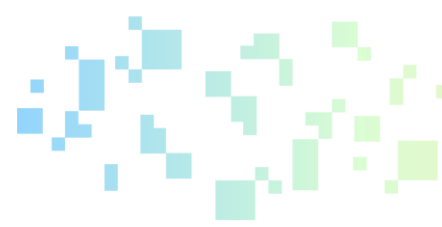


Compendium of Augmented Blended Teaching & Learning for Open Pedagogic Tools

Blended Learning Tool Evaluation - Kahoot

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Blended Learning Tool Evaluation - Kahoot





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Report Overview

This document describes *Kahoot* as a tool to support blended learning. Following testing and evaluation, it discusses the functionalities and how the tool supports educators in their professional activities, namely:

- Professional Engagement
- Digital Resources
- Teaching & Learning
- Assessment
- Empowerment of Learners
- Facilitating Learners' Digital Competence



1. Introduction

Kahoot is a free learning tool, although it has some paid plans, based on recreational activities, such as quizzes, true or false questions. Through this platform it is possible to create and organize games in real time and share them with remote players. The answers are made through the user's device, it is only necessary to know the pin (number) of the game.

Therefore, to create a game based in questions by Kahoot you must access the link: www.kahoot.com

Alternatively, if you want to participate in an activity, you should use the following link: www.kahoot.it

2. Testing and evaluation of the tool

In order to test the tool, an account was created on the platform using the Sign up option on Kahoot. Following select the desired account type (Figure 1):

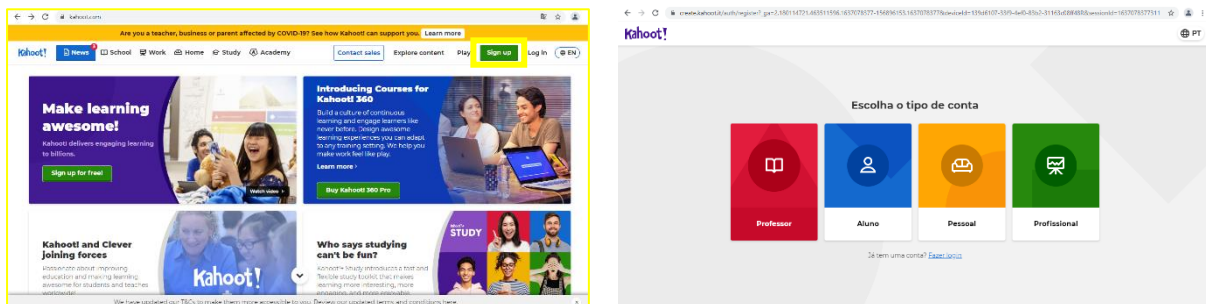


Figure 1: Sign Up and kahoot account type!

Then, choose the environment in which the game will take place and the version, in this case it was opted for the free plan (Figure 2):

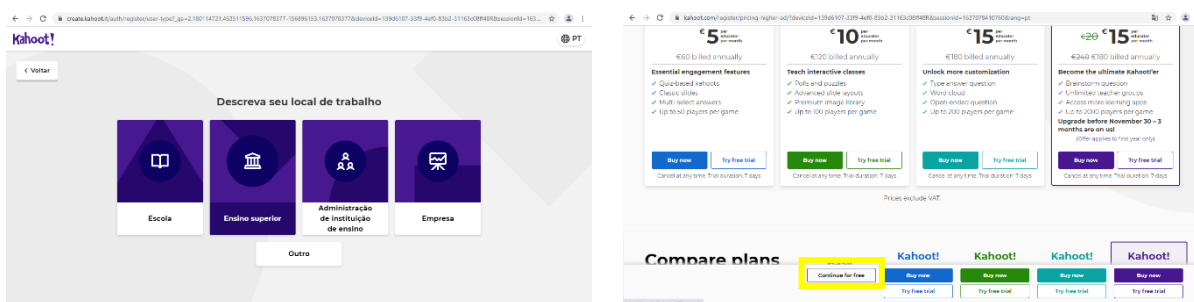


Figure 2: Select Kahoot working environment and plan!

