

Using Kahoot as a tool at learning of the English language



<https://vimeo.com/309443285>

Organising institution:

Country:

Finland

Age:

16 -17 years

Key question:

How to use Kahoot.com in learning and revising English vocabulary and structures?

Objectives:

To develop team work and collaboration skills, to practice data mining and management, to share and acquire new information.

Time:

6 hours (1 hour for a template game, three hours for creating and 2 hours for playing)

Software and apps to be used:

Kahoot.it, Kahoot.com + mobile versions, Movie Maker, Photo Director or equivalents.

Brief presentation:

The main goal is to revise and learn new vocabulary and structures in a fun way using interactive quizzes/games/discussions/surveys as format, to share new information, to develop teamwork skills, to utilize ICT in completing the tasks and sharing the results. The goal is also to study by using analogical and digital methods.

**Civic engagement:**

The students are encouraged to use different working environments, e.g. the public library.

Topics covered:

English vocabulary and structures.

Preparation of space for the Atelier:

The teacher creates a template game of Kahoot for the students to play before the first digital atelier in order to familiarize the students with the tool. The teacher books the laptops for those groups who do not have a laptop of their own. The teacher prepares a formative questionnaire for the students to answer about their skills before and after the digital atelier. This is done by using Wilma platform.

Materials needed:

Computers and the course books.

Main inspirations taken from personal research:

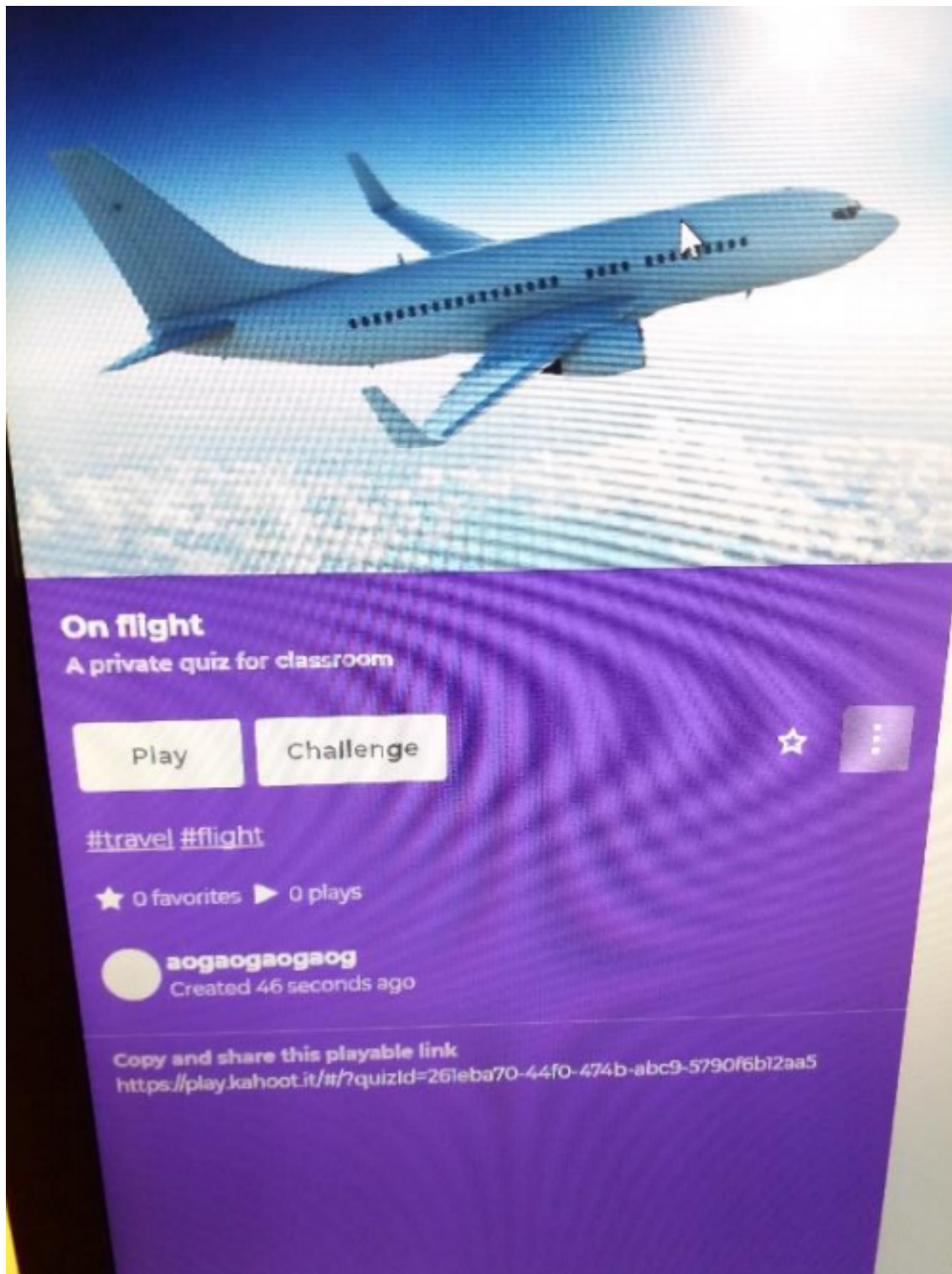
The Digital Atelier includes artistic, educational and recreative themes and approaches in it.

