



KAHOOT-A FORMATIVE ASSESSMENT TOOL IN MEDICAL EDUCATION

Dr. Archana Narasipuram

Associate Professor, Department of Anatomy, Apollo Institute of Medical Sciences and Research, Hyderabad.

Dr. Jasmeen Vajir Shaik

Professor and Head of the Department of anatomy, Apollo Institute of Medical Sciences and Research, Hyderabad.

ABSTRACT

Introduction: The main purpose of the formative assessment is to improve students learning and it should be a part of the learning process. Formative assessment is designed specifically for providing feedback on performance to improve and accelerate learning. Game based learning has become more common in education. Kahoot is freely available , game based learning platform that allows a teacher to make Quizzes related to the material presented and display the students participation quickly and easily. Top responders for each question are revealed and the winners will be displayed at the end of session. The scoreboard at the end of the game will display the winners. **Methods:** A cross sectional study was done on first year medical students at AIMSR, Hyderabad. Data collection after the application of Kahoot was conducted by asking students to fill the questionnaire. **Results And Discussion:** A total of 100 students participated in the study. Most of the questionnaire were rated positively by the students except for the ability of Kahoot to simplify complex subject. The study found that medical students perceived formative assessment through Kahoot as engaging and motivating. **Conclusion:** Kahoot is a promising tool for formative assessment that increases students concentration, motivation and makes learning fun.

KEYWORDS : Formative Assessment, Kahoot, Game based Learning

INTRODUCTION:

The main purpose of formative assessment is to improve students' learning and it should be seen as a part of the learning process. Formative Assessment seeks to determine how students are progressing towards a certain learning goal^{1,2}. Formative assessment is designed specifically for providing instant feedback on Performance to improve and accelerate Learning. Game-based learning has become more common in the education and one of the emerging game-based learning platform used in education institutions is Kahoot³. Kahoot is a real-time, game-based learning platform that has gained wide acceptance globally.

To Create Kahoot game:-

Step-1: Login to the Kahoot website ([https:// getkahoot.com](https://getkahoot.com)), sign in & Create Questionnaire. Once created, faculty will receive an automatically generated "Game PIN".

Step-2: Students can access the game by using the Kahoot app or from www.kahoot.it from their smart phone or Laptop respectively. The students will need to enter the "Game PIN" appeared on the screen and register their name.

Step-3: Game starts giving questions in an interactive Window.

Step-4: On Completion, Top responders for each question are revealed and the winner will be displayed at the end of session. The scoreboard at the end of the game will display the winners.

Objective:

To explore the perception of students towards Kahoot as a formative assessment tool in undergraduate medical education.

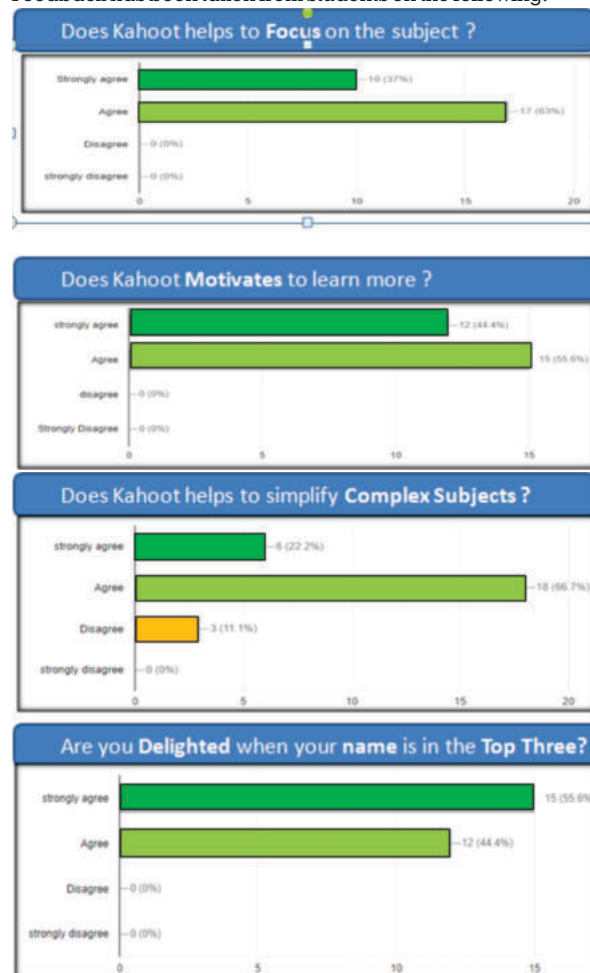
MATERIAL AND METHODS:

A cross sectional study was done on 100 students where experience of students have been assessed at Apollo Institute of Medical Sciences and Research, Hyderabad and the study sample included first year undergraduate medical students. Data was collected through a survey immediately after Kahoot session. Perceptions of students towards Kahoot were determined by asking the students to respond to a

questionnaire. Statistical analysis method Mean and frequencies will be calculated per each domain using SPSS software.

RESULTS:

Feedback has been taken from students on the following:-



DISCUSSION:

Most of the questions were Rated Positively except the inability of Kahoot to simplify complex subject.

The students perceived that kahoot Motivated them to learn more and Promoted Fun learning ². In addition, Latt also found that most students were engaged with Kahoot. Integrating Kahoot! with PowerPoint will help you create an environment where everyone feels involved and is Encouraged to participate.

CONCLUSION

Kahoot is an innovative Formative assessment tool. Helps to identify knowledge gaps: find out which questions were the most difficult and need further instruction. Identify which learners need follow up. can get a list of participants who need help based on their game results. This study suggests that Kahoot sessions motivates students to study, focus on the important concepts and reflect on what they have learned. It effectively facilitates formative assessment in medical education.

REFERENCES:

1. Burguillo JC. Using game theory and competition-based learning to stimulate student motivation and performance. *Computers & Education*. 2010;55(2):566–75. <https://doi.org/10.1016/j.compedu.2010.02.018>.
2. Erhel S, Jamet E. Digital game-based learning: Impact of instructions and feedback on motivation and learning effectiveness. *Computers & Education*. 2013;67:156–67. <https://doi.org/10.1016/j.compedu.2013.02.019>.
3. Garrison C, Ehringhaus M. Formative and summative assessments in the classroom. 2007. [cited 2017 March 2]. Available from: http://ccti.colfinder.org/sites/default/files/formative_and_summative_assessment_in_the_classroom.pdf.
4. Fatma Alzahraa Abdelsalam Elkhamisy & Rita Maher Wassef (2021) Innovating pathology learning via Kahoot! game-based tool: a quantitative study of students' perceptions and academic performance, *Alexandria Journal of Medicine*, 57:1, 215-223, DOI: 10.1080/20905068.2021.1954413
5. Latt SS, Sethuraman KR. Students' Perceptions on the Use of E-Quiz (Kahoot!(R)) to Enhance Learning Engagement. *J Basic Clin Appl Health Sci* 2019;2(4):150–15)
6. Kahoot: a promising tool for formative assessment in medical education. *Education in Medicine Journal*. 2017;9(2):19–26. <https://doi.org/10.21315/eimj2017.9.2>.
7. Erhel S, Jamet E. Digital game-based learning: Impact of instructions and feedback on motivation and learning effectiveness. *Computers & Education*. 2013;67:156–67. <https://doi.org/10.1016/j.compedu.2013.02.019>.