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

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ABSTRACT

This poster will discuss librarians' experiences to increase student engagement and learning in one-shot library instruction classes. Kahoot!, an open source game-based learning platform, was used to reinforce concepts taught during undergraduate classes and to assess student learning. Feedback from student responses indicate that they valued this exercise.

References

1. Kapp, K. M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. John Wiley & Sons.
2. Willis, J. (2006). *Research-based strategies to ignite student learning: Insights from a neurologist and classroom teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

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PROBLEM STATEMENT

The effect of the talking parrot in the classroom:

Too much teaching, not enough learning.

Talking Parrot

GAMIFICATION IN THE CLASSROOM

Students have different learning styles and often librarians have limited time during instruction sessions to meet the learning objectives. When applied correctly, gamification in the classroom results in the desired learning outcomes (Kapp, 2012). Neuroscientific research shows that games built on a reward structure seem to facilitate motivation and engagement (Willis, 2006).

WHAT IS *Kahoot!*

- A free quizzing platform for educators to bring fun into learning of *any subject* and for *all ages*.
- Can be played on any device with a browser and internet connection.
- Questions are displayed on a screen and students use their devices to play. Questions can have up to four multiple choice answers.
- Once the game is launched, a randomly generated PIN is created for participants to enter the game.
- Students are awarded a number of points based on their speed and accuracy of answering questions.

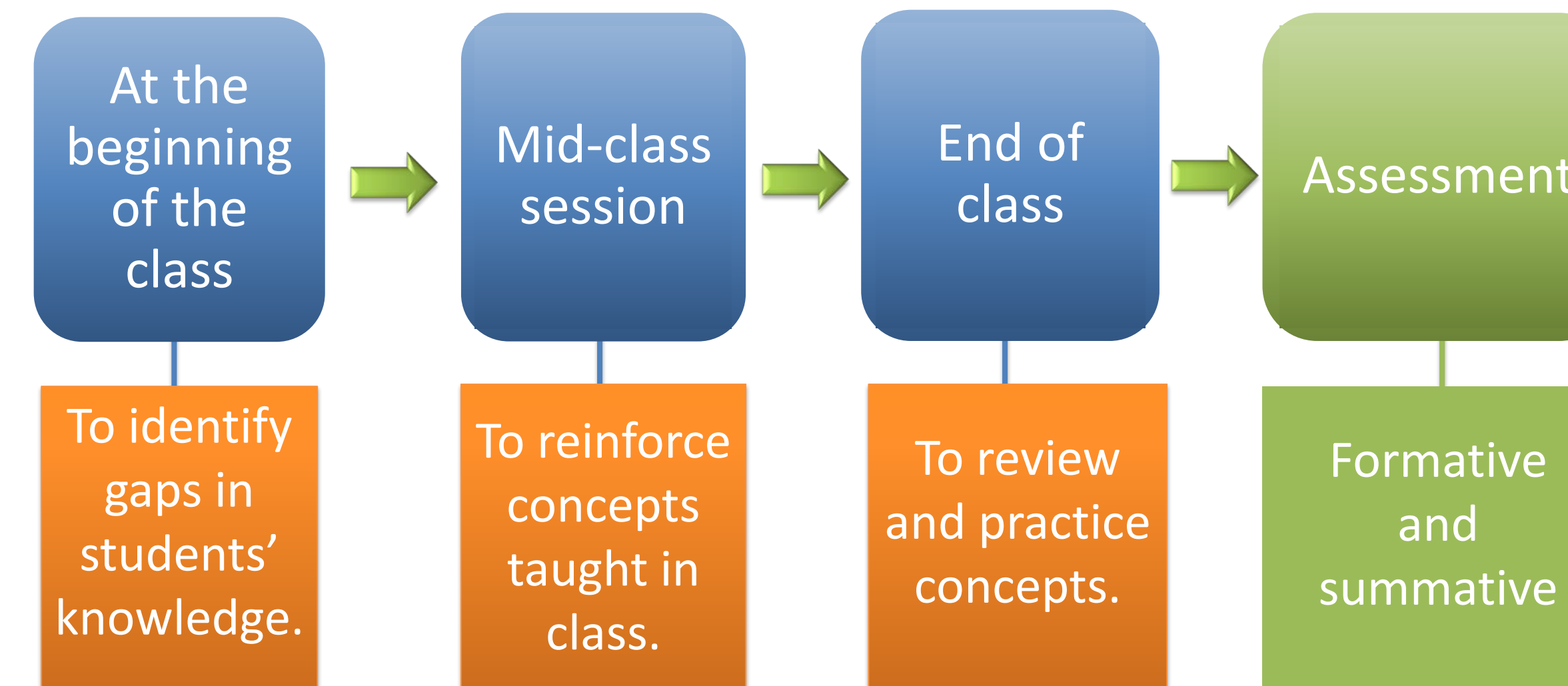| Types	• Survey • Discussion • Quiz • Jumble
Benefits	• Quizzes are easy to create and use as a support for lectures. • Students are motivated and highly engaged through in-class competition.
Drawbacks	• Character limits for the questions (95) and answers (60) • Slow internet connection • Time limit for answering the questions (2 min)