Mass media and social media connections:

The students check out how Kahoot is presented on different venues e.g. their official Facebook-pages.

How do you plan to give voice to students to present or show their personal skills and knowledge?

The students present the outcome of their work in form of created games/quizzes/discussions/surveys. The students have to make use of their creativity making an introduction video to quizzes.



How do you collect information as the starting point of a Digital Atelier?

Students complete a formative questionnaire of their skills regarding the vocabulary of the English course in question in the beginning of the atelier and at the end of the atelier using Wilma platform. The questionnaire reflects the development of the students.

Introducing students to the key question - the research begins:

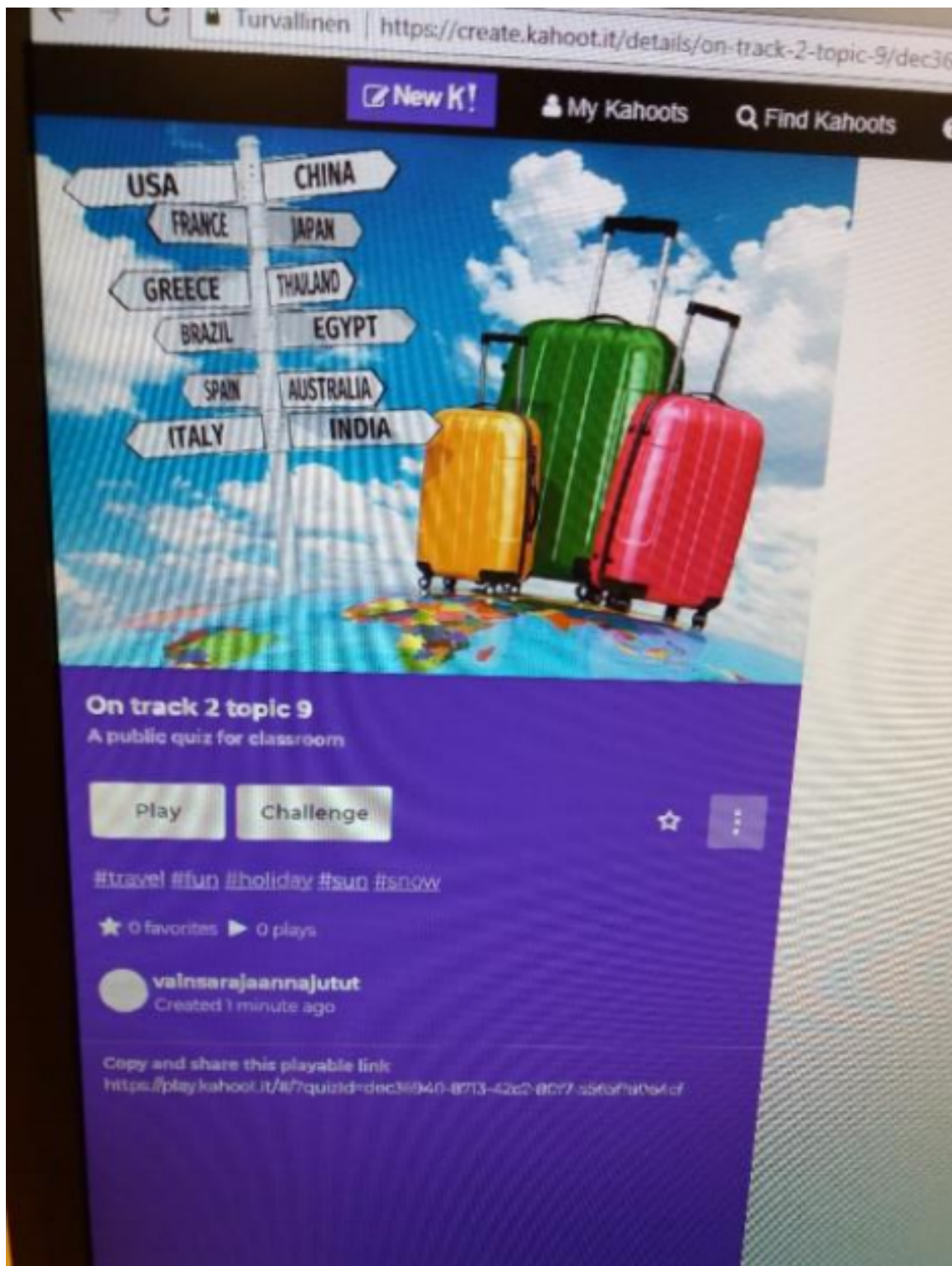
What new vocabulary and structures is there to learn about the subject? Am I competent enough with my ICT skills to complete the tasks? Can I work harmoniously and effectively with others keeping the main goal of the task in mind at all times?

