

Bring your own device (BYOD): Technologies for learner engagement and collaboration

Tran Le Nghi Tran^{*1}, *Nguyen Dieu Ngoc*², *Nguyen Thi Thu Thao*³, *Hoang Thi Thanh*⁴

¹ School of Education, The University of Queensland, Brisbane, Australia.

Email: n.tranle@uq.net.au

² Fundamental Faculty 1, Posts and Telecommunications Institute of Technology, Hanoi, Vietnam.

Email: ngocnd@ptit.edu.vn

³ International School of Business, Banking Academy, Hanoi, Vietnam. Email:

thaonguyentt.hnue@gmail.com

⁴ Faculty of Tourism, Hanoi Open University, Hanoi, Vietnam. Email: Ms.xmas2512@gmail.com

* Author to whom correspondence should be addressed. Email: n.tranle@uq.net.au

Abstract

In recent years, thanks to the fast development pace of mobile technologies, mobile-assisted language learning (MALL) has emerged as an innovative learning approach that allows for anywhere, anytime learning. However, there has not been a consensus in attitudes towards MALL. While mobile devices were banned at schools in South Africa (Dankasa, 2014), Macau and Malaysia (Churchill, Pegrum, & Churchill, 2018), previous research suggested MALL can improve language learning (Tai, 2012), but it has yet to realize its full potential (Burston, 2014). In the context of Vietnam, while some learners felt uncomfortable using mobile devices for learning purposes (Van Rensburg & La, 2017), others found that mobile technologies had a clear role in supporting learning (Murphy, Midgley, & Farley, 2014). In order to identify mobile technologies that can facilitate engagement and collaboration among learners, 25 teachers and researchers from 5 different countries have used and reviewed a wide range of digital tools during 5 online English courses held by the voluntary English for Those in Need (EFTIN) Project. This workshop presents some of the most effective tools that were employed by teachers in the Project between 2016 and 2019. It involves hand-on activities using various technologies for content delivery, activities and consolidation. These technologies are useful for both online and face-to-face teaching and learning and do not require much technical competence or high-end devices. Participants at this workshop are expected to bring a mobile device that can access the Internet via 3G/4G connection or Wi-Fi.

1. Introduction

1.1. EFTIN Project

Since literature identified a range of challenges for teaching and learning English in Vietnam (H. T. Nguyen, Warren, & Fehring, 2014), efforts have been made in addressing them by the government (T. N. T. Bui & Nguyen, 2016; Dudzik & Nguyen, 2015; Hamid & Nguyen, 2016), institutions (L. C. Nguyen, 2008) and teachers (N. T. Dang, 2011; Tran, 2012), with many focusing on the use of technologies (T. M. H. Bui, 2006; N. T. Dang, 2011; Doan, 2018; V. G. Ngo, 2016; Tran, 2012). This paper presents one such initiative for encouraging learner engagement and collaboration in response to the call for more research into MALL (T. K. G. Bui & Vu, 2018; Q. X. Le, 2013).

In 2014, on realising the challenges of high costs, few schools and lack of qualified teachers in provincial areas, a free English teaching project was initiated (Tran, Pham, & Le, 2015). The course was then revised thanks to feedback from teachers and students, and online teaching using Skype was implemented in the second course cycle due to the key teachers' PhD studies abroad. On realising that demand outweighed their capacity by far and sustainable solutions were essential (T. N. T. Bui & Nguyen, 2016; Hoang, 2011; Thuy Linh, 2016), EFTIN started recruiting voluntary teachers to join the team since 2016. The project has since been known for highly competitive learner recruitment and its focus on providing those in real needs with tailored training to facilitate their efforts (Chi Lan, 2016; Trung Thu, 2016). The following table summarises the project development:

