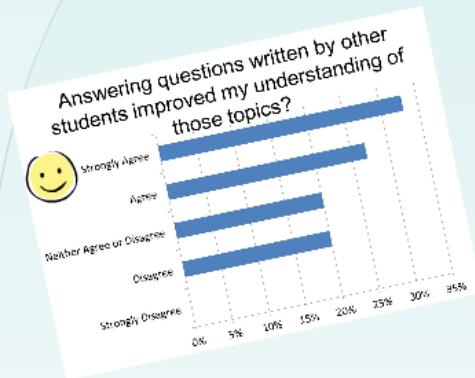
Mixed grouping makes a significant contribution to predicting the final module score.

Model Comparison on Grouping

Analysis of Variance Table

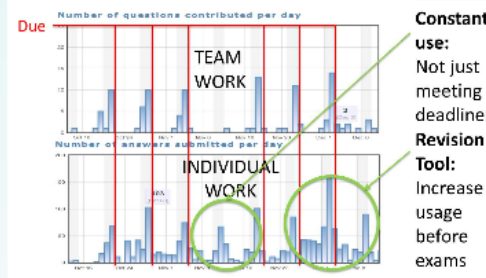
Model	Assignment	Mean	PW.Score	Group			
Model 1	Assignment	Mean	PW.Score	Group			
Model 2	Assignment	Mean	PW.Score	Group			
1	Res.Df	28	2102.1	RSS Df	Sum of Sq	F	Pr(>F)
2	Res.Df	29	2460.3	-1	-358.21	4.7713	
Signif. codes:		*	0.05				0.03767 *

Outcomes



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- 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?