Experimental phase

1. Action that unfolds the practical activity to clarify the question: The teacher introduces the tasks to the students, who are divided into teams. The students have already prestudied the topics including the vocabulary to be revised in course books beforehand.
2. Active work of the students: The students work on Kahoots using their course books, computers and mobile devices. Each realization of Kahoot includes vocabulary, expressions and structures from a different topic of the course book which requires data mining and management as well as using computers and mobile devices with the other members of the team. The teacher monitors the progress of the students and provides help if needed.
3. Presentation of findings and results (visualisation of information): The students present the outcomes of their work in form of games and quizzes or possibly also discussions or surveys which can be created by using the same platform. The results are discussed thoroughly in the classroom. The Kahoots become part of the students' course material to be used in further studies and revising for the matriculation exam.
4. Analysis of results: The teacher and the group discuss the Kahoots the students have completed. Everyone has a chance to complement the Kahoots. The teacher gives individual feedback to each team.

Approach to a new software or a new app:

Hands-on approach: by actually playing a game of Kahoot or completing a survey, the students get a crystal clear idea of the possibilities of the tool.



Links between the Digital Atelier and real life of the students:

The students are able to use the ICT skills they already are familiar with: taking photos for the quizzes, recording video and audio for the introduction video, using digital platforms (e.g Wilma).

How do you plan to evaluate knowledge and skills?

The teacher prepares the prerequisites, the intended learning outcomes and the assessment criteria and instrument of the digital atelier. Students complete a formative questionnaire of their skills using Wilma platform. The questionnaire reflects the development of oneself.

Conclusion:

The project will develop the students' team work and collaboration skills, data mining and management skills and the ability to share and acquire new information. The Kahoots are part of the students' course material to be used in further studies and in revising for the matriculation examination.

The publication was created as part of the project: [APP YOUR SCHOOL](#).

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the
Erasmus+ Programme
of the European Union

**Information about the resource**

Publisher: [nazwa organizacji] as part of App Your School project co-funded by the Erasmus+ Programme of the European Union

Rights: Creative Commons Attribution – Share Alike

Resource prepared using [MIL/PEER](#) editing platform.

Source available at <http://milpeer.eu/documents/421/>