Table 1: Free English courses by EFTIN Project

Course	Class(es)	No. of Teachers	No. of Students	Duration
1	Grammar; Communication	4	139	1/12/2014-30/4/2015
2	TOEIC	2	12	1/8/2015- 27/11/2015
3	IELTS; Communication & Pronunciation	8	34	1/6/2016- 31/8/2016
4	IELTS; Communication & Pronunciation	7	19	19/12/2016-15/4/2017
5	IELTS; Communication & Pronunciation	8	25	01/9/2017-31/12/2017
6	IELTS; Communication & Pronunciation	11	35	1/3/2018-31/10/2018
7	IELTS; Communication & Pronunciation	12	35	25/2/2019- 30/6/2019
		Total: 25	Total: 287	

Each EFTIN course consists of many small classes of 6-8 learners who meet online with the teachers twice every week in real time. Teaching is conducted using video conferencing tools such

as Zoom and Skype. The teaching team consists of 25 TESOL teachers, mostly (96%, n=24) hold at least a Master degree in relevant fields. 64% (n=16) were trained overseas in prestigious universities in Australia, New Zealand, the US, the UK and Korea. The teachers have an average of 9.2 years of English teaching experience, and about two thirds are female (n=17). About half of the teachers (n=13) taught one EFTIN course while about one-third (n=7) involved in teaching two courses, two teachers taught 3 courses, one did five and two involved in all 7 EFTIN courses.

1.2. The use-and-review process of technology

At the beginning of each course, a range of technologies for learning management, content delivery and class activities are proposed by the project leader. EFTIN teachers have the freedom to nominate and employ the tools they prefer for teaching or trying out suggestions by others. Reviews of technology can be posted to the project's Facebook group at any time at teachers' own convenience. When writing a review, the reviewer provides a link to the technology and a video tutorial on how to use it for teaching in addition to a short personal reflection on their experience using it. Other teachers may or may not adopt the reviewed tool as they please and can provide feedback by writing another review of comment below the original posts.

The use-and-review process is on-going throughout the course cycles and covers all types of technologies that can support English teaching and learning. For communication during the online sessions, Skype was employed in the second course cycle, then in the third iteration Google Hangout and Facebook Messenger were used as an alternative in case of connection issues. In the fourth course cycle, Zoom was introduced and thanks to positive feedback and reviews by teachers, EFTIN started paying for the pro version since the fifth course cycle. In the sixth course, Cisco Spark was reviewed. A similar process was followed regarding other types of technologies, with a few tools used and reviewed by teachers during each course cycle.

The ongoing use-and-review process reflects the fast development of technology, with new tools introduced and soon become obsolete. The aim is to find what works and what does not in teaching English online then disseminate the knowledge within the network. The teachers share the understanding that there is no perfect technology, and effective tools for one class or context may not be efficient in others. However, by technology using, reviewing and experience sharing, EFTIN teachers build professional expertise, stay updated with latest developments in the field and most importantly, better their teaching skills. These are in line with previous research finding on positive attitudes towards the MALL (T. H. Dang, 2013; Doan, 2018; H. Ngo & Eichelberger, 2019; H. T. P. Ngo, 2017; T. T. T. Nguyen & Yukawa, 2019).

In this workshop, some digital tools that have been employed and found effective by EFTIN teachers in the last three years will be introduced. For each technology, there will be a brief introduction and some brief guidelines on how to use the tool, then the pros and cons followed by some useful links.

2. Content delivery

2.1. Nearpod: An effective presentation and assessment tool

2.1.1. What is Nearpod?

With the dramatic development of internet and technology, the appearance of mobile devices in the classroom has been more and more frequently seen, and the creation of new teaching-learning tools has made classrooms become more real and lively. One such useful tool is Nearpod (<https://nearpod.com/library/>), which has been found to effectively facilitate more students-teacher engagement, collaboration and communication in the classroom (Russell, 2017).

Nearpod is a platform which supports online presentation and assessments. Teachers can create interactive slide shows on their mobile devices and during the presentation, students will see real-time instructional slides on their screen and can be assessed promptly in various activities including quizzes, polls or open-ended questions.

