

**Trades Summit Series: Strengthening Teaching and Learning for the Future**  
**Online is boring ... so let's play a game! Kahoot and YouTube as Synchronous and Asynchronous Resources**

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JOSHUA HILL:

So hi, my name is Josh Hill. I come from the Lethbridge College. There I teach in the electrical department, soon to teach in the psych department, and then I do research. So I'm kind of a mixed bag of nuts. And today my presentation is on Kahoot and YouTube and using them as tools. And so indeed we are going to use them as a tool. And so I will then now show you the game. If you don't know how to get onto Kahoot, you go to Kahoot.it and then you will throw in this game code, 651 9082, which was now blocked. There we go. Okay, so throwing game code. Once the majority of you get in, hopefully all of you get in. So I think we're looking at around 30. Then we will start. And when it comes to using these online tools, one thing to factor in as you're using them is this time that students have to take to get in, login, figure out how do I put kahoot.it into my phone. Those types of things. And it does take some time. you know, two or three minutes to get everyone in there. One point that I will bring up at this stage, I know that some of you might not even know what Kahoot is. And it's just a great, great system. It's online gaming system or an immediate reaction system where we can see What's going on with our students and how they're progressing through the course material. But one thing that I want to bring up a concern that some people have is with your names, right? And so we're putting in names and you get to choose whatever your name is. And sometimes that may or may not be appropriate. So the best thing is that at any point in time, I can just hover over and go halves. Yeah, I can get rid of you. By just clicking on you and then you have to have a new name, alright, so I have the power to kick you out at any point in time. Yeah. Sorry, Alberta. Right? [Laughs] I appreciate that. I just go right for the throat. Right. So we've got 17. Pretty close, pretty close to everyone. Final call. Give me another 10 seconds and then we'll get rolling. Alright, here we go. The game is about to begin. Going to move this down here.

So one thing that I hope to get across today is that Kahoot is a tool and YouTube are tools. And you get to learn how to use these tools. Mostly it's gonna be on your own time. This is gonna be a brief presentation of what these tools can do, the purposes for them, and why you should or maybe you shouldn't use them in certain situations. I hope to get that discussion going and then discuss some hurdles, right? Being the first one of the names at the beginning. That could be a problem, but now we've learned to resolve it.

So starting off with a question during a 60 minute lecture, how long do you think you have your students' attention? For those of you who've done your research, you might know the answer to this question. Some of you are like, Yeah, I got this. The interesting thing with Kahoot is it'll go until either time has run out or all the answers have been submitted. And look, none of you are correct. This is great. Alright, so challenge me. Prove me wrong, right? This is the next part of it. So you think you know, but you don't know. This is my favorite part of Kahoot is that you

can put questions like this that we have a general consensus as instructors. If you've read some literature on the topic, but not all literature, then you'll have this idea. Good, yeah, five to 10 min. But where do we get this from? Where do we get this idea from? Because that's not actually backed by science.

Students report that they have a six to ten minute attention span. Alright, so traditionally we see that five to 10 min or six to 10 min attention span, because that's student reported attention span. Alright? The actual attention span varies depending on the research that you're looking at, depending on the parts of the brain that you're looking at, depending on what memory you're using, whether it's working memory or what have you. So the research does vary on this exact topic and that's why the answer is uncertain. But what it does kind of get out of the way is the idea that we have to keep their attention. That it's your responsibility to keep their attention. Because I think oftentimes, that's what we think we have to do, right? I'm now this entertainer, this is my job. It's like maybe that's not your job. Maybe it is their responsibility to figure out how to maintain attention. So one thing that we can do though, is we can facilitate an interactive learning experience so that it's easier for them to lend us their attention, right? They want to be, they want to be engaged. There's a study done by, I'm going to butcher this name. Deslauriers is how all say that. I think it's French, so I dropped the s's, Right, That's how we speak French. Lecture versus active learning. They did this really neat study. So they had a lecturer, and this lecturer was experienced and engaging. And this lecturer had the same cohort for eight weeks. And then they took one week where the students were then put into an active learning environment to learn a topic. Topic A, and split into two groups. So group A or a topic A, first with an active learning environment. Then group B learned Topic B in the second week with an active learning environment and they switched the topics for lecture, right? So you can see it's mixed lecture delivery and active learning styles. And what they found was super interesting. The students loved the lecture, loved it, hated active learning, not hate, but ranked it less because they like to be entertained. They like to be talked at or to. So that was their preferred way of learning. They also reported, self-reported that they learned better. Yeah, I know more, I gained more wisdom from this. And that was a lie. It was a bold-faced lie because it did not help them learn the material. It was actually the active learning component that was able to solidify, or in some cases crystallize that knowledge that they're trying to learn.