USE OF *Kahoot!*

At the beginning of the class → Mid-class session → End of class → Assessment

| To identify gaps in students' knowledge. | To reinforce concepts taught in class. | To review and practice concepts. | Formative and summative |

TIPS
➢ Plan what data is needed for assessment.
➢ Structure Kahoot! quiz to gather pre- and post-assessment data by adding formative questions near the beginning and summative questions near to end for each concept/learning outcome.

Ready to join?

Each source listed in the Reference list must be cited in text.
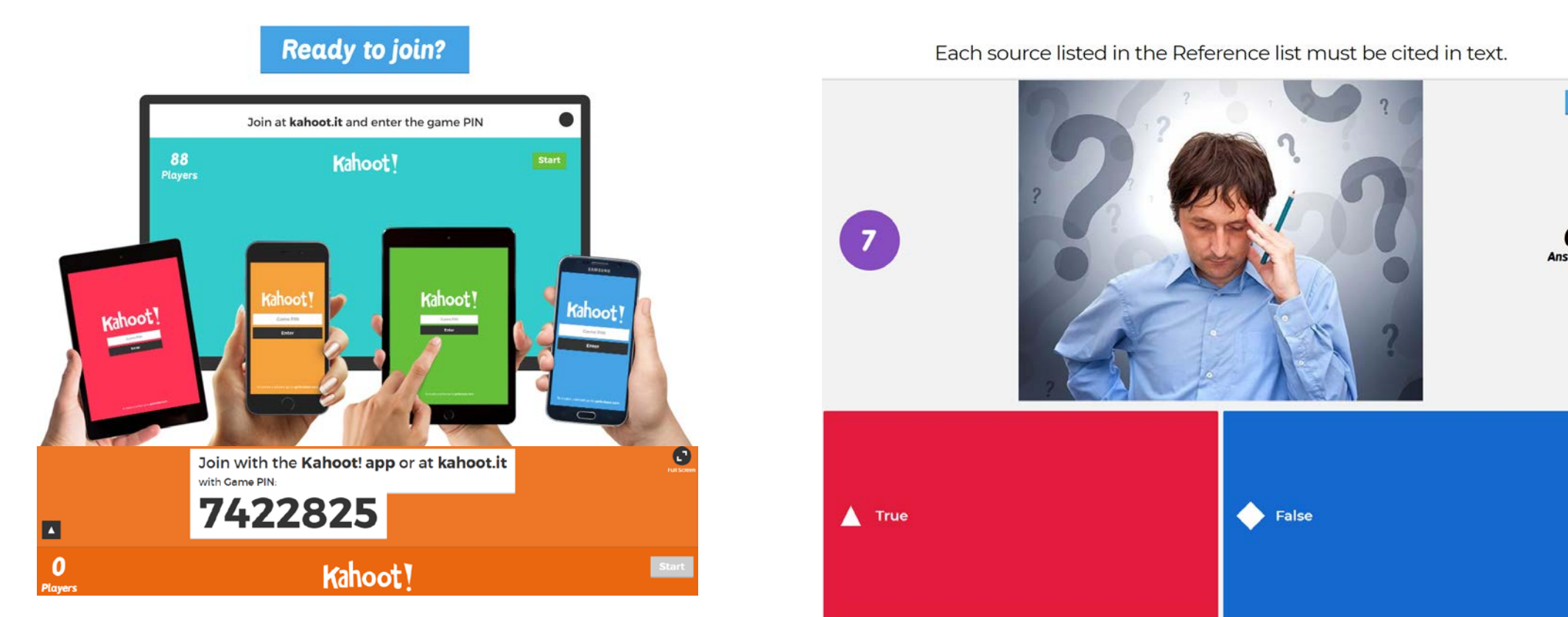
METHODS

✓ 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!

TIP Get free marketing materials from publishers to advertise a database or a tool.