

## Learning and Teaching Conference 2012

### Abstract 7D

#### **The use of PeerWise in a Student Selected Component within the Medical Curriculum led to Improvement in Examination Performance**

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PeerWise is a web based system where students are able to write, answer and comment on each others multiple choice questions. It was introduced at the start of a five week Student Selected Component in head and neck anatomy for the third year medical cohort. It was not compulsory and participation in it did not contribute to the final examination marks. 39 of the total 52 students within the Student Selected Component enrolled with PeerWise and they generated 38 questions, with some students writing several questions and others none. Of those students that had written one or more questions, they scored higher in the final examination than those who did not ( $p < 0.0005$  for rank in the year,  $p = 0.001$  for percentage attained in examination). The students who had composed at least one question had improved their final examination mark by approximately. The number of questions answered did not correlate with an improved examination mark (Spearman's  $\rho = -0.043$ , with percentage attained in examination ( $p = 0.763$ ) and  $0.041$  with rank in year ( $p = 0.773$ )). This study has shown that the use of PeerWise in a Student Selected Component improves examination performance, but only when the student composes questions, and engages in the question writing process. It could be that a higher cognitive level of engagement with the course material occurs by constructing questions, providing the answers and creating a variety of options (including explanations) results in improved examination performance.

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### **Outcomes**

Have an understanding of the background to PeerWise Appreciate the practicalities of using PeerWise Understand how PeerWise has been used with a medical cohort, and how it can be applied throughout any curriculum