

## 1. RATIONALE

345SAM Project Management for Business is a module dedicated to international students; roughly 95% of them come from China. These students rarely ask questions in class or interact with each the teacher or each other. This usually relates to their various cultural backgrounds and being used to less interactive teaching styles. Most of these students have never experienced in-class revision activities, but were exposed only to summative assessment at the end of the semester, typically in the form of the exam. Such an approach usually hinders class participation, student engagement and does not allow for identification of individual weaknesses. The aim of this pilot study was to survey student opinions on classroom quizzes as a form of formative assessment and an engagement tool.

## 2. BACKGROUND

Research shows that traditional lectures lack engagement and class participation (Biggs & Tang 2011). Considering that student attention starts to decline after 10-15 minutes (Stuart & Rutherford 1978). Also, with increased presence of mobile devices in the classrooms, teachers should learn how to make use of them as tool that can enhance the learning experience and student engagement, rather than see them as something threatening to distract students' attention. Research shows that online quizzes can be a valuable tool For providing formative feedback in assessment preparation (Nilson 2007; Yorke 2008) and identifying individual learning gaps prior to summative assessment (Yeo et al. 2014)

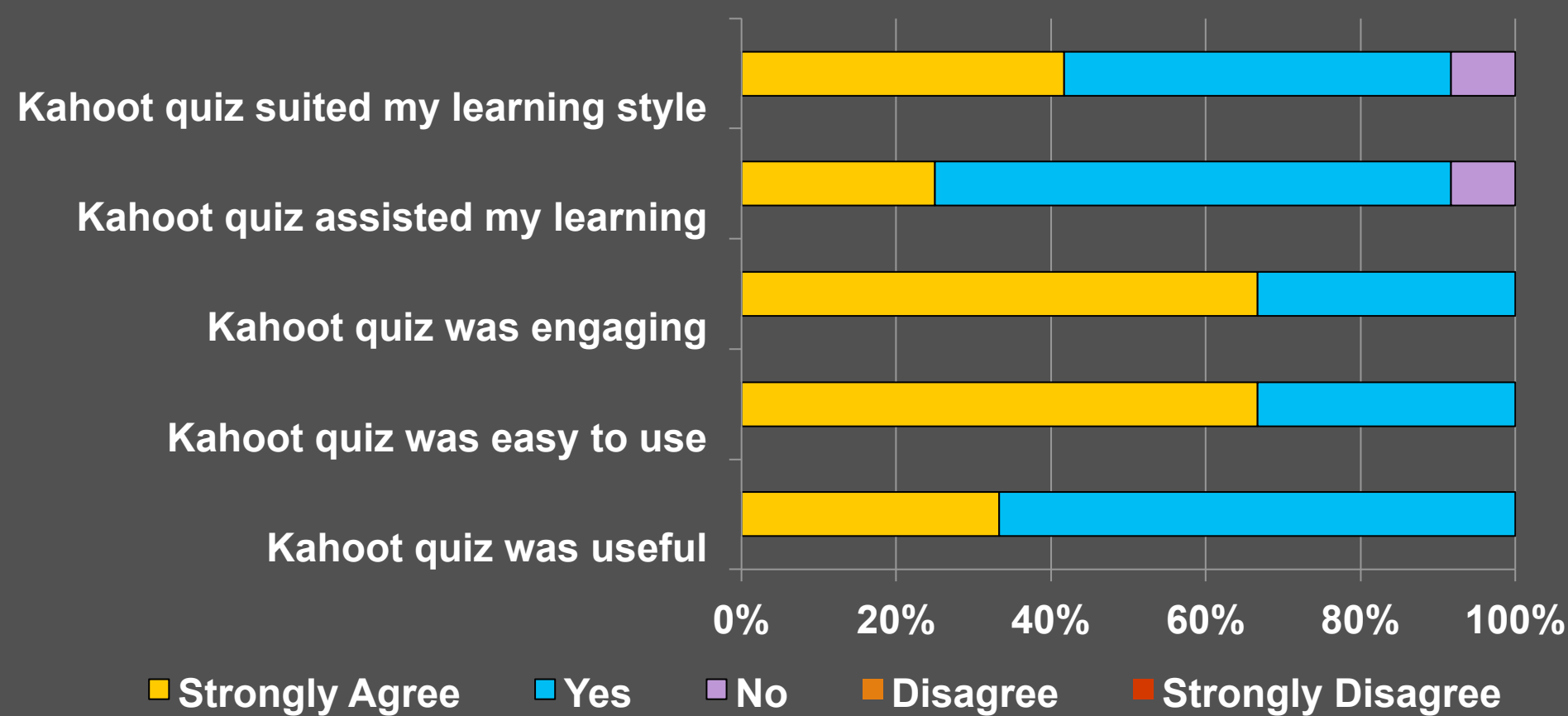
## 3. METHODOLOGY

- 3 lecture sessions were evaluated anonymously by 345SAM students who participated.
- A Kahoot quiz of 10 multiple choice questions was included at the beginning of the lecture. The questions were based on material from the previous session.
- The students were asked to fill a Kahoot inbuilt feedback survey (on each lecture) and an online BOS survey after the first lecture.

