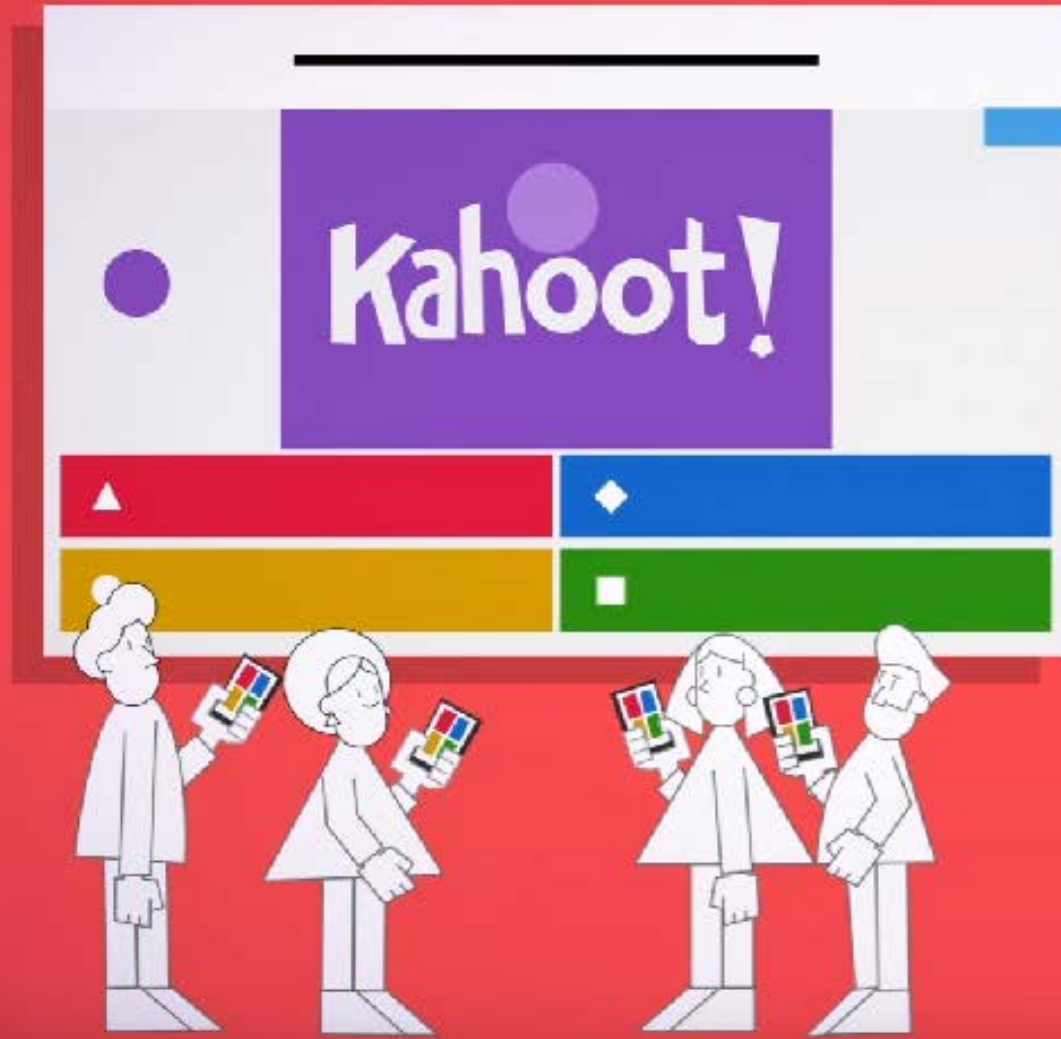


IMPROVE STUDENT ENGAGEMENT AND COLLABORATION WITH



M.Ed Lê Thanh Hà

Join at kahoot.it



1. Introduction

Q1 What is Kahoot! ?



Next ▶

End quiz now



A game-based blended learning platform



A classroom engagement tool



A place to ask thought provoking questions



An audience response system



The investigation was undertaken to examine the sample's attitude towards Kahoot!, addressing the following questions:

