

# PSYCH 467

## ADVANCED PERCEPTION

PeerWise Assignments

### Learning Outcomes

In completing this project, you will:

- reflect on your understanding of course content
- apply your critical thinking and writing skills
- improve your learning, understanding, and exam performance (Guilding et al., 2021; Kay et al., 2020; Kelley et al., 2019)

⊘ The use of generative AI chatbots (e.g., ChatGPT) is not permitted on this assignment, as it will impair your achievement of these outcomes and prevent you from developing valuable and important skills.

### Requirements

To complete the assignment, you will write two multiple-choice questions based on course content (readings or lectures). One question will be based on course content from the first half of the course (up to the midterm exam). The other question will be based on course content from the second half of the course (from the midterm exam onward).

### Creating a PeerWise Account

The questions you write on the [PeerWise website](#) will be accessible to the rest of the class. First, you must [register](#) to create an account; you will need the following information:



**Course ID:** 28730

**Identifier:** Use your University of Alberta anonymous ID. To find it, log in to [Bear Tracks](#) and click on "Academic Records." Under "Academic Information," choose a term. Your anonymous ID will be there. Do *not* use your University of Alberta CCID or email address as your PeerWise username. Keep track of your PeerWise username and password. You will need it to log in, create questions, answer others' questions, and comment on the questions written by other students in the class.

### Writing Multiple-Choice Questions

Information on how to write questions, comment on other students' questions, and more is available in PeerWise's [A guide for students](#).

### Format

It is trivial to write simple multiple-choice questions, but these are not useful for assessing and practicing deeper understanding of the material. For example, take this question:

- Ryle's Regress is named for philosopher \_\_\_\_\_ Ryle
- a) Gilbert.
  - b) Sullivan.
  - c) Gavin.
  - d) Robert.

Although this question is based on course content, it merely tests the memorization of information. Better questions assess the ability to apply knowledge correctly or assess conceptual knowledge, like this:

- What is the fundamental goal of cognitive science?
- a) To assume that perception is information processing.
  - b) To create the functional architecture of an information processing system.
  - c) To describe the infinite decomposition of the functional properties of the mind.
  - d) To understand the workings of the mind by creating strongly equivalent models.

Answering this question correctly requires a deep understanding of material presented in lecture.

Here are some resources to help you write good multiple-choice questions:

- [Exam Questions: Types, Characteristics, and Suggestions](#)
- [Designing Multiple-Choice Questions](#)
- [14 Rules For Writing Multiple-Choice Questions](#)
- [Making the Most of Multiple-Choice Questions: Getting Beyond Remembering](#)

## Due Dates & Late Policy

- PeerWise question #1 (worth 1%) – due **Friday, February 13** at 11:59 p.m.
- PeerWise question #2 (worth 1%) – due **Friday, April 10** at 11:59 p.m.

Each question must be submitted by 11:59 p.m. on the day on which it is due, or it will be considered late. Late assignments will receive a mark of zero. If you have exceptional extenuating circumstances, please contact the instructor.

## Scoring Rubric

Each multiple choice question is assigned credit for completion by the due date and time. Your questions are not themselves assessed for quality or accuracy. However, peers may post comments to give feedback on your questions, as well as provide a rating (this is the “peer” part of PeerWise). For each set of questions, the student with the top rated question (highest overall [reputation score](#)) will receive a **bonus** mark of an additional 1% toward your final grade. (At least five users must rate a question for it to receive a ranking. To allow time for everyone to rate each other’s questions, the ratings will be downloaded from PeerWise after the midterm and final exam, respectively.)

## Technical Support

“Technical problems” are not accepted as an excuse for late or incomplete assignments, unless the PeerWise website is [down for everyone](#). If you are having technical difficulties, contact [peerwise@cs.auckland.ac.nz](mailto:peerwise@cs.auckland.ac.nz).

## The Fine Print

### Academic Integrity and Student Conduct

The University of Alberta is committed to the highest standards of [academic integrity](#) and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Student Academic Integrity Policy](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. These resources from Student Conduct and Accountability, and the University of Alberta Library can help:

- [Academic Integrity: Introduction to Academic Culture](#) - videos on citing, quoting, summarizing, and paraphrasing
- [How to Avoid Plagiarism](#) - plagiarism definition and tips for avoiding plagiarism
- [Research Skills Modules: Why and How to Cite](#) - online module on citing sources
- [Citing, Quoting, Paraphrasing & Summarizing](#) - how-to document that compares and contrasts them
- [Don't Do It \(Cheating & Plagiarism\)](#) - Faculty of Science document on academic misconduct and resulting penalties

### Privacy Policy

You are subject to [PeerWise's privacy policies](#), and your information may reside on servers located outside of Canada.

### References

Fergus, S., Hirani, E., Parkar, N., & Kirtan, K. (2021). Strategic engagement: Exploring student buy-in across a formative and summative online assessment. *All Ireland Journal of Higher Education*, 13(1). <https://doi.org/10.62707/aishej.v13i1.441>

Kay, A. E., Hardy, J., & Galloway, R. K. (2020). Student use of PeerWise: A multi-institutional, multidisciplinary evaluation. *British Journal of Educational Technology*, 51, 23-35. <https://doi.org/10.1111/bjet.12754>

Kelley, M. R., Chapman-Orr, E. K., Calkins, S., & Lemke, R. J. (2019). Generation and retrieval practice effects in the classroom using PeerWise. *Teaching of Psychology*, 46(2), 121-126. <https://doi.org/10.1177/0098628319834174>

Thanks to the creators of PeerWise, and to University of Auckland, New Zealand for hosting the PeerWise website.