

Re-engineering challenging and abstract topics using a student response system (SRS).

Dr Maria Gebbels

Lecturer in Hospitality Management Marketing, Events and Tourism Department SHIFT 2018: Annual Conference of Learning, Teaching & Assessment 5th January 2018





Session outline

Aim:

 To share with colleagues the benefits and challenges of using Kahoot! during research methods' tutorials.

Learning outcomes:

- To identify the benefits and challenges of using Kahopt!
- To familiarise themselves with this tool





Ļ

Introduction

- Technology expectations are changing
- Kahoot! is a game-based learning platform

Kahoot! = SRS

- To reinforce students' knowledge
- To increase their learning efficacy
- To improve classroom atmosphere



SRS: Student Response System



Research methods' tutorials





Ę

Research methods' tutorials





Context: Existing research

Benefits of SRS include:

- Increased student motivation and engagement
- Easier clarification of misunderstandings
- Promotion of active learning
- Increased student performance
- Better conceptual understanding
- Self-assessment of one's knowledge
- Increased reinforcement of key concepts
- Improved class engagement
- Fun atmosphere



Kahoot !



Ę

Theoretical foundations

Behaviorism

Cognitive theory

Peer instruction

Consolidation of student learning

Reinforcement of knowledge

Feedback loop



Implementation of Kahoot

- Key objectives
- 10-question quiz at the start of a tutorial
- Clear instructions given beforehand
- A practice quiz
- kahoot.com
- Free to sign in
- Create your own or re-use the existing quizzes

		Qualitative Research Design		
D		by mariagebbels 5 minutes ago (Duplicated from CB2014) ?Quiz 10 questions @ Private	Play►	0
D	MARSEARCH	CATE1156 Market Research by mariagebbels 2 months ago (Duplicated from jameshill23) ?Quiz 8 questions & Private	Play►	4
D		Marketing Environment by mariagebbels 3 months ago ? Quiz 6 questions & Private	Play►	7
		CATE1168 Service Quality by mariagebbels 9 months ago (Duplicated from karenjones101) ?Quiz 9 questions & Private	Play►	3



Student feedback





Student feedback

4. I enjoyed Kahoot quizzes during research methods' tutorials

I was more engaged as it had some fun in it than the usual traditional teaching structure.

It's funny, engaging and good exercise for our knowledge. It represents a fun and interactive method of learning and understanding the information that is provided.

It was a fun and engaging way to learn a subject which was difficult to get my head around in the early stages. It made me understand the subject better and made me more confident on my knowledge.



Student feedback

6. Please leave any other comments or feedback here regarding the use of Kahoot quizzes during research methods' tutorials.

This method was one of the best ideas used during the research methods' tutorials, not just because it made us "compete" by putting our knowledge, our understanding and learning skills into the actual class, but more important because it made us to be more engaged with this

<u>COURSE</u>

I enjoyed the use of Kahoot because you get to realise that you're not the only person amongst the class that does not understand a particular area therefore you're not afraid to ask questions as other colleagues may have the same problem. It would be great to use Kahoot in class again.



l,≡

Lessons learnt

I remember correctly, it didn't give you a lot of time to answer the guestions

- **1. Ensure SPONTANEITY.**
- 2. Do not OVERUSE it.
- 3. Make use of INCORRECT responses.
- 4. Leave time afterwards for QUESTIONS and FEEDBACK.
- **5.** No more than 10 QUESTIONS.
- 6. Have a PLAN B.
- 7. Not fully ANONYMOUS.



Tips and hints



- Do not allow technology to let you down.
- Trial it every time you are allocated a different/new room.
- Have a back up (laptop).
- Be confident.
- Make use of existing quizzes.
- Get to know what's on offer





Let's Kahoot!





References

Boyle, J. T. & Nicol, D. J. (2003) 'Using classroom communication systems to support interaction and discussion in large class settings', *Association for Learning Technology Journal*, 3: 11, 43-57.

Brenner, T. (2015). *The use of Mobile Devices in the College Classroom*. [Online]. Available at:

<u>http://bokcenter.harvard.edu/blog/use-mobile-devices-college-classroom</u> Harvard University: The Derek Bok Center for Teaching and Learning [Accessed 16/10/17].

Brenton, S. (2009), 'E-learning- an introduction' in Fry, H., Ketteridge, S. and Marshall, S. (eds.), *A handbook for teaching and learning in higher education*, Oxford: Routledge, 85-98.

Caldwell, J. E. (2007) 'Clickers in the large classroom: current research and best-practice tips',*CBE - Life Sciences Education*, 6, 9-20.

Crouch, A. H. & Mazur, E. (2001) 'Peer instruction: ten years of experience and results', *American Journal of Physics*, 69: 9, 970-977.

Draper, S. W. & Brown, M. I. (2004) 'Increasing interactivity in lectures using an electronic voting system', *Journal of Computer Assisted Learning*, 20, 81-94.

Hedgcock, W. H., & Rouwenhorst, R. M. (2014). 'Clicking their way to success: using student response systems as a tool for feedback', *Journal for Advancement of Marketing Education*, *22*: 2, 16-25.

Lai, K-W. & Hong, K-S. (2015). 'Technology use and learning characteristics of students in higher education: Do generational differences exist', *British Journal of Educational Technology*, 46: 4, 725-738.

Masikunas, G., Panayiotidis, A. & Burke, L. (2007) 'The use of electronic voting systems in lectures within business and marketing: a case study of their impact on student learning', *Research in Learning Technology*, 15: 1, 3-20.

Nielsen, K. L., Hansen, G., & Stav, J. B. (2013). 'Teaching with student response systems (SRS): teacher-centric aspects that can negatively affect students' experience of using SRS', *Research in Learning Technology*, 21, 1-13.

Rao, S. P. & DiCarlo, S. E. (2000) 'Peer instruction improves performance on quizzes', *Advances in Physiology Education*, 24, 51-55.

Rice, R. E. & Bunz, U. (2006) 'Evaluating a wireless course feedback system: the role of demographics, expertise, fluency,



Thank you for your attention!

Any questions?

Dr Maria Gebbels

m.m.gebbels@gre.ac.uk