Once the account is created, it is then possible to create an activity. This option allows to define: the question type, time limit, score and answer options. In regard to the free version, the type of question it is only possible to choose the options: “Quiz” and “True or False”. The time limit ranges from five seconds to four minutes. In scoring it is possible to assign normal, double or no points. Lastly, in the answer options, the user is only given the possibility to select an answer (Figure 3), as shown in the following images:

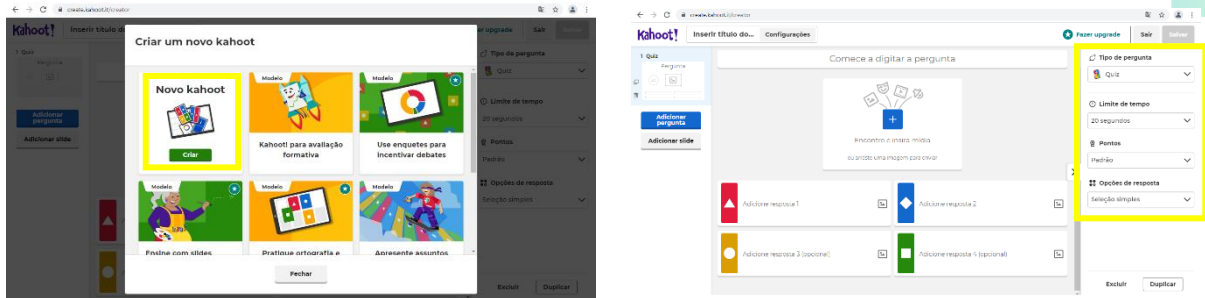


Figure 3: Create a Kahoot game.

In the settings of each Kahoot game it is also possible to define the activity title, description, select a cover image, language, visibility and input music, in the last case it is only possible to select one of the sounds predefined by the tool (Figure 4):

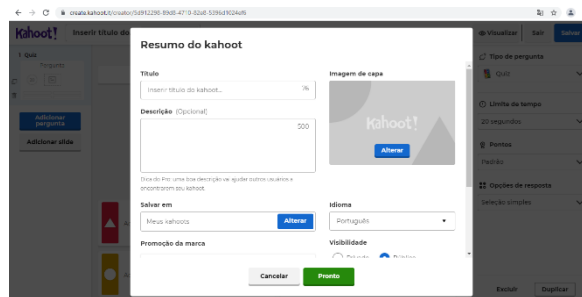


Figure 4: Kahoot settings.

After creating the activity, it is possible to participate in the game through the “game mode” in real time, to do that select the “classic” game option. Then the activity organizer shares the access to the game (game pin) with the users. Then, through their devices, identify themselves in order to register their participation (Figure 5):

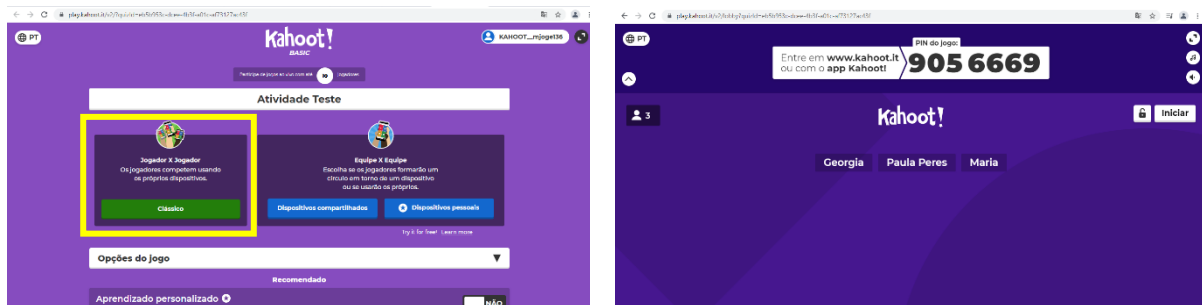


Figure 5: Classic game option.

The questions are displayed on the organizer’s screen, with the corresponding answer options (Figure 6). In turn, the players select the answers they consider correct through their devices with web access.