2.1.2. How to use Nearpod

An account in Nearpod enables teachers to easily create original multimedia presentations or use ready-made materials with videos, images, audio clips, and PDF files. Student engagement and collaboration can be facilitated by 3D field trips or a Draw It activity where students write directly on a slide, collaboration boards, and open-ended questions. Teachers manage the teaching process via the website or using an app. To participate in such online lessons, all students need to do is to input a code and their names to access content and submit responses. Shy students may opt to put their name on the screen or not. A tutorial video is recommended for beginners to this app: <https://www.teachertube.com/video/nearpod-tutorial-461655>.

2.1.3. How to teach with Nearpod

Research presented a variety of ways in which Nearpod was used: In a reading lesson, for example, teachers created a guided reading text with visual supports and used questions to activate students' prior knowledge related to the reading, then students wrote or created drawings about the reading

(e.g., vocabulary words) and took a teacher-created quiz before receiving immediate feedback (Delacruz, 2014). Below are some suggestions on how to use Nearpod for teaching and learning:

- **Interaction:** Let students interact by drawing on maps, participating in polls and activities with Draw It, Fill in the Blanks, Matching Pairs or Homework tools.
- **Collaboration:** Use the Collaboration white board for students to brainstorm, discuss and arrange ideas together.
- **Exploration:** Bring the world to the classroom with 3D design images or 360 degree virtual field trips to different locations of choice.
- **Consolidation:** Help students review key notes by watching videos or taking notes.
- **Assessment:** Implement formative assessment, checking students' understanding or higher thinking skills with Open Ended Questions and Quiz tools.
- **Feedback:** View students' submitted responses and provide them with immediate feedback.
- **Pacing:** Allow student-paced lessons to suit their individual learning needs.
- **Memory game:** Test students' vocabulary and consolidate what they have learned during class in a fun and relaxing way.

Regardless of the activities students participate in during the presentation using Nearpod, they can interact with content in meaningful ways. Thousands of certified publisher- and educator-created lessons are available for use or modification, some for free and others at reasonable prices.

2.1.4. *Pros and cons*

Nearpod is a powerful but user-friendly tool which provides interesting slide shows with a variety of visual effects in comparison to conventional presentations. This can help to motivate students and better draw students' attention to classroom activities. Research provides evidence that the use of Nearpod in the classroom helps students become more engaged, productive and responsive (Churchill et al., 2018). Besides, all students can respond and interact with teachers and with their classmates at the same time without passively waiting to be called. Another advantage is the immediate feedback which helps students evaluate how well they understand the lesson while teachers can also adjust their strategies based on student performances.

It was found that while some Arab teachers generally showed positive attitudes towards Nearpod after receiving training on how to use it, they did not actually utilise it in their teaching (Sarhandi,

Khan, Buledi, & Asghar, 2016). The requisite condition of applying Nearpod into classroom is having strong internet connection, which can be a challenge to a number of teaching institutions due to slow loading, especially with the large number of students logging in at the same time. Therefore, it is necessary to have good infrastructure or it is more suitable for small class size. To exploit its features to the fullest, it also is recommended that teachers should be well-prepared and combine Nearpod usage with other activities in class.

2.1.5. *Useful links*

<https://www.common sense.org/education/app/nearpod>

<https://padlet.com/llock/nearpod>

<https://newlearningtimes.com/cms/article/1964/nearpod>

<http://telu.me/using-nearpod-for-student-interaction/>

2.2. *Padlet: A powerful collaborative tool*

2.2.1. *What is Padlet?*

Padlet is a collaborative tool which functions as a bulletin board where both teachers and students can pin their own posts or share files, videos or embed links. Literature revealed that Padlet has been used for English teaching and learning in schools in Malaysia, Philippines (Churchill et al., 2018) and in Vietnam (V. G. Ngo, 2016).