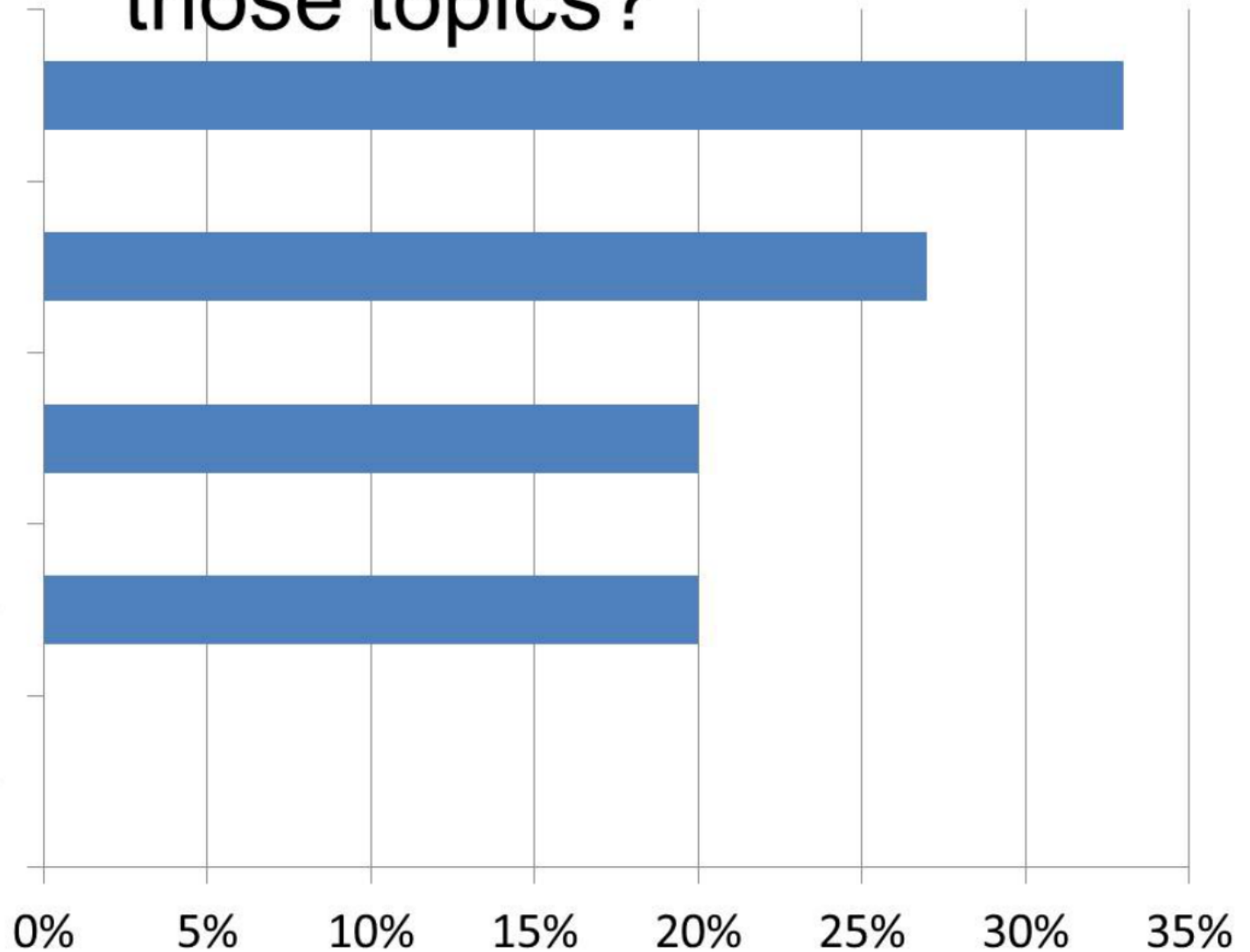
Strongly Agree

Agree

Neither Agree or Disagree

Disagree

Strongly Disagree



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



