Gaming with **Kahoot!** in one-shot library instruction

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**METHODS**

- In the Spring semester of 2018, Kahoot! quizzes were used in a total of 14 agriculture and public health classes. This gamification was implemented to bring more engagement and participation in the classroom while at the same time reinforce concepts such as Boolean logic, types of resources, and APA citation style formatting.
- Before launching the Kahoot! quizzes, explanation to students was provided that scores will be automatically awarded based on accuracy and speed of their answers. It was also announced that top three winners will receive prizes without unveiling the prizes to bring more motivation to play.
- At the end of the semester, a sample of student research papers from one public health class were evaluated for quality of sources selected.
- The Kahoot! quizzes were used for formative assessment to gauge students’ understanding of the topics introduced in a 15-minutes lecture. Based on real-time feedback during the game, concepts were further explained when a particular question was not answered correctly. This method allowed to clarify problem areas for students who otherwise will remain silent or reluctant to ask questions.

**RESULTS**

- A total of 293 students across 14 classes participated in the Kahoot! quizzes.
- On average 85% answered correctly the multiple choice questions.
- 100% answered YES in two agriculture classes when asked, “Did you learn something?”
- 94% answered YES in ten public health classes when asked, “Did you find this Kahoot! activity fun and useful?”
- In one public health class, there was a higher Kahoot! participation compared to post-quiz completion in Qualtrics.

**DISCUSSION**

1. Kahoot! is a simple way to seamlessly blend lecture, participatory activity and assessment in library instruction sessions.
2. The instructor can collect “pre” session assessment data during the session which ensures 100% completion. And, if the purpose of “pre” assessment is to direct the session towards the most productive topics, instructors can simply use the Kahoot! to shape the discussion organically and responsively.
3. Kahoot! can help instructors to structure and organize their presentations. It breaks a longer lecture into smaller, more digestible sections.
4. Students may be reluctant to direct their attention to the library instruction session, because they may not believe that they “need it” (either because it doesn’t affect their grade or because we are, today, so accustomed to search engines). Kahoot! allows them to see gaps in their own knowledge, and, by seeing where they stand in relation to their classmates, will motivate them to close those gaps.
5. Student attention and participation is visible on Kahoot! (it shows how many people have signed in and answered each question). This is further motivation to engage with the material.

**CONCLUSION**

Gamification of a one-shot library instruction provides motivation to succeed, creates positive learning outcomes and reduces failure.

Students loved the competition and the prizes!

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