To start a Padlet, teachers can sign up with <https://padlet.com/> for an account, then log in, choose a template, raise a question then invite students to share their ideas. All students need to do is to click the link without any log-in required and then write on this infinite wall as much as they wish. There are a number of features: uploading files, voice recording, or linking to other websites. Teachers can manage all posts from students by requiring their posters' name, or turning on filters to control their language on comments. A Padlet is convenient in saving all ideas for lesson plans, assigning homework for students or just simply making notes.

Padlet opens the door to teamwork and group projects. A Padlet wall can be shared as a link using social media channels (Facebook, Twitter), exported to a file, embedded in a blog or website, or turned into a QR code. Privacy and support options are available, and a tutorial video is available in the following link: <https://www.youtube.com/watch?v=f51WeQVLeVU>

2.2.2. *How to use Padlet*

As an excellent tool for collaboration between teachers and students inside and outside classroom setting, Padlet offers many applications. Teaching and activity ideas on how to use it in the classroom has been proposed by Kukulska-Hulme, Norris, and Donohue (2015) in their book “Mobile pedagogy for English language teaching: A guide for teacher”. Some of the most effective ones can be summarized as below:

- **Idea sharing:** Ask students to post their answers i.e. brainstorming ideas on a vocabulary topic. This ensures they all work as responses are immediately visible and is useful because teachers can make necessary corrections on the spot with explanation for higher level vocabulary while students can recall this wall to practice in later activities.
- **Resource deposit:** Share videos, files and documents up to 25MB. Teachers can also add links to a YouTube video or upload worksheets for the students to use in class or at homework. Students can also share files, presentation slides or assignments.
- **Projects-based learning:** Facilitate collaboration in a specific project assigned by teachers. Students can discuss, share and collect information and documents related to the project and show their work to the class upon completion.
- **Interaction:** Ask students to vote for their favourite posts on the wall using the heart symbols, and write a comment on their peers’ ideas. The post with most votes and comments may earn their author a special badge or rewards.
- **Learning pathway:** Organize the wall into sections with planned readings, tasks and resources for each week of the class. This helps manage teaching and learning and ensure students stay on track with the assignments.
- **Portfolios:** Ask students to add their learning summary and reflection after each lesson into a column, with designated areas for different skills i.e. essay written and vocabulary learnt. The Padlet wall becomes a reflection or language portfolio at the end of the semester.

2.2.3. *Pros and cons*

There are numerous advantages of Padlet that teachers can exploit. First, it is very easy and simple to use. Students can share their ideas without even logging in. Second, it is free, although the premium version with more features requires updating at a cost. Next, it helps to increase class interaction and engagement for all students in activities. It is also convenient for teachers to assess all students’ assignments in one place. Finally, Padlet facilitate students inspiring and motivating, which make teaching and learning more effective because “the wide variety of media supported by

Padlet provides a particularly rich environment for engaging in today's complex information environment" (Fuchs, 2014, p. 8)

However, Padlet requires strong internet connection in case of large file uploading. Besides, handling a large amount of information from students at a time can be challenging for teachers in terms of time management, therefore group work should be encouraged. In addition, anonymous posts and comments may entail the risk of using inappropriate language. This can be addressed with adjusting the settings of the Padlet wall. Besides, it is also important to explain to classes the educational significance associated with activities (Fuchs, 2014).

2.2.4. *Useful links*

<https://www.common sense.org/education/website/padlet>

<https://thedigitalteacher.com/reviews/padlet#overview>

<https://www.gettingsmart.com/2018/01/12-tools-to-try-in-2018/>

<https://www.youtube.com/watch?v=f51WeQVLeVU>

3. **Activities**

3.1. ***Kahoot: A fun formative assessment tool***

3.1.1. *What is Kahoot?*

One of the biggest challenges that any teacher might face in their teaching is the lack of student engagement (Kumar & Khurana, 2012), however gamification can help students find learning more entertaining and motivating (Muntean, 2011). Kahoot has been used in various countries from Malaysia (Churchill et al., 2018) to Finland, where it was reported to be one of the most useful technology-based activities (Lintunen, Mutta, & Pelttari, 2017). In Vietnam, teachers and students found Kahoot beneficial in English testing and assessment (T. T. T. Nguyen & Yukawa, 2019).