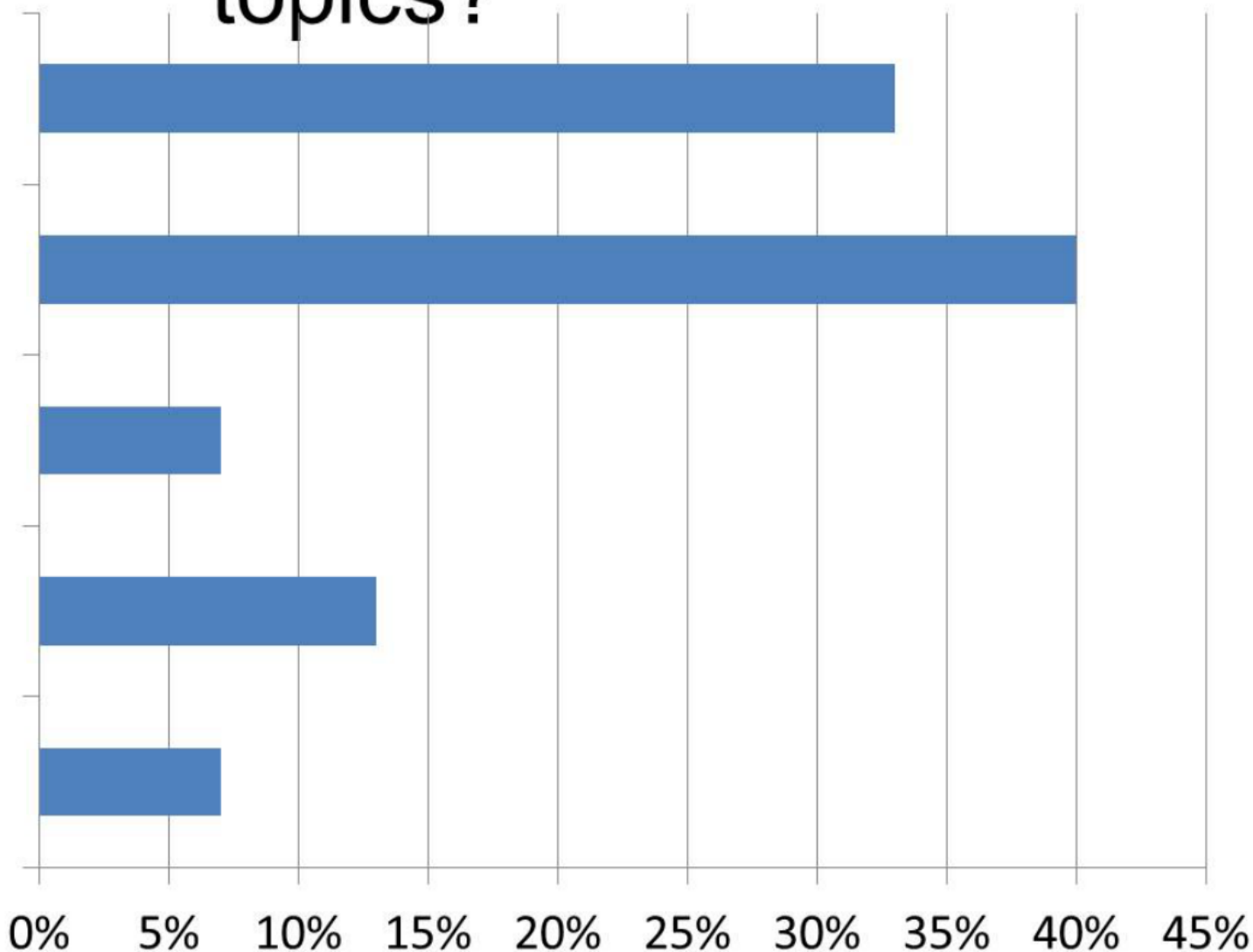
Strongly Agree

Agree

Neither Agree or Disagree

Disagree

Strongly Disagree



My group worked well together?