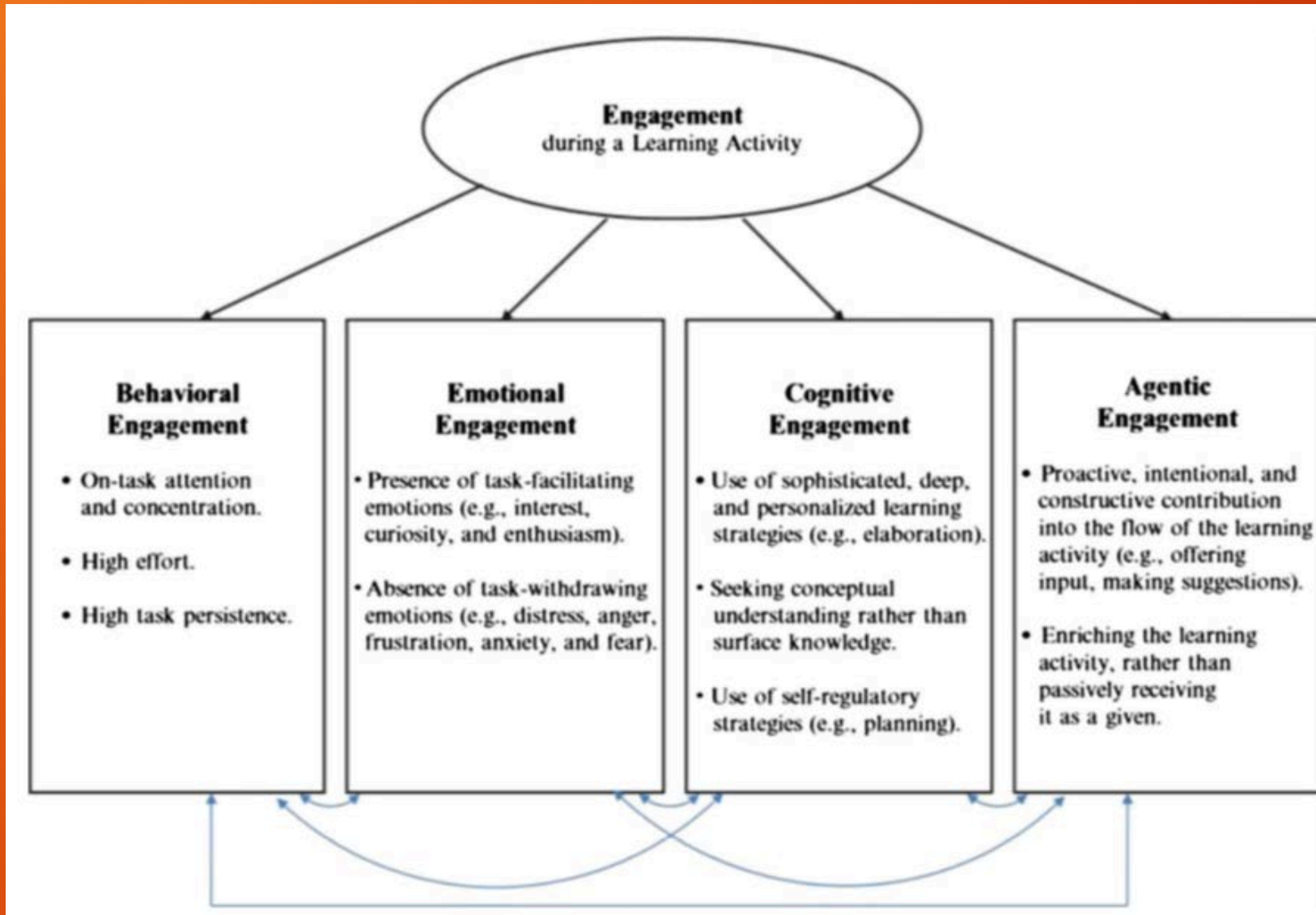
- (1) How do students perceive Kahoot! as a tool for enhancing learning experience?
- (2) How do students perceive Kahoot! as a tool for improving engagement in class?
- (3) How do students perceive Kahoot! as a tool for improving class collaboration?

Kahoot!

- supports students' metacognition by providing immediate feedback
- supports the construction of new knowledge and understanding through further explanation during or after the game

(Clark and Mayer, 2008) (Plump & LaRosa, 2017)

Students' engagement



(Reeve, 2012)

