I found using PeerWise really easy. I thought it was a great break from the text books; it was something very different.

I really enjoyed that it was on the computer and that it was so accessible any time I wanted to study it was right there for me.

The students actually participated far beyond our wildest expectations to be honest.

Today's students are becoming more and more familiar with the value of user generated content. They now have access to huge repositories of video, images, social profiles and more; all of which have been contributed by other users.

PeerWise focuses the energy of a class on the creation of a shared learning resource.

PeerWise is designed to help students learn from one another and it does this by challenging them to create their own assessment questions that are relevant to what they are studying and to explain in their own words their understanding of the related concepts. And then to take those questions and explanations and share them with their classmates.

One of the best things about PeerWise is that it is interactive and so it's far less boring than reading a textbook for studying.

We had thousands of questions generated and I was really impressed with some of the creativity that came through with the class.

Having a scoring system when you’re studying is a bit more attractive than just writing past papers over and over again.

PeerWise is an innovative web-based tool that supports students working collaboratively to create a large annotated repository of multiple choice questions.

Students can write the questions and they get to be really creative with the types of question that they ask and even the answers are pretty funny but still relevant to the material.

When creating a high quality question, a student must reflect on the learning goals of the course, consider misconceptions when proposing good alternative answers, understand the topic in depth and write a clear explanation for the correct answer.

I found the explanations really helpful, especially for those questions that were quite in depth that students had really thought of.

They had taken the concepts which we had taught them and applied them into something that was much, much more real in their environment.

That would make you review the day’s lectures and try and put it into a way that you understood, in a way that you think other students will understand.

Usually when you’re a student you’re just used to answering questions that lecturers give you but it was a really different style of learning so I enjoyed it.
Once questions have been submitted, other students on the course can use them for self assessment. Students receive immediate feedback on their responses they select and can see how their peers have answered the same question.

I got addicted to PeerWise, it’s really fun you know clicking the questions and making sure you get as many right as possible.

Upon answering a question, the author’s explanation for the answer is shown and students can participate in the discussion of the question by posting their own comments.

People commented on my questions quite a lot. Not all of them positive but that was also good because it helped me see maybe things that I hadn’t understood so well and hadn’t explained so well either.

The interactions are designed to be very social, so students can see how their peers have answered the same questions as them, they can write comments about questions that they see, they can give good ratings to questions that they find useful and they can subscribe or follow authors that are writing questions that they like.

You could see what everyone else had got from the lectures themselves or whether I’d kind of been dozing off and missed a whole bunch which usually did happen but most of the time it was good to see that I was on the same page as everyone else.

Ideally along the way you get a lot of memorable feedback about how well they’re understanding the course material relative to their peers.

I think the feedback is one of the best things about PeerWise.

Students wrote comments on my questions and I found it really exciting because the first time I wrote a question I was amazed because within one minute there were like three responses and then it became really exciting going back on PeerWise and just like seeing what people had written.

Students are also challenged to evaluate the questions they answer. Not only does this bring important critical analysis skills into play, but it also helps to improve the usefulness of the repository because these ratings are shared with everyone. As the repository grows, and the students actively rate the questions, the good quality questions are filtered from the rest.

In our class we had thousands of questions posted on PeerWise and I found it really useful that questions were rated so that you could decide on questions on a level easy middle or hard. And also that down the bottom you could select questions by subject and what they were relating to from the course.

Questions of interest can be found by selecting from a set of topics that are either student created or defined by the course instructor.

The quality of some of the questions was just amazing, like far better than what we again ever anticipated, and it was really lovely to see student comments: like there was one particular student who wrote fabulous questions and there were others had written that ‘I was really glad I’d followed you as an author.’
Authors of individual questions can be followed, making it easy for students to find additional questions created by authors that they like.

People who write good questions tend to write a lot of good questions so by following it allows you quick access to good questions.

Leader-boards also exist allowing the students to compare their performance against that of the most active users.

As a competitive individual, you know a point scoring system is really cool for study, because the higher points you get the more motivated you are to try to get number one.

Looking at the PeerWise score gave you like a comparison of how well you were doing with the rest of the class and it gave you a goal to work towards improving your score.

For instructors, creating a repository on PeerWise is very simple and students are provided with an interface that is intuitive and easy to use.

One of the reasons why PeerWise is so simple for instructors to adopt is that it's designed to complement rather than replace any existing teaching resources or strategies. So for a new instructor, it can take less than a minute before a new repository is set up and their students can start accessing it and start building this bank of questions. And of course the real goal is, through their collective efforts, for students to create a genuinely valuable resource.

I really didn't have to do very much. I just told the students what they had to do and the actual use of PeerWise by me was looking at the results.

I'm not particularly technical and I found it very easy to use the interface. In terms of setting up stuff really quickly in a very time-restricted sort of manner, I have a high teaching load and I put it in place right towards the end of the development for the course for that year.

While all activity on PeerWise is anonymous to students, as a course instructor you can monitor students' levels of participation, control who has access to your course repository and watch the trends and activity over time.

So I think where I spend most of my time looking at PeerWise myself is in the results and looking at what the students have produced, the questions they've asked, the summaries and statistics that PeerWise provides. Just trying to get a feel for how PeerWise has been used by the students and what kinds of questions they're asking and when they've asked those questions and when they've answered questions. It's all really very interesting.

One of the best things about PeerWise is that it is completely anonymous so that means your questions can be anything you want and the explanations or feedback that you give can be completely honest.

It gave me an extra tool for revision and it also helped me to see where the other students are and what they're thinking about within the subject.