Kahoot is an online game-based learning platform with over 13 million users per month and over 1 million teachers accounts (Harrell, 2017), which makes it the most globally accepted platform for assessment. Kahoot is available on www.kahoot.com, with a video tutorial on <https://www.youtube.com/watch?v=AiB3gmSTPog>. Teachers can create or adopt and adapt public Kahoots to bring 'campfire' moments to students playing it live in the classroom.

There are three types of Kahoot activities: Quiz, Jumble, and Survey. Quiz is the most commonly used with multiple-choice questions. Students will be scored on speed and accuracy, and a leader board will appear after each question to create a competitive environment. For Jumble, students are

asked to rank or order their responses, for example in putting letters in order, arranging words to make a sentence or putting events in chronological order. Survey is used to check student's prior knowledge about a topic, to get feedback, or ask for students' opinions.

3.1.2. *How to use Kahoot*

Kahoots can be used for a variety of ways inside and outside the classroom for different purposes. Some ideas on how to use it are presented below:

- **Live game in class:** Play Kahoot live, with questions and answers presented on the classroom projector or the teacher's device. On student screens, they can only see the shapes with different colours that correspond to the answer choices, which means that they have to look back and forth between the shared screen and their own devices.
- **Team play:** Divide students into pairs or groups and let them play against each other. Additional discussion time is allowed.
- **Homework challenge:** Ask students to download Kahoot! app, and use the link or PIN from teachers to play the assigned quiz on their phones. In this mode, both questions and answers are displayed on students' devices.
- **Student-created quiz:** Encourage students to create and share their own Kahoots to develop deeper knowledge and engage themselves and their classmates in peer-led discussions as well, which can contribute to their collaboration and leadership skills.
- **Variations:** Play Kahoot without Internet connected devices by preparing different coloured cards for students to show or having students run to areas marked with different colours for answer options. Although some game elements do not functionally work this way, it enables teachers to create new exciting learning experience for students.

3.1.3. *Pros and cons*

Much of the Kahoot's popularity in schools can be traced to the ease of use and the simplicity by which game elements can be brought into the classroom. Once teachers sign up and log in with an email account, Kahoots can be easily copied from others or made and tailored for their specific needs or learning objectives. Student engagement tends to be significantly boosted when Kahoot is used in the classroom (Hodson, 2017). Moreover, student performance can be tracked, which greatly helps teachers with the assessment process and helps students with their revision.

However, that the classroom can be turned into a competitive gaming arena is likely to make students concerned more on winning the game rather than absorb the answers to the questions raised (Securo, 2018). Another problem comes from the technical issue when students cannot get back once they lose their connection during the game, easily causing an attrition war (Doug, 2015). Moreover, students have to look at the shared screen and their own one at the same time, making it far from easy to keep students totally focused on the questions themselves. Speaking of this feature, Quizizz, which is going to be introduced below, might make it less of a problem.

3.2. Quizizz: A great alternative of Kahoot

3.2.1. What is Quizizz?

Although Kahoot seems to be the most globally accepted platform, Quizizz, which is also a web-based formative assessment tool available at www.quizizz.com, has been gaining its popularity in the field of assessment thanks to the special features it offers. Easy-to-follow instructions can be found in the following tutorial video https://www.youtube.com/watch?v=9Z98BE_GZkk.

Quizizz offers different question and game settings. Students sitting next to each other will never have the same question at the same time with questions and answers jumbled. For students to concentrate on the accuracy rather than speed, the question timer can be turned off.

