IO6.6 LIRE 2.0 Case Studies – Sharing practice

IRL-LMETB

"I think that we're talking the language of the "Digital Native" when we engage the learners using technology which is the way forward in teaching in the 21ˢᵗ Century."

Title: A case study on the effectiveness of Kahoot as a tool for reading promotion with early school leavers.

Summary: This case-study covers the use of web2.0 tool Kahoot by students in an early school leaver education centre on the topic of Employment Rights. The tool was used by Work Experience teacher Colleen McKenzie in Laytown Bettystown Youthreach with two QQI Level 4 student groups aged 16-19. QQI Level 4 is Ordinary Leaving Certificate equivalent on the Irish National Framework of Qualifications (NFQ) and Level 3 on the European Qualifications Framework. Kahoot was used through teaching units created and implemented in a Youthreach centre for the purpose of this case study. From this we can establish that it is deemed one of the most popular and best practice tools. As part of the piloting phase, Colleen piloted an activity using Kahoot with learners in Laytown Bettystown Youthreach which is the basis of this case-study. The teaching unit that was delivered was a series of lessons titled 'Employment Rights for Young People' based on the Level 4 Work Experience module. During evaluation of the activity pilot, it was felt that Kahoot was an excellent tool in terms of having a clear learning process, the development of reading skills and adequate resources. In the piloting feedback Colleen noted that "it works especially well with more complex subjects that can often seem boring to the student...".

What was done:

The LiRe2.0 Toolkit identifies areas for improvement in relation to the status of national literacy levels in Ireland and states "that 10% of Irish adults had no computer experience at work or at home. This is more than the average of 8%. Ireland (5%) also scored close to the average (4.9%) of adults who failed the basic computer skills assessment." The effective teaching methods displayed in this case-study aim to target this percentage through innovative methods in education. The Irish statistics within the Toolkit also state "The 16-24 year olds show results that are lower than the averages for the whole population with approx. 13% identifying as having little or almost no ICT skills or experience compared to the 16-65 year olds averaging at approx.28%. The findings acknowledge the disparity between the statistics that show the same amount of 16-24 year olds have only Level 1 ICT problem solving proficiency as the overall whole population. This leads us to believe that despite the high volume of young people using ICT outside of work, this does not necessarily develop problem solving skills through the use of ICT." These statistics were considered to be part of the rationale behind the development of the lesson plan used by Colleen McKenzie in this case-study. The innovative method of using the Kahoot

web 2.0 tool in correlation with the vocational topic of 'Employment Rights' exposed students to the use of ICT as well as promoting reading.

As part of the implementation of teaching units for this case-study in Laytown Bettystown Youthreach, Colleen McKenzie implemented a series of lessons using the Kahoot App on tablets with two groups of 6 learners. The lesson theme was titled 'Employment Rights'. The intended learning objective was for students to be able to identify the basic rights and responsibilities of employees and employers in a particular work context, to include health and safety at work, equality and pay-related matters as part of the QQI Level 4 Work Experience module. The activities included a series of warm up Kahoot games to familiarise learners with the game, a discussion around employment rights, review of the document 'The Protections of Young Persons in Employment Act 1996' and a created Kahoot quiz based on the Act. Another teaching unit in the lesson series included documents from NERA (National Employment Rights Authority), the NERA brochure and website. The outcome included significant learning by students on a very high level academic topic delivered in a stimulating manner. Another significant achievement of this implementation was the exposure to language of a vocational manner which enhances literacy and reading abilities.

In relation to the use of Kahoot as a methodology during the implementation for this case-study, it was deemed to be extremely effective in relation to learning outcomes, suggested actions and activities as per the Toolkit. Comments such as "immediate feedback" "imbedded in software" and "can be adapted" were noted as being positive responses to the use of the Kahoot tool.

How the learners were involved:
The learners were involved through participating in the case-study by using the Kahoot tool in a series of lessons delivered to them by their teacher based on the LiRe2.0 Toolkit. Teacher Colleen McKenzie created a series of teaching units using the LiRe2.0 Lesson Plan template and suggested best practice tool Kahoot. After completing the lessons, students participated in a series of questionnaires and focus groups in order to gather feedback. The feedback determines that while the reading attitudes of students did not directly change in the sense that it does not specifically encourage book reading it does open students to the idea of revision and the exposure to different forms of language. In this case, students are reading text related to employment rights and a range of vocational language. If students were given the text in paper format it would be extremely less appealing and stimulating and in turn might not engage them to the extent that the Kahoot game did. Students identify a sense of 'learning without realising.'
The ICT based educational practices and resources that learners considered innovative was the subject specific Kahoot quizzes designed by their teacher. By creating Kahoot quizzes based on the specific learning outcomes of the curriculum, the teacher was able to have needs based resources. This made the resource more personal and relatable for students as well as directly covering specific necessary learning outcomes.