So what can we do about it? Well, have you ever heard of or used Kahoot before? Now this is a poll question, so there are no right or wrong answers. And what I like to do with these is just kind of gauge where everyone is at in my class. I'll use them for some general topics, sometimes introduction of topics as well. And that's how I like to use these ones. So we see Yes, but you didn't watch the video: 67%. I'm hurt. Not really. But so thanks. The 33% of you have watched the video, I appreciate it.

So what is Kahoot? It is a game-based learning platform, uses a variety of trivia, polls, slides, typed answers, et cetera, collect opinions to help engage those students to learn the content. But it's really an active learning tool, is how I would view it as, right? So this is one of those active learning tools that you can use to help your students stay engaged, stay involved, and stay part of the discussion.

But why should you use it, right? When we talk about that attention piece, it really is the student's responsibility to stay poised, to stay paying attention. But this is a way that it can help, it can really help facilitate that. It pulls them in. If you move decently through the slide components and get to those question components, then they're staying with you, not losing your audience too much. I love it as a formative assessment tool. It is so mint for a formative assessment tool. And we'll get to that in the next slide. Shy students, people who they have a voice, strong voices, but they just don't like to share them in public environments because a variety of reasons. It gets them engaged with the content during class time, ease-of-use. I made this Kahoot, probably took me like half an hour and then I kept changing things for another four hours because you have meant things, crazy, but the ease of use is so nice. All you have to do is put in your text, select images, and they have a ton of free images that you can plug in there. Like this one I just stole from Kahoot. I didn't even have to take this picture myself, so that was fantastic. Then one of those last points is it does support the retention of information better than similar tools. It was compared to things like Quizlet. And so just so you know, it has been tested as such and it comes up on top. There is other studies that show it compared to Quizizz. And that study actually showed the Quizizz was slightly better for student engagement, right? And had a better student reports. So once again, Kahoot is a great tool, great community around Kahoot. When it comes to that ease of use point. There are Kahoots that have been created around the world for almost every topic that you can think of. When I think of my electrical topics. I'm teaching atoms and I'm teaching composition of matter. I don't have to make that Kahoot. I just go to the library and I search for it, and then I use it. And it is that easy to play a game as you saw in the beginning, right? And so that's another thing that I really like about Kahoot. That ease of use and sharing those types of tools.

When focusing on the assessment of students. This is real class, real class data. And yes, they all decided to be Blake that day. So this is, if you're not really wanting to focus on the student exact, this is great for presentations because now I can show you that Blake with three dots won. He was ranked number one, and there was three unanswered, but he had a 73% score rate. And when it comes to Blake, the emphasized Blake, then he was second and you can go all the way through. And then you can click on each student and see what questions they did well or not well on. So super good for that type of an assessment. And you can also look at the questions more broadly. How did the group do on these particular questions? We know that we've got questions that are A-grade questions, B-grade questions, all the way down, right? And we hope that we've created those questions to measure those different levels of knowledge, right? And so when you look at these, you can say, okay, well question 10, only 19% got it, correct. Yeah, that's my A level or B level question, right. However you delineate those things. But you can physically see where it sits and how many people are getting that question and how ease or the ease of that question for the students. It's also a really good indicator for what questions should be ditched. If everyone is getting this question right, did you put that question in to make everyone feel good? Because sometimes we do that. Or did you put that question in and you thought it was super hard? Clearly, you did not hit the mark on that one. And so now you can remove it and replace it with something else. So that is the use of Kahoot and some assessment tools.