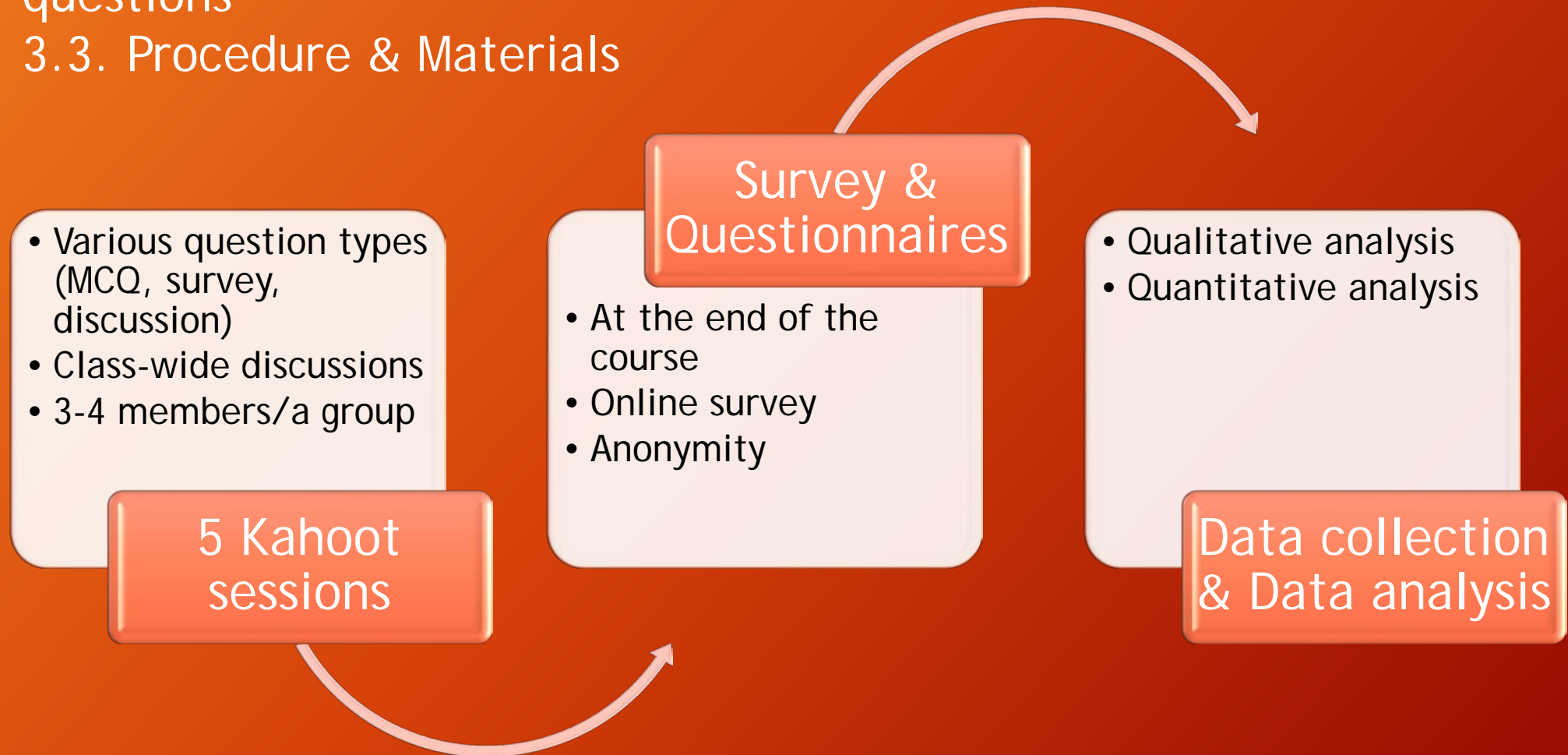
Collaborative learning occurs when students work together in small groups toward a common goal, creating meaning, exploring a topic or improving skills (Prince, 2004).

3. Research Methodology

3.1. Participants: 119 respondents

3.2. Instrument: Online survey - Google form & Open-ended questions

3.3. Procedure & Materials



4. Data analysis

4.1. Kahoot and Learning Experience

Group	Number	Item	Mean	SD
Learning experience	LE1	<u>Kahoot</u> helps improve English knowledge/ability	3.70	1.00
	LE2	It was easy to use a mobile device to play the game	4.23	0.90
	LE3	Slow Internet connection reduced my eagerness towards the game.	4.30	0.94
	LE4	I remember the information/ knowledge better compared to traditional lessons.	3.82	0.94
	LE5	The fact that the game is anonymous (not use real names) makes me willing to join more.	4.04	1.01

(-)



- "Time is too short for reading and answering the questions. And after all I can't remember anything else except having fun with my friends". Toshiba
- "Some questions are too difficult so the time pressure makes it difficult for us think and answer". Kim
- There are a lot of question that I didn't understand and many of my answers depended on luck".

