LIRE 2.0 Case Studies – Sharing practice

Title: Shall we Kahoot?

Summary: Initially Kahoot was used to test 5th Grade learners' knowledge on texts they had read a while ago, over Christmas, and which had not been explored in class. After that learners were invited to create Kahoot quizzes on their own Summer readings, to be uploaded on the a special page of the Library Blog as 'Reading Guides' for other learners.

What was done:
   a. Learners were keener on reading when they found out that they could test their peers' knowledge through a Kahoot quiz
   b. The web2.0 tools used was Kahoot
   c. The innovation was to use the BYOD (Bring Your Own Device) concept
   d. This activity may be used as a playful activity previous to testing as it is excellent for ongoing assessment of what learners know.

How the learners were involved:
The target group involved in this practice were 10-year old learners in the 5th Grade of a Portuguese school in a rural area in central Portugal (Tortosendo). The web tool itself (Kahoot) was motivation enough for learners to engage with the activities, as they viewed it as a game that they could play using their own mobile phone or tablet.
As a result of this activity with Kahoot it is not possible to assess whether the learners' attitudes towards reading changed, as they were already keen readers and continued to be very involved, but they particularly liked the fact they could use their own devices in school.
Learners' quotes:
"Learning how to play is a unique experience" (Guilherme);
"I liked this very much and it was all very new to me. Now I can do it on my own; I have learned how to use Kahoot" (Guilherme)
"When we started talking about drama I remembered how I had made some younger children happy. That's why I want to become a children's stories and animations author" (Leonor)
"You find the answer to questions when you read and with Kahoot it is the same thing: if you did not read, you cannot answer the question." (Leonor)
"I liked the activities because we could play games in order to learn" (Matilde)
"It was all new to me and maybe I will use it on my own" (Matilde)

Motivation and aims:
The reasons that led to implementation are linked with our curiosity about whether learners would be more open to reading through gamification as learning strategy. We attempted to innovate classroom pedagogies and to take advantage of the good practices described in the LiRe2.0 Toolkit in order to create a scalable, systemic use of web tools in connection to reading.

Successes and lessons learnt:
Learners were highly motivated throughout the activities and brought their own mobile devices into class when required to do so, which they particularly liked. The only problem was connectivity, given that the school internet service is not prepared to have so many devices connected and sometimes failed.

Transferability:
This practice can be transferred to any school assessment context or to check any kind of learning.

Further information:
Resources used from the LIRE2.0 toolkit:
The following parts were used effectively
    5.Resources for Reading Promotion through ICT
Other resources:
 • Mobile devices of learners

Location of practice:
Portugal, Agrupamento de Escolas Frei Heitor Pinto: EB 2/3 do Tortosendo
Grade 5 – 10 year-olds

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