So here's a multi-select question. You can pick more than one if you've already used Kahoot now, what would you use it for? Another hurdle of Kahoot. Alright, perfect. So we've got this nice array of answers here. And then 12%. I hesitate to use it as a formative assessment. Alright, so I'm going to try and convince you now, it's gonna be great to use as a formative assessment. But before I do that, why, why do you hesitate, for those 12%, two of you, why do you hesitate to use it as a formative assessment?

PARTICIPANT:

I'm not one of the two but it is a great tool. [INAUDIBLE]

JOSH:

That is a really good question which I don't have the answer for. Yeah. So that is something that Kahoot has a really good support team and I've emailed them in the past and yeah. So we can email those types of questions to Kahoot directly. Yeah. That's great. And I know there's lots of different LMS systems, so specific. Yeah. Perfect question for it. Great hurdle too, right. Now I've got to do more work.

TIM:

Just seeing that there might be some questions. The chat.

JOSH:

We can't hear the question.

TIM:

Yes, that is because we just have a mic for you.

JOSH:

Oh, yeah. So the question. Does this Kahoot integrate to D2L, right? Or different LMS systems? And the answer to that is, I don't know. That's a really good question because it depends on the LMS system. So, but I was highlighting, Kahoot has a really good support team. And so you can email them and then they'll be able to get back to you with what, depending on the system, right. And if it works or not. Okay. Tim, are you able to field those questions as they come in? Can you see the chat on your computer? Yeah. Okay. So if we do have any more questions, can you just field them over to me? Thank you. Alright. One thing that I really like about Kahoot and YouTube, is both are really user-friendly on your phones. I can actually run this whole Kahoot from my phone. I signed in the same way. I get into the different quizzes the same way. And so then I can just tap and go for those individual Kahoots. And then the process is almost identical on my phone and then the students' phones. But what I want to transfer into now is we've talked a little bit about Kahoot. It's used as a formative assessment if it can be integrated into our LMS systems, I think would be really, really formative, or helpful. I mean.

But let's talk about the use and function of YouTube. I've only got a few minutes left. When it comes to the use and function of YouTube, you have the option. So I'll back up. You hopefully

know or have some experience in making Zoom videos. You just record yourself and you make a Zoom video. You can throw that video up on YouTube. And for me, when I'm doing my practice lectures, right when I'm preparing for my course, I'll just record myself and then throw that up on YouTube. And it doesn't have to be 100% because my lectures are also never 100%, right? There's always some organic nature that's going to happen or something that's going to happen during the lecture. I play that into those videos. The nice thing about that though, is you can select whether those videos go private or public. If you wanna get a personal link that you can send to your students so the world doesn't see that video, you can do that. And it's very easy to do. One other thing that I love about YouTube is that if I teach a concept and it's difficult, traditionally, I get a lot of questions about this concept, then I'll make a YouTube video so students can revisit it over and over and over again, right? I'll still field some questions, but I have noticed a dramatic decrease in the number of questions that I get, specifically on code, which is the YouTube analytics that you see here.

So this is a video, it's 42 minutes long. It's another reason why I like YouTube is that I can see the length of my video. I can see the duration, right, the average duration is 7 minutes. So I know that I'm losing people after that time, or they're skipping through the video and only watching 7 minutes of it. But you can even see this chart. Is it? Here's our kind of our seven-minute mark and then it drops down again and 17%. So the hard part, the thing that people are struggling with is the beginning part of code right there, struggling with that initial, where's the code rule and how do I go through it once I go through the first example or two? They pretty much have the process and they don't need to watch. The majority of people don't need to watch the rest of the video. There are some that can carry on to the end, right? So that's one thing that I find really helpful is I gain the analytics of what those videos, what those videos can look like, and what the feedback is. This video in and of itself has 10,000 views on YouTube. I do share it worldwide because then I can get people who use the CEC from around the world email me, like I've had the Philippines and other countries email me. Hey, can I get a copy of your slides? Absolutely. And so my reach is a lot broader and I value that. So open-ended question. What hurdles do you see with Kahoot or YouTube? While they're filling that in. Tim, how much time do I have left? Four minutes. Okay, Perfect. Good. About another 50 seconds to get your answers in. A hurdle of Kahoot and YouTube. Yeah, that's, I would say, is the most common one. Do we have access to the Internet? And if we don't or we have it drop, then what happens? Right? 20 seconds left. We're on our last 10 seconds. Okay?

