

Using Kahoot for better formative assessment

Kahoot is a game-based student response system (G.S.R.S), which was launched in 2012 (Wang, 2014). It is frequently used by trainee teachers as a diverting quiz. Can it also be a powerful way to empower learners to reflect on how they learn and for teachers to demonstrate how much they have learnt in a lesson? The research indicates that Kahoot has the potential to enable teachers to develop their learners' high order thinking skills and their own questioning techniques. Additionally, it is clear that both sets of data revealed that respondents feel confident using technology but lack the skills required to use T.E.L in the classroom. The research revealed that participants needed more training on how to differentiate and stretch and challenge their learners. It also emerged that some of the trainees surveyed valued Kahoot's potential to enable teachers to encourage collaborative learning, help them design their questions and generate meaningful formative assessment. They also suggested that Kahoot could help learners embrace being wrong.

Limitations of the Study The sample was relatively small. Despite being drawn from I.T.T from two universities, the different contexts are not examined and this presented a risk of losing focus. Moreover, there is a potential risk of subjectivity if the researcher and participants are already familiar with Kahoot.

Suggestions for Further Work The sample could be broadened across faculties and online. There could be a specific focus on differentiation, stretch and challenge or metacognition. Further research could also evaluate the training needs among staff, as well as trainees. Is there evidence, then, that Kahoot can provide evidence of how the transition from social constructivism (Vygotsky, 1978) in education to connectivism (Siemens, 2005) reached a benchmark moment?

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