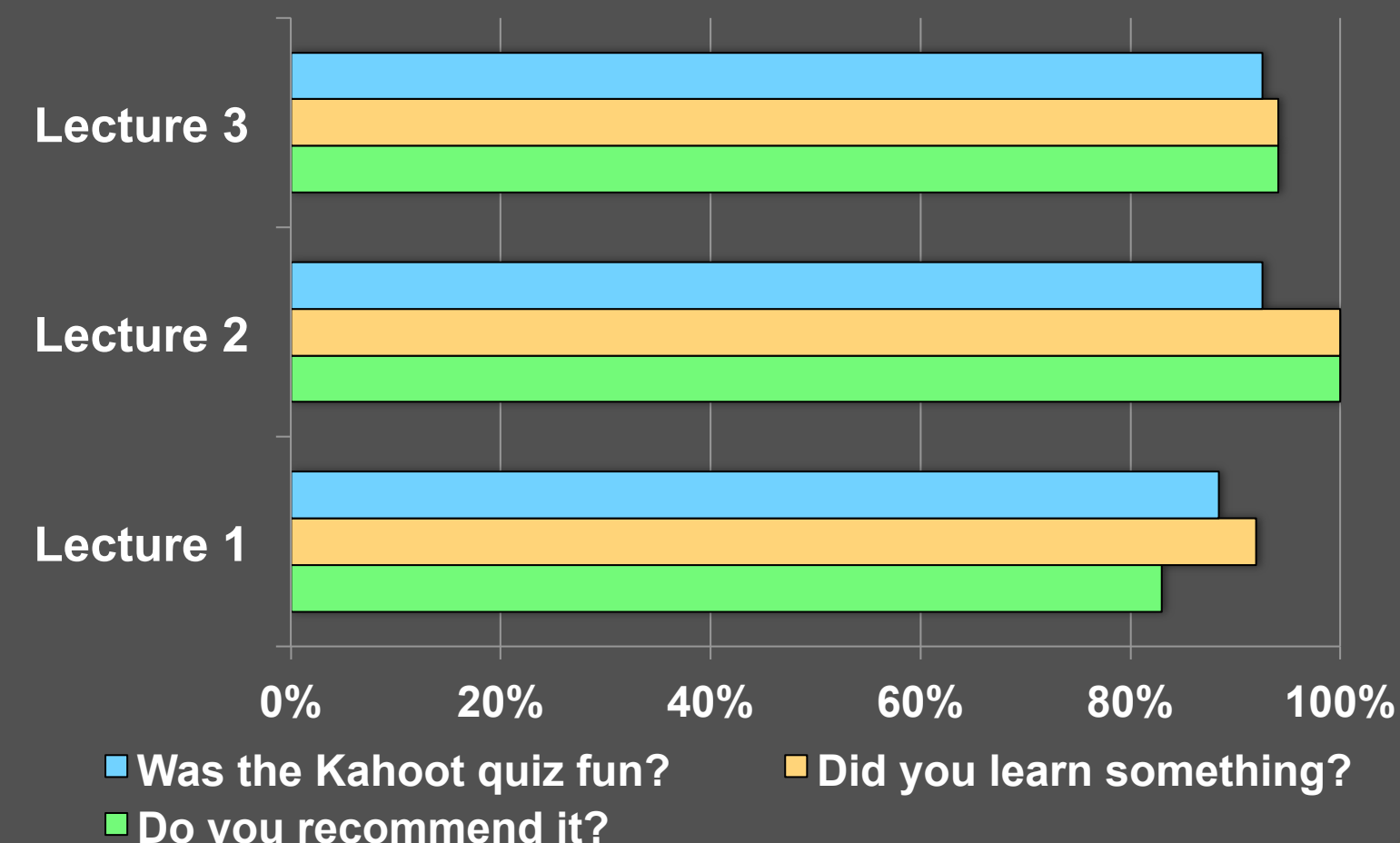
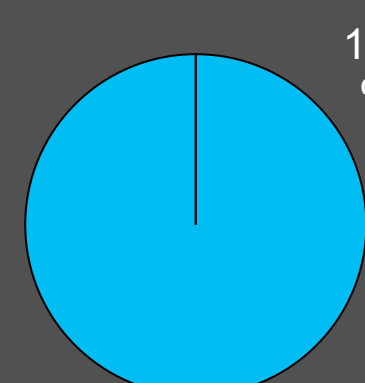
- Kahoot survey consisted of 4 closed-ended questions and yielded 44, 44 and 53 responses on respective lectures
- BOS questionnaire consisted of 5 closed- and 1 open-ended questions and yielded 12 responses
- For BOS, a symmetric 5-level agree-disagree Likert scale was used to rate students' opinions on Kahoot quizzes (Burns & Burns 2008)
- Ethical issues were discussed with school's ethics officer. Due to the service level of the study no ethics approval was required

## 4. RESULTS

Online quizzes contributed to an improved overall student satisfaction score of 92.3% (increased by 34.6% from the previous cohort in 2014/2015). According to 87.8% of students, the materials used in this module enhanced their learning. Students found Kahoot quizzes valuable, stating that they are "useful and an easy way to assess [their] learning", "fun, engaging, and challenging" and "interesting activity to practice and revise before the exam".



Would you like to use Kahoot in the classroom again?



## 5. DISCUSSION

The use of online quizzes offers several advantages. They allow:

- ✓ students to assess their own performance and progress
- students to refresh their knowledge and function as a basis for other in-class activities
- ✓ the lecturer to see who is paying attention and how are students doing with the material that has been covered so far

There are some limitations of this evaluation and of Kahoot:

- × small number of participants and a limited timeframe of the study (only 3 lecture) – a longitudinal study could help assess the student and faculty attitudes towards such quizzes and student engagement over time
- × A mobile device and network connection is required and this may have limited participation in the quiz and/or the BOS survey
- × students are allowed to use aliases which may not allow the lecturer to spot the patterns of which nickname is struggling with the material.

## 6. RECOMMENDATIONS

- Teachers should aim to increase student engagement using mobile devices and make them part of classroom instruction
- Revision quizzes should be employed as one of the forms of individual formative assessment (Roberts 2006)
- Multiple choice quizzes encourage mostly 'surface learning' so teachers should incorporated other methods as well (Biggs & Tang 2011)

## 7. REFERENCES

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