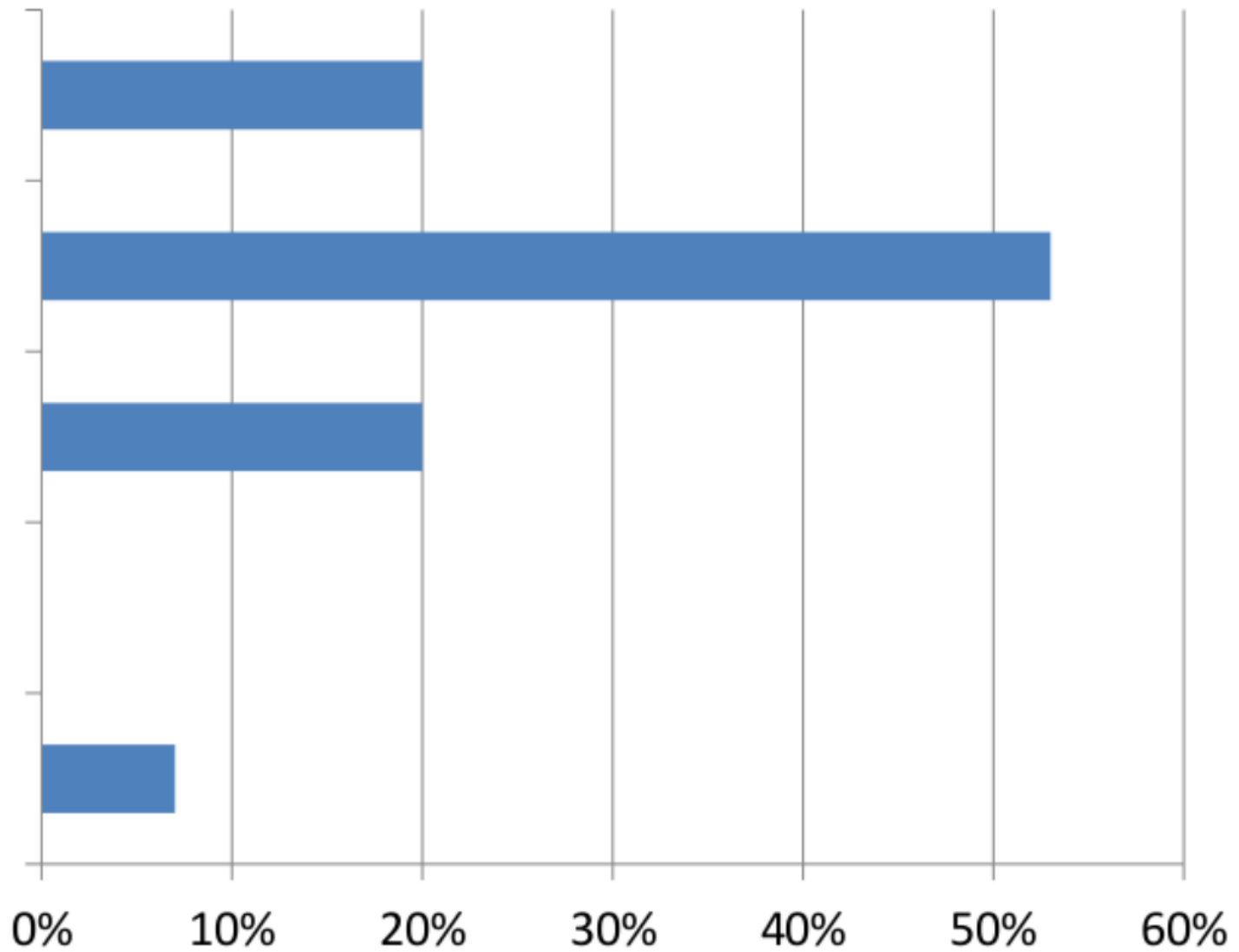
Strongly Agree

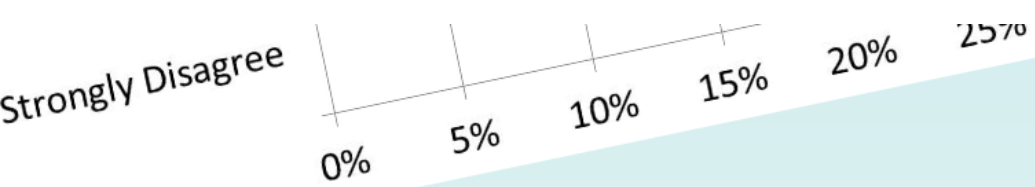
Agree

Neither Agree or Disagree

Disagree

Strongly Disagree





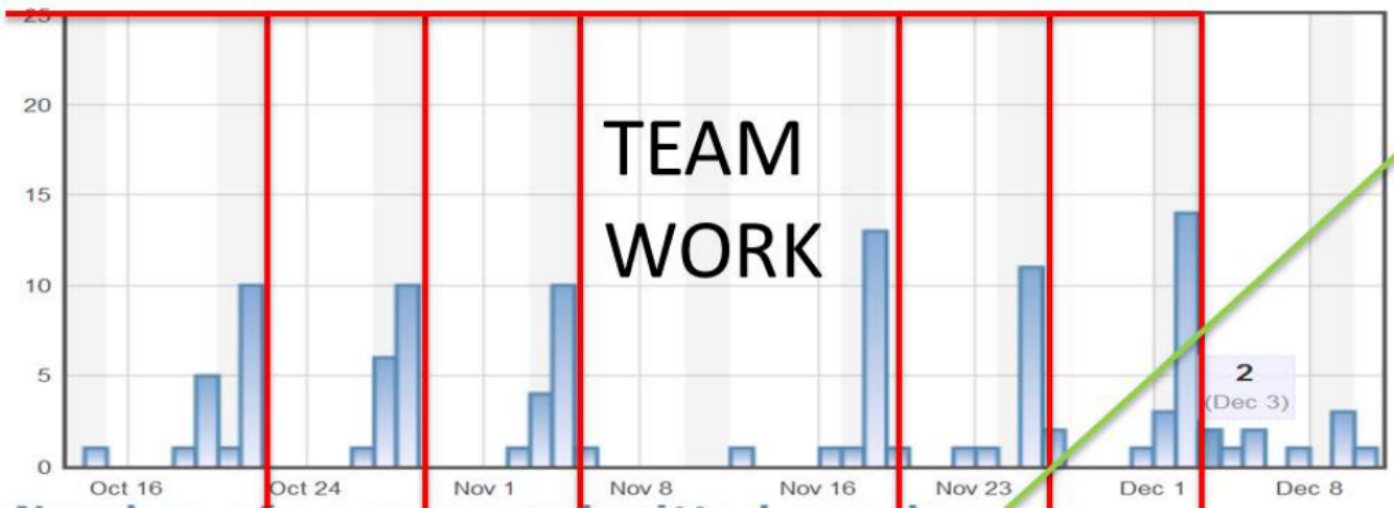
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10%
20%
30%