(+)



- "Some questions bring me really interesting facts about what is happening around the world" Kim
- "I don't have enough time to search the answers on internet so it really helps my brain work effectively" Tonic

4. Data analysis

4.2. Kahoot! and Engagement

Engagement	E1	<u>Kahoot</u> is fun	4.45	0.68
	E2	<u>Kahoot</u> provides more relaxed classroom atmosphere	4.51	0.65
	E3	I could focus more during the game than normal lectures	4.16	0.86
	E4	I was more positive towards the topic after playing the game.	4.10	0.88
	E5	I liked getting feedback after every question	3.87	1.00
	E6	Even though I may not be familiar with the topics, I was comfortable to participate.	4.05	0.92
	E7	I wish <u>Kahoot</u> was used in other lecturers.	4.15	0.94
	E8	I will adopt the application for other lessons and/ or, other purposes (e.g. my after-school clubs) in the future	4.14	0.87
	E9	I often compared my answer to my class classmates' answer	3.70	1.04
	E10	I spent time explaining the answer to my team and my class	3.01	1.22

4. Data analysis

4.2. Kahoot! and Engagement

- Agentic engagement
- Cognitive engagement

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■ "It breaks up serious atmosphere in class. I really like it so much!" Ann



■ "I like Kahoot! because it makes me not too sleepy in the early morning. Moreover, I can get the news and talk more with my friends." Tony



"The game is fun, relaxed and the competition makes it really interesting!" Kim



"It is a very exciting warm-up activity before studying. It makes our study less boring". Tonic

4. Data analysis

4.2. Kahoot! And Collaboration

Collaboration	C1	<u>Kahoot</u> fosters exchange of knowledge, information and experiences	3.94	0.89
	C2	<u>Kahoot</u> focuses on team work rather than individual work	3.69	0.98
	C3	<u>Kahoot</u> enhances communication with classmates	3.87	0.90
	C4	<u>Kahoot</u> fosters team spirit	4.02	0.81
	C5	I often played as an observer, rather than a player.	2.38	1.26

(+)