3.2.2. How to use Quizizz

Quizizz may be used for classroom formative assessment in various ways:

- **Warm-up activity:** Use a quiz to check students' understanding of the previous lesson, or see how they have prepared for the topic of the day.
- **Team mode:** Let students play against each other in teams. In this mode, each team has some additional time to discuss the question before giving the answers.
- **Player control:** Let students work through all the questions at their own pace, with questions and answer options displayed on their screen, which makes Quizizz player-paced.
- **Homework mode:** Assign a homework quiz and give students a link. Teachers can require students to log in to play the quiz so that they can get access to the data on their past games. This allows students to review quizzes at any time and prevents unauthorized players from playing the quiz.

- **Testing:** Make it a pop quiz, or a formal formative or summative diagnostic, placement or achievement test. High reliability is ensured as the questions are jumbled and limited allotted time prevents cheating.
- **Data analysis:** Take advantage of the abundant information provided by Quizziz during the games to evaluate students' performance, identify problematic areas for individual students as well as the whole cohort and adjust teaching accordingly.

3.2.3. *Pros and Cons*

Quizizz is a powerful tool in the classroom in terms of student engagement and assessment. Teachers can guarantee that all students will be engaged as all of the responses are shown on the real-time table of players on the big screen (Doug, 2015). By showing the progress of each and every student, Quizizz allows teachers to keep track of the work of not only the whole class but individuals as well. Furthermore, the data on student performance can be easily viewed both along the process and at the end of the game. Moreover, the feature of teleporting questions makes Quizizz a real time saver for a busy educator as they can easily create quizzes by compiling different question items from existing ones

Since Quizizz is limited to multi-choice questions, it is likely to be best for helping students recall facts and prepare for traditional tests. Due to this limit of question types, educators are encouraged to use Quizizz games with other activities to allow students to get to the deeper levels of thinking.

3.2.4. *Kahoot or Quizziz?*

Both tools are easy to use and provide data for teachers. Quizizz is fully integrated into Google Classroom while Kahoot is available within Microsoft Teams. However, there are some differences that might need considering before making a decision on which one to use.

Kahoot requires students to not only look at their screens but also look up the big screen, leading to an energized, game-like atmosphere and having greatest impacts on social learning with students cheering and engaging in conversation with their classmates around the educational content. Quizizz, on the other hand, has students read and respond directly to questions on their own device. Moreover, questions on Quizizz can be randomized and jumbled in order to remove the opportunity for cheating. Therefore, if the goal is lively classroom engagement, then Kahoot might be a better choice (Major, 2017). However, if individual student focus on the content is to be prioritised, Quizizz is probably what teachers are looking for.

When it comes to quiz creation, both platforms allow teachers either to create their quizzes or use public ones but only in Quizizz can you teleport individual questions from existing quizzes (Major, 2017). On the other hand, with Kahoot, teachers can create a selection of learning game formats such as jumbles, survey and multiple-choice questions whereas Quizizz offers only the format of multiple-choice quiz, limiting learning to facts and recall.

Although Kahoot can still be assigned as homework, it is meant to be played whole class and there are not many game settings. However, Quizizz allows teachers to change the settings based on their needs or purposes (Reid, 2016). For example, students can be allowed to do the homework one or multiple times to improve their own performance against themselves. Also, students can either see the correct answer after every question or at the end of the whole quiz. Therefore, there might be more benefits when assigning students homework on Quizizz.

In short, Kahoot and Quizizz can greatly improve student engagement and organize valuable data on your students (Reid, 2016). The information provided above is intended to assist teachers in making well-informed decision on which formative assessment tool to use in the classroom.

3.2.5. *Useful links*

<https://ictevangelist.com/which-to-use-kahoot-or-quizizz/>

<https://www.common sense.org/education/website/quizizz>

<https://suprtektalk.blogspot.com/2016/07/kahoot-and-quizizz-comparison.html>

3.3. *Tricider: Collaboration with ease*

3.3.1. *What is Tricider*

Modern technologies assist language teachers not only in teaching and assessment, but also in tracking students' contribution and enable them to collaborate even if they are not physically present in the face to face classroom thanks to tools like Tricider, which was found to be effective in encouraging students' engagement and collaboration (T. T. T. Nguyen & Yukawa, 2019).