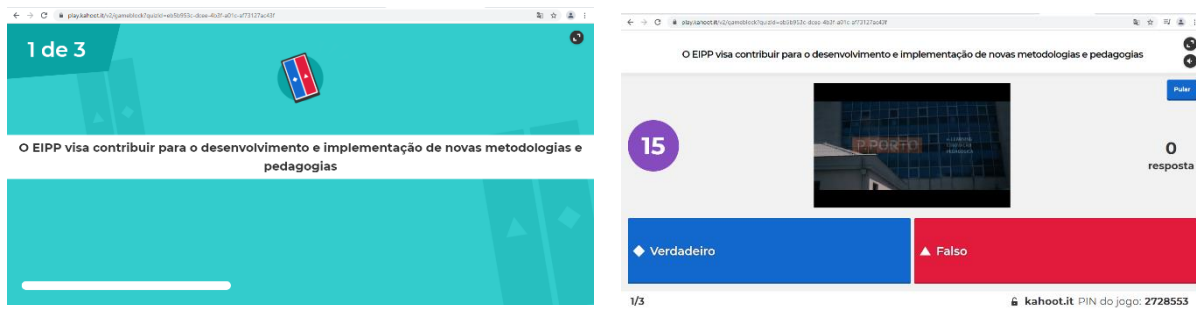
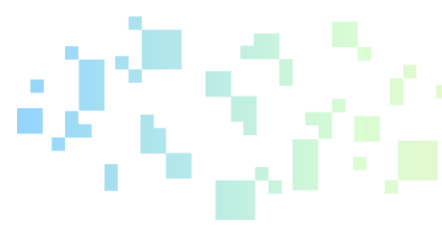


Figure 6: Example of a question.

After finishing the activity, Kahoot presents, to the organizer, a set of data resulting from the activity, such as: total number of players and questions, total time of the activity, percentage of correct answers, among others. It is also possible to observe which were the answers given by each player (Figure 7).

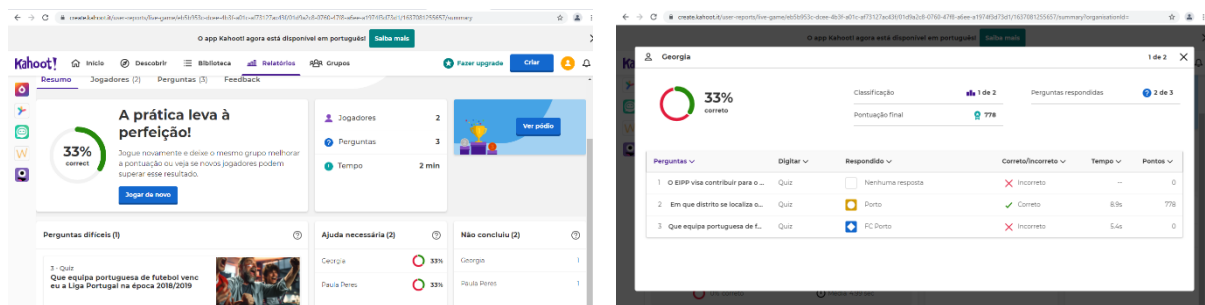


Figure 7: Activity report.

3. Functionalities supporting blended learning

3.1 Supporting Professional Engagement

The tool is very intuitive and simple. Either regarding the creation of a Kahoot or the participation in an activity. However, it is favorable that there is an explanation, on the part of the organizer, to clarify the participants about the rules of the game.

3.2 Supporting Digital Resources

There are several explanatory videos, developed by Kahoot and published on Youtube, such as:

- creating a Kahoot (<https://www.youtube.com/watch?v=aOFO8wE4bW4>);
- use of Kahoot through team mode (<https://www.youtube.com/watch?v=XGIRbJrqLcw>);
- use of Kahoot application (https://www.youtube.com/watch?v=4JC8h4Id_5k)

3.3 Supporting Teaching & Learning



Kahoot enhances the use of gamification in the classroom by facilitating the use of game elements such as immediate feedback, clear rules, fun, inclusion of error, pleasure and motivation. Furthermore, kahoot can also be used as a diagnostic, formative or summative assessment tool, depending on the objectives to be achieved.

Game-based learning is considered a good practice in education. This has proven to be an effective tool for teachers to use in the classroom because it engages students in problem solving, critical thinking, and content knowledge review. Kahoot as a digital game resource, offers teachers the opportunity to create quizzes, surveys and discussions that engage students in learning with a competitive game format.