So we can see that there are 11 answers submitted and you can all see your own answers on your devices right now, but you can't see anybody else's answers. So if I wanted to keep these private, I don't have to show everyone, right? And this is really nice for, and you can tell students this, hey, I'm not going to show the class this, but I want to know where you're at, right? So I can gauge that, that learning. But then I can also show answers. Not everybody has mobile devices. Absolute overuse. Yes, we can get into the habit of using this too much. And so then the students can get complacent in, in some other forms of learning and retention of information. I think that would be very interesting to note. Getting students to use it. I find, even. So I've taught everywhere from 17 to 58, and the ease of use, everyone jumps on one or two times, and they've got it. So that student digital literacy is fairly quick when it comes to the

content that can disappear, paid versus. So content in YouTube, none of my content disappeared. It's a free platform now. You can also get paid for YouTube if you get enough subscribers and things. But when it comes to Kahoot, I have done the paid version only. I don't have experience with the free version, and I have all of my content saved and available, and I do share that publicly as well. I know that there's another part of our team at the college that uses the college's account. And they have limitations for the number of students that they can put in and those types of things. So you got to make sure that we have the right platform, right? If you're gonna get Kahoot, make sure that you get the version that's going to suit you best and for the number of students that you have. I think that that is important. So these are some final hurdles that I saw. Thank you for all of your comments, those were all so good.

And then one last thing is what's the likelihood? So we have these hurdles, they're all manageable, but what's the likelihood? Hey, we don't have any in the not a chance category. I like this. Okay, so I hope I see that I've slightly convinced most of you, except for those two, those two outliers. There's always two of you. To hopefully use Kahoot and use YouTube as a part of some asynchronous and synchronous learning tools to better help facilitate your students and engage them with the content that you are pressing over. So are there any questions? That's it. No. Yes. Jeff, the presentation was done using Kahoot. Yeah. So Jeff asked, Is this presentation done using Kahoot? Is that correct? Yeah. So absolutely. Putting your content on public YouTube, did you receive any pushback from your college regarding copyright? No. So that was one thing that I found really interesting is that there wasn't pushback regarding copyright. The associate dean at the college, he's very intelligent. Hopefully he's not on this call. I don't want to like try to pretend to like I'm puffing up, but he's like, he knows the collective agreement and the copyright things very, very well. And so he made it clear that for us in particular, there was no issue with that. That is institutionally dependent though, right. So make sure that you check for your own institutions. And so yeah, that would be important. Yeah. Oh no. This is the best part of Kahoot is the way that I set up. That'll be instructor dependence. So the way that I set up the classroom is, I am naturally competitive. And so I hint and feed at this idea that we all need to be competitive. I know that not everyone is, but because of that it does foster this environment of well, you saw the Blake syndrome. Like okay, now we're gonna go through this and just make fun of Josh and everyone be Blake. But there is this level of competition between the students. And they do look at each other and some of them, the ones who struggle. This is the best thing. The ones that struggle with the content, actually sit next to each other and they're like, Okay, what did you get? What did you get there? Yeah, I don't care if you're swapping answers. This is Kahoot, like we're having a fun time with this. And that's actually better because now I know that you too are going to be talking during their CBAT time, when they're having their self-paced learning, right? And they do. And I've walked into the CBAT room and the same people who are talking during my Kahoot trying to share. They're also collaborating in that other space. And so I think that it actually facilitates more collaboration than anything else. Thank you for that question. That was so good. Good. Alright.

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