Some comments and feedback from the viewpoint of the teaching during interview for the case study in relation to Kahoot include "videos and pictures can be imbedded in the quiz was also helpful" "the inclusive nature of the tool" "everyone can become involved" "no restriction around hardware" "most learners are familiar with smart phone technology" "many Kahoots available" "more playful as opposed to educational" "software is so flexible" "any level of learner can be included" "plenty of scope" "navigating the software was relatively easy" "the simplicity and flexibility of Kahoot makes it very effective".

Kahoot was also mentioned by learners as being really enjoyable with one learner mentioning "it was interesting and I enjoyed working with other students in teams."

When asked about elements of the series of lessons using Kahoot as part of the case study by educator Colleen McKenzie all students responded positively. The reasons why they claimed they enjoyed the activities within the teaching unit include "it's interactive" "a source of studying" "competing against each other" "the use of nicknames" "competitive- which is motivating" it is very fun" "we got to play against each other" and "it is a competition on who can learn." These were all determined as being contributing factors in making the lesson and use of the tool unique and stimulating. All learners agreed that they liked and preferred using Kahoot above any of the other tools with one claiming the reason is because you can "learn from it, and it's fun."

Motivation and aims:

The purpose of the practice of using Kahoot in this case-study is to cover topics that can be boring on paper and create a fun and stimulating approach. There are a wide range of benefits to include being visually appealing, easy to use, adaptable and user-centred. Through the use of the Kahoot tool, challenging lessons and topics can be delivered in an enjoyable way while still covering all learning requirements and exposing students to a wide range of languages and texts. The use of ICT and active learning is something that students respond very positively to and is a very effective integrated approach.

The case-study intends to cover difficult and quite 'text heavy' topics to students that are early school leavers with possible literacy gaps. The aims and objectives of the LiRe2.0 project to address low achievement in basic skills has been directly addressed through the Kahoot teaching units. The use of Kahoot re-enforces learning as a revision tool with students who would potentially find it quite difficult to revise using physical books and notes. Through the revision of the text using Kahoot, learners succeeded in learning that they otherwise might not have achieved. The use of Kahoot as a learning tool in this case is very effective in promoting achievement. Another objective of the LiRe2.0 project identified in this case-study is scalable use of ICT for reading promotion. By using the Kahoot quiz as a revision tool, the teacher was able to identify progression and evidence of learning. It is easily identifiable if a particular student is answering correctly or incorrectly and so learning can be specifically measured. The case-study also recognises the 'multiple ways in which technology can encourage reading for pleasure and reading engagement, in various settings, and for diverse readers (pre-teens, teens, university students, working adults)." This is an aim of the LiRe2.0 project which is directly identified in the case-study through the adaptability of the Kahoot tool to suit the direct needs and learning outcomes of the student and particular subject topic.

Successes and lessons learnt:
Issues such as the timer on each game of Kahoot which only allows 60 seconds does not always allow students to answer. The short time period does not always give participants long enough to answer the question on the quiz. This challenge also arises in relation to learners with literacy issues. In light of this Colleen verbally called out the questions and answers within the quiz which is particularly useful for those with low literacy levels, this can take a lot of time and the timer can run out. This is something for educators and facilitators to be mindful of.

Transferability:
The case-study determines that the practice of using Kahoot as a revision tool for text heavy lessons is extremely transferable and can be adapted to suit the learning objectives for any group or topic.

Further information:
The following areas of the Toolkit were deemed to be most effective in this case-study in relation to selecting a particular web2.0 tool, how to effectively use the tool, creating a teaching unit and delivering the lesson.
1. Guidelines for Successful Reading Promotion through the use of ICT.
2. Review of Digital Tools that may Support Reading Promotion.
3. Ideas, Actions, and Activities for Incorporating ICT in Reading Promotion.
4. Resources for Reading Promotion through ICT.

Other resources:
- The use of tablets and the online website and Kahoot app.
- Lesson Plans and notes.

Evidence of the platform where the students' work is kept can be found on the teachers personal Kahoot access account. Please see screen shots attached in further evidence file.

Location of practice:
Participants in the case study are students in Laytown Bettystown Youthreach. The Youthreach centre is run by Louth Meath Education Training Board and is situated in a rural village in Co. Meath on the East coast of Ireland approximately 40 minutes from North Dublin. Youthreach is a Department of Education and Skills official education, training and work experience programme for early school leavers aged 15 – 20. It offers young people the opportunity to identify options within adult life, and provides them with opportunities to acquire certification. As it operates on a full-time, year-round basis, Youthreach has a continuous intake policy. Youthreach looks after the academic and personal needs of the student. The programmes vary from centre to centre and can include QQI certification, Junior Certificate programmes, and Leaving Certificate Programmes.
A total of 12 learners were used for the findings of this case study. Learners range in age from 14-19 and included 4 female students and 8 male students. All learners are early school leavers who have left main stream education without completing the Leaving Certificate Programme and some without completing the Junior Certificate

Programme and are currently completing a QQI Level 4 General Learning programme. The level of academic achievement varies within the cohort, with some learners previously completing up to 5 years in secondary education and whilst others have limited literacy levels with wide gaps in primary education.

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