Due

Number of questions contributed per day



Number of answers submitted per day



Constant use:
Not just meeting deadlines

Revision Tool:
Increase usage before exams

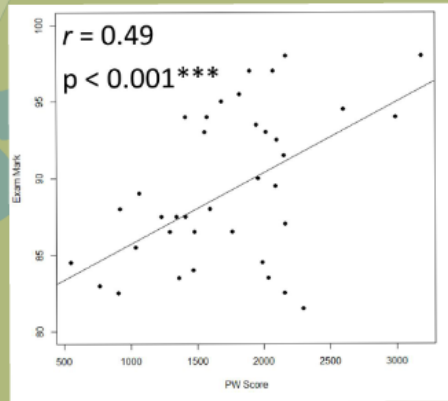


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Analysis of Variance Table

Model 1: Assignment_Mean ~ PW_Score + group

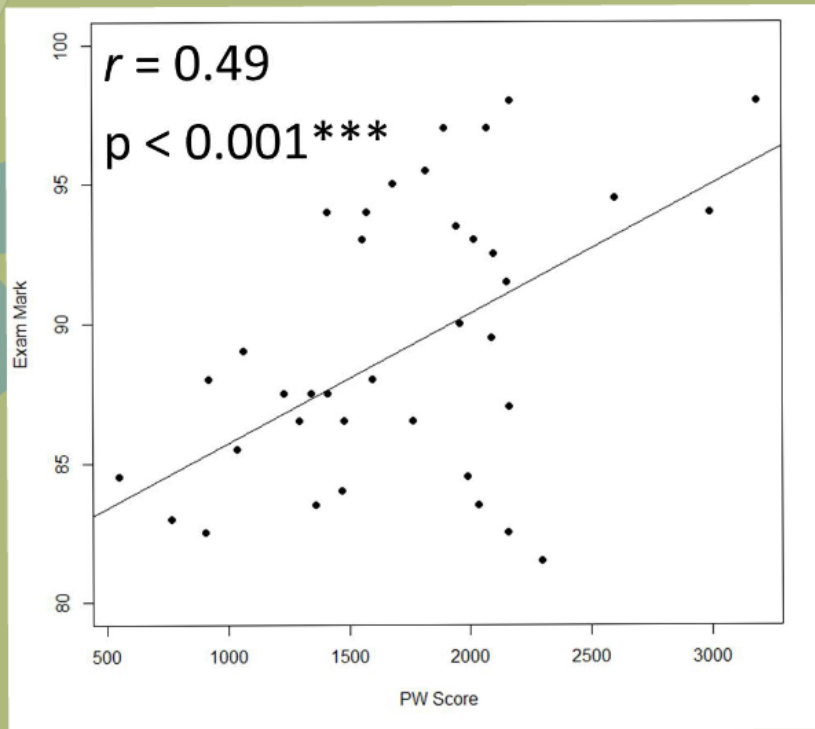
Model 2: Assignment_Mean ~ PW_Score

	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

The stats

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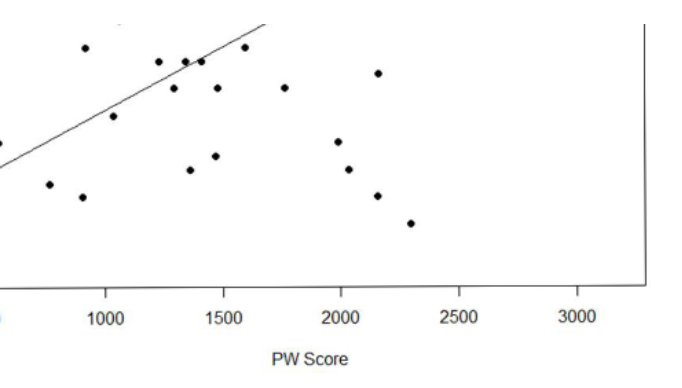
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Mixed grouping makes a significant

Analysis of Variance Table

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1	28	2102.1				
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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