The articles on academic google about the use of the platform in education:

Silva, J. B. D. S., Andrade, M. H., Oliveira, R. R., Sales, G. L., & Alves, F. R. V. (2018). Tecnologias digitais e metodologias ativas na escola: o contributo do Kahoot para gamificar a sala de aula. *Revista Thema*, 15(2), 780–791. <https://doi.org/10.15536/thema.15.2018.780-791.838>

Dellos, R., & Korea, S. (2015). Kahoot! A digital game resource for learning. *International Journal of Instructional Technology & Distance Learning*, 12(4), 49–52. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.694.5955&rep=rep1&type=pdf#page=53>

3.4 Supporting Assessment

Studies show that students prefer to use kahoot as an assessment method over the traditional assessment tests. The use of this tool helps to enhance the motivation and learning outcome of students.

The articles on academic google about the use of the platform in assessment:

Mada, R. D., & Anharudin, A. (2019). How Online Learning Evaluation (Kahoot) Affecting Students' Achievement and Motivation (Case Study on it Students). *International Journal for Educational and Vocational Studies*, 1(5), 422–427. <https://doi.org/10.29103/ijevs.v1i5.1494>

3.5 Supporting the Empowerment of Learners

Kahoot enhances a dynamic and interactive learning in the classroom, by encouraging student participation and memorization of concepts. Simultaneously, it promotes new teaching/learning strategies.

The perception of students when using Kahoot is very positive since this tool helps learning, increases concentration, engagement, fun and student motivation.

Articles on the autonomy and perception of students to use this tool:



Pinna, G., Mena, J., & Funes, S. (2019). Undergraduate students' perceptions about the use of Kahoot as part of the Flipped Classroom methodology. *Proceedings of the Seventh International Conference on Technological Ecosystems for Enhancing Multiculturality*. Published. <https://doi.org/10.1145/3362789.3362900>

Chaiyo, Y., & Nokham, R. (2017). The effect of Kahoot, Quizizz and Google Forms on the student's perception in the classrooms response system. *International Conference on Digital Arts, Media and Technology (ICDAMT)*. Published. <https://doi.org/10.1109/icdamt.2017.7904957>

3.6 Facilitating Learners' Digital Competence

To use the Kahoot tool, students only need to have technological skills from the user's point of view.

Article about student digital skills and kahoot:

Guimarães, D. (2015). Kahoot: quizzes, debates e sondagens. In A. A. A. Carvalho (Ed.), *Apps para dispositivos móveis: manual para professores, formadores e bibliotecários* (pp. 203–223). https://d1wqtxts1xzle7.cloudfront.net/50985259/Apps_dispositivos_moveis_-_manual_para_professores_formadores_e_bibliotecarios-with-cover-page-v2.pdf?Expires=1637260910&Signature=ZDsqGMYcrbVrBN2VILc2jugAaXiuKCJNMIJgrAy1xluh8HmkaGo5YJBORTCjX9UJnKfLtAfHrGcnCDD8lqvHb~anb9zEQxukAU7KzVZZkp9CCx2RDfXYWCZVYfPIF74sBB6Fm0R1DhHNEvGobDDPAij5xphq3LLPPo-Wz3YjVGCDUkmKPnt2Uu0vB8psSsqWKAJUotsN1uRcioEQoOM37vJVOVwEU4n7Eazs6YkG0A42EDdS5HBnJoqojZpW5odX-3JlI~JoSWJxvLHIsurin7985p0JiOfp2hc7oMCZzBskHvpX33Gr4FZP47d~rd57louKgiEQfoOM8rvyE4lf6w&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA#page=204

Summary of functionalities	
Functionality a	<ul style="list-style-type: none"> • Create quizzes
Functionality b	<ul style="list-style-type: none"> • Share
Functionality c	<ul style="list-style-type: none"> • Assessments, record results
Functionality d	<ul style="list-style-type: none"> • Activity report

4. Tutorial Video and PowerPoint slides

The ACADIGIA resources for Kahoot are available on the website [here](#).

Kahoot has developed an explanatory video on how the tool works, which we can view through the following link: <https://www.youtube.com/watch?v=YsQ10VdR9DA>