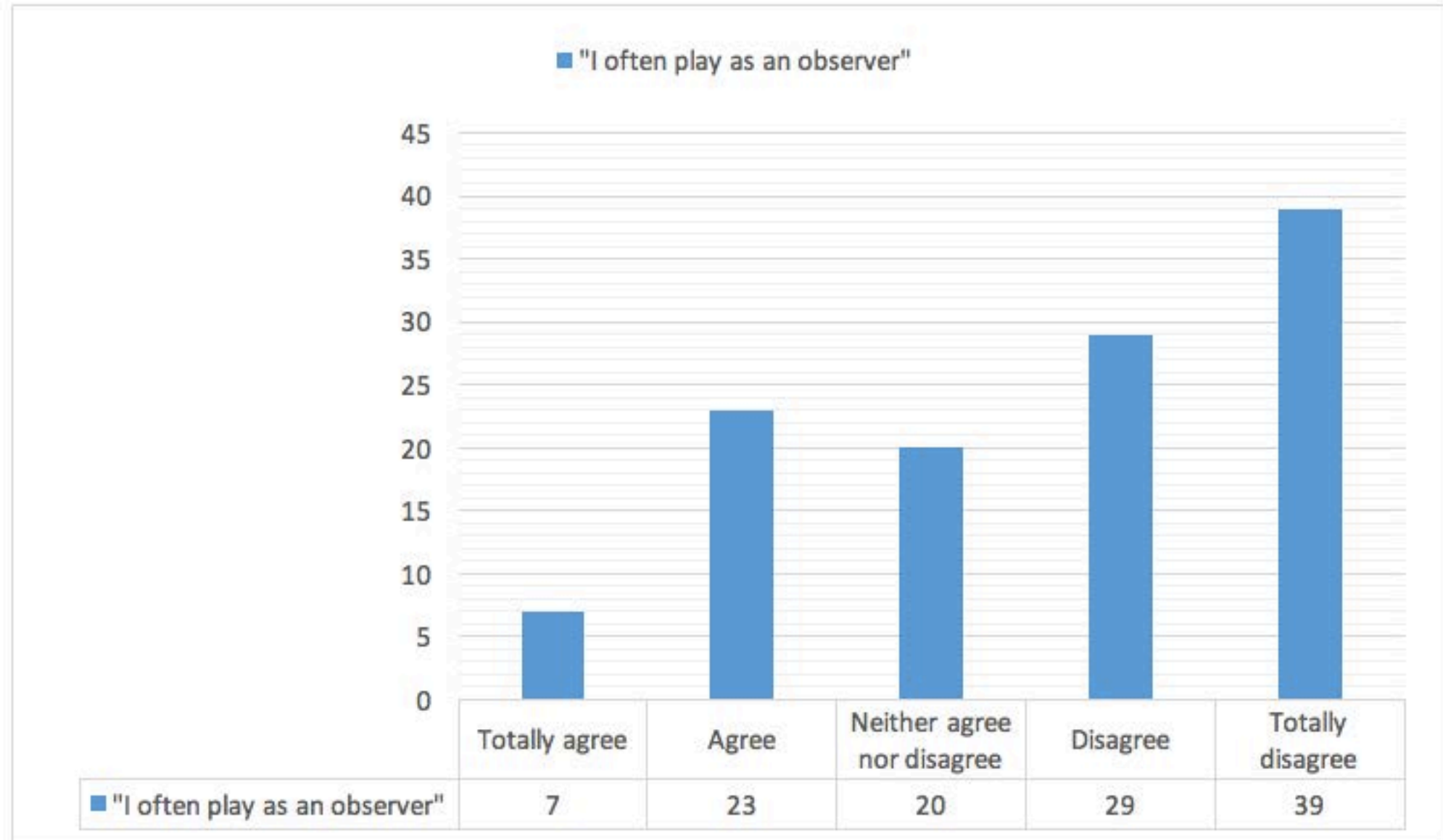


■ "It's so excited and wonderful, I like it. Especially, I can communicate with my friends. Thus, it makes our study more effectively and provides much information about many aspects of our life". Toshiba

■ "The game is fun and requires good teamwork skills. It is suitable for all students". Mai

Chart 1

Item C6: "I often played as an observer, rather than a player."



5. Discussion

- High level of **engagement** (Means > 3.01)
- **Interactivity with peers and with the teacher** is an important determinant of a student's active collaborative learning and engagement during Kahoot! session.
- The improvement in learning performance **is derived from peer group practices**. Technology plays the role of a facilitator.

6. Conclusion

Kahoot! enhances students' learning performance by **increasing interactivity with peers and the teacher.**

This interactivity, subsequently, promotes individual active participation and collaborative learning, which increases student engagement in the learning process.

Recommendations

Teachers should be aware of the “wear-out” effect.

Create a new kahoot



Quiz

Introduce, review and reward



Jumble

Brand NEW game



Discussion

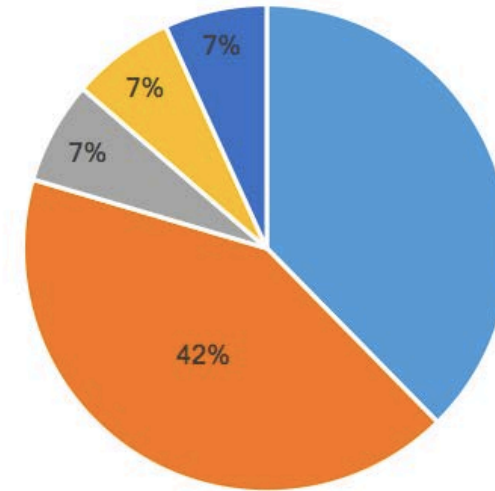
Initiate and facilitate debate



Survey

Gather opinion and insight

Frequency



■ Once a week ■ Twice a week ■ Once a month ■ Twice a month ■ Fewer

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ACTIVITIES

Engage your students as learning happens with your choice of activity type. Launch a quiz, receive exit tickets, or ask a quick question for instant student feedback.



Space Race



Exit Ticket

QUICK QUESTION



Multiple Choice



True/False



Short Answer



chrome

padlet

Gallery • 1yr

Group activity: Bridges

Pick a type of bridge and research its history. Explain how it works. Include any relevant or interesting facts. Don't forget to add your name!



Beam Bridges by Ollie

- Beam bridges are very easy to build and consist of a flat horizontal slab that lays atop two vertical supports at either end
- Simple beam bridges do not measure longer than 250 feet.
- Beam bridges can be connected over longer distances on multiple supports to form continuous span bridges.

Arch Bridges by Sunyi

- Arch bridges were developed by the ancient Romans and are still in use today
- Arch bridges were first built with stone and brick, but are now mainly built using steel and concrete
- Arch bridges work by distributing weight across a curved arch and onto two abutments on either end.
- Pictured below is Pont

Suspension Bridges by Joe

- Suspension bridges can be very expensive. The Guinness World record for most expensive bridge is held by California's Bay Bridge (pictured below). It cost \$6.3 billion to reconstruct in 2002 after an earthquake destroyed sections in 1989.
- Suspension bridges are made of two (or more) vertical towers and two long horizontal

Truss Bridges by Lexi

- Truss bridges are supported by a series of "trusses" which are triangular structures that are very stable
- There are more variations in truss bridges than in the other main bridge types, and many of the other types incorporate trusses in their design
- The trusses can be found underneath the roadbed (deck truss), supporting it on either

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