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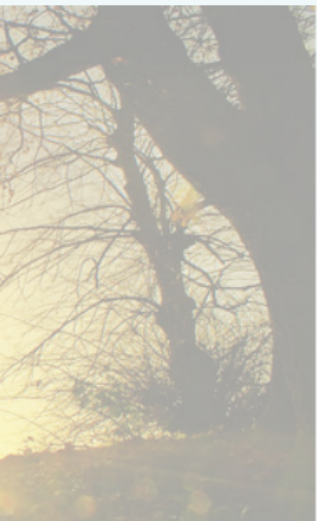
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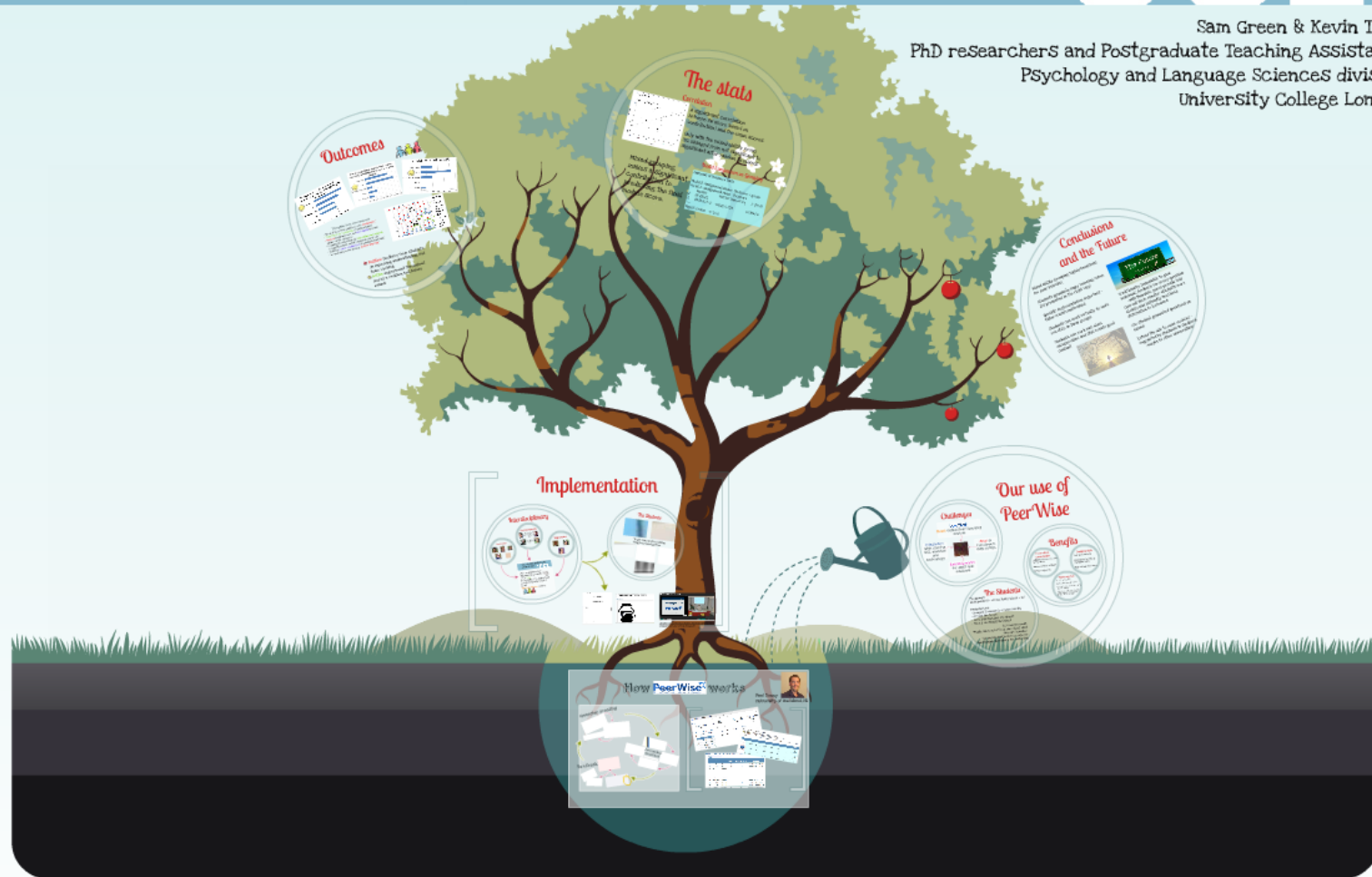
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The Importance of Peer-Learning: A Case Study on PeerWise



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

Questions?

Full Report: <http://goo.gl/pwD8vU>
<http://goo.gl/6AlgLT>

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



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