When teachers and students need to discuss an issue, for example a plan for a field trip or an extra-curricular activity, it is often challenging to involve everyone's ideas and reach an agreement. The traditional direct polls by raising hands or paper vote may not involve absentees' opinions. Tricider is a handy support to help decision making easier and a powerful tool even for low-tech individuals to engage students in discussion and collaboration.

3.3.2. *How to use Tricider*

Tricider is a friendly simple web interface (<https://www.tricider.com/>). A tutorial video is available here <https://www.youtube.com/watch?v=dvLuwL9Quzw>, however there may be no need to watch it at all since users may simply type their question into the box and click “Go”.

On clicking the provided link, students can insert suggestion, argue on pros and cons before voting, and see the number votes for each idea. For the teachers, there are options for design, live statistics and even a contest with reward for participants.

Below are some suggestions on how to use Tricider in teaching and learning:

- **Polling:** See what students think, check their understanding or make the decision based on the majority rule.
- **Brainstorming:** Use Tricider to gather vocabulary relating to a topic, arguments for writing an essay, listing main ideas of a reading passage.
- **Discussion:** Let students debate on a topic, develop an essay or write a run-on story. Go with the flow and let students complete the work with creativity and flexibility.
- **Collaboration:** Encourage students to build on an idea, contribute facts and solutions. Give them time to complete a project per group within 2 weeks.
- **Recognition:** Hold an oral debate, or an argumentative writing contest, and see which individuals or teams earn the most votes. Rewards are available.
- **Reflection:** Ask students to summarise their learning during the day or write a one-sentence reflection at the end of class. See what has been learnt and what to focus on next time.

3.3.3. *Pros and Cons*

Research revealed students’ positive attitudes towards Tricider as it improved communication and collaboration outside the classroom (Malinina, 2016). This intuitive web tool is beneficial for teachers to help decision-making process and brainstorming easier and less time-consuming. Instead of delivering a poll, teachers can now work with students in minutes using Tricider with a question posed in advanced. Tricider can draw students’ attention of any levels with reward toward voting and the most up-votes. It is therefore well-suited to an English class where students’ engagement and collaboration are in the spotlight, as it was found to motivate students to upload content they created and engage in resources sharing (Aldon et al., 2017).

However, teachers and educators who wish to use Tricider for their class should bear in mind that it only offers the structure, and how to apply the tool depends on their own teaching plan. However, care should be taken so use of this tool does not lead to inequity with dominant voices and non-contributing students as active or dominant students in class may obtain more votes due to their influence on their classmates while shy students may remain silent and go unnoticed throughout.

3.3.4. Useful links

<https://www.common sense.org/education/website/tricider>

<https://www.common sense.org/education/website/tricider/teacher-reviews>

4. Consolidation and reflection

4.1. What is Socrative exit tickets? A nice way to say bye

Socrative is a digital tool that can help with the challenging task of assessment. It can be used for both formative and summative purposes, especially in monitoring students' progress as well as detecting their strengths and weaknesses. Socrative has been widely used by teachers to encourage student engagement and collaboration in different countries such as Finland (Lintunen et al., 2017), Russia (Svetlana, 2017), the Philippines (Churchill et al., 2018), and Vietnam (T. T. T. Nguyen & Yukawa, 2019).

Socrative is a cloud-based student response system developed in 2010 by Boston graduates with the focus on creating simple quizzes that work on any personal computing devices. Sign-up is available at the website <https://socrative.com/> where teachers can directly try customized resources for teaching purposes. There are different options for teacher and student accounts including shared educator ones. Socrative website reports more than 350,000 registered teacher accounts with over 6.2 million student logins in 2012 and 122 million questions in over 315,000 available quizzes in its library for teacher use.

4.2. How to use Socrative

There are four main features to consider when applying Socrative in classrooms, namely Quiz, Space Race, Quick Question and Exit Ticket. With Quiz, multiple-choice, true/ false, short-answer questions are available while Space Race promotes competitive atmosphere in class. Quick Question can be used for teachers to ask questions orally/ in written form and students choose the correct answer using Socrative. For the Exit Ticket, students reflect on their learning with two questions: *How well did you understand today's material? What did you learn in today's class?* While Socrative offers a range of activities, this section focuses more on the use of Exit Ticket.

- **Assessment:** Use a variety of question types from True / False, multiple choice or open-ended with different speed depending on the purpose of the class activity.
- **Teacher control:** Try teacher-paced classroom discussion using the Quick Question tool for convenience and time efficiency.
- **Gameplay:** Launch a “Space Race” and allow students to compete in teams and with live results, plus student anonymity.
- **Student pace:** Give students as much time as they need to summarise their learning and reflect on relevant sections of class using an Exit Ticket. Students can leave the room once they are done.
- **Reflection:** Launch the Exit Ticket as a quiz at the end of the lesson to offer students opportunities to show whether they have mastered the content of the lesson. Teachers can check if the objectives of the lesson are met.
- **Homework:** Give instructions for homework assignment in the Exit ticket and student replied with their names for confirmation. This can also be used for attendance check.

4.3. Pros and cons

Teachers who have used Socrative claimed that it is beneficial in providing validation, and feedback as well as encouraging engagement and making learning fun for their students (Kukulka-Hulme et al., 2015) thanks to user-friendly experience, low-cost, high-quality, and effective assessment for any class. First, it helps teachers save time for grading and student metacognition about their own learning can be improved thanks to instant feedback. Second, it provides quantitative formative assessment in students’ performances, what they need to work on for progress and ways to group them in levels. The Exit ticket is an opportunity for students to practice writing critique in the form of class discussion. Furthermore, it provides teachers with student reflection at any time in order to evaluate student understanding and learning via a specific question related to the class lesson.

However, it was also observed that some teachers did not use Socrative in their classroom despite acknowledging their usefulness (Sarhandi et al., 2016). There also exist some drawbacks due to technical errors and classroom management. For example, student responses are sometimes not recorded under unstable Internet connection. Preparation is needed and time management may be an issue too. Some teachers also points out the similarity between Socrative and some other tools for collecting ideas such as Poll Everywhere or Schoology. However, the Exit ticket is a unique feature to Socrative alone.

4.4. Useful links

<https://b.socrative.com/login/teacher/>

<https://www.teachertube.com/video/socrative-tutorial-369703>

<https://www.common sense.org/education/website/socrative>

<https://www.youtube.com/watch?v=RpLqCiBXGtE>

<https://blogs.umass.edu/onlinetools/assessment-centered-tools/socrative/>

5. Considerations and implications

All of these technologies can be used for both online and face to face teaching in a classroom. The teacher and students will need a computing or mobile device such as a smart phone, tablet, laptop or desktop computer with Internet connection. Students can use all tools in the same device, or work on several devices at the same time, for example they can collaborate on a shared desktop during a team quiz, engage with the Nearpod slides and activities on their laptops, and leave their reflection for the Exit ticket with their phone. Wi-Fi connection offers much more stable quality than 3G and therefore is often recommended in case no wired connection is available. Compatibility is not an issue as these technologies can run well on both Windows and Mac, Android and iOS, and with Chrome or Firefox since the developers often provide both an app and web version for each technology. In other words, the technologies reviewed in this paper are highly flexible, versatile, efficient and suitable to the context of Vietnam.

However, the teachers have also voiced concerns about challenges they experienced during the courses. Many students did not have stable Internet connections as they used Wi-Fi and even 3G connections for the video calls, which affect the quality of communication. This paper provides practical implications for teachers who would like to use technologies to promote Vietnamese learners' engagement and collaboration. However, it remains unknown whether these technologies will work well in other contexts due to socio-economic and cultural differences (T. T. H. Le & Phan, 2013; V. G. Ngo, 2016), therefore more research is recommended into the use of these tools in larger scales in a variety of settings.

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