



# PROFESSIONAL DEVELOPMENT MODULE TRAINER MANUAL

## FORMATIVE ASSESSMENT: USING WONDERSHARE AND KAHOOT QUIZ CREATORS TO ENHANCE THE 4Cs



This manual is the set of materials needed to deliver a training workshop. It includes step by step instructions that a facilitator would need to deliver a one day training program for his peers for above topic. This manual is prepared by discussing the conditions of schools in developing countries.

# **BIOGRAPHIES**

## **Mouhamadou Iamine Traore**



I am from Senegal West Africa. I was born and I grew up in the suburbs of the capital city Dakar, Senegal. I am 34 and I have been teaching English in high school grade 10-12 as a foreign language for eight years now. My students are aged between 18-21 and my average classroom size is 60 students. I earned my Masters Degree in English in Cheikh anta diop University of Dakar in 2008 and my High School Teacher's Certificate in 2009 in the College of Education and Technology Science in the same university. Since then, I have been teaching in the rural area of the region of Thies which is about 50 miles away from the capital city Dakar. I also teach in the urban private schools in Thies city.

## **Gurpreet Singh**

I am a Science teacher, teaching the classes from 6-8 grade in JNV Jaffarpur Kalan, New Delhi. I have been teaching for more than 10 years in rural area of India. My student range in age of 11-14 years old. On an average there are 40 students in my classroom. Beside teaching, I have many other responsibilities in our school. I am associate exam incharge, associate house master, incharge of Pace setting activity, incharge of Science Club & Eco Club, master trainer and mentor for the Adolescence Education Program. I received my master's degree in Botany in 2005, my degree in Education in 2007 from Maharshi Dayanand University, Rohtak, India. I earned my PG Diploma in environmental education in 2006 from Kurushetra University, Kurushetra, India. I have been selected as ILEP fellow for cohort 2017.



## **Amukoye Adoga Davies**



I am a teacher of English at Our Lady's' Girls High School, Kakuma, a public boarding school situated in Turkana County, in the Northern part of Kenya, East Africa. I was born and brought up in Western part of Kenya. I am 28 yrs old and I have been teaching for the past five years having graduated with a Bachelor of Education (Arts) degree in English Language and Literature in English from Masinde Muliro University in Kenya in 2011. I obtained my teaching certificate in 2012 from Teachers Service Commission, Kenya. I have taught in both day and boarding public schools. I teach grade 9-12 (Form 1-Form 4) students aged between 14-19 yrs with classroom sizes ranging from 45-60 students.

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## PDM Training Agenda

<b>Training Topic:</b>	<b>FORMATIVE ASSESSMENT: USING TECH BASED TOOLS KAHOOT AND WONDERSHARE QUIZ CREATORS TO ENHANCE THE 4 Cs</b>
<b>Time:</b>	9am-5pm
<b>Responsible:</b>	ILEP Fellow

<b>Time</b>	<b>Section</b>	<b>Presentation/Description</b>	<b>Material</b>	<b>Responsible Facilitators</b>
9:00	Welcome	Welcome the participants and review training agenda		ILEP Fellow
9:15	Introduction	Review of topic statement, objectives and rationale	Video projector and computer	ILEP Fellow
	<b>SESSION 1</b>	<b>DESCRIPTION AND COMPARISON OF FORMATIVE ASSESSMENT METHODS</b>		
9:30	Introductory activity	Engaging the participants in a Jeopardy game to check their prior knowledge about classroom assessment.	Video projector and computer	ILEP Fellow
9:50	Content activity	Video watching and whole group discussion about tech based and paper based formative assessment methods and the introduction to the 4 Cs.	Video projector and computer	ILEP Fellow
10:15	Practice activity	Socratic seminar about the previous video		ILEP Fellow
10:30	Assessment	Mind mapping activity to show the effectiveness of tech based formative assessment tools	Chart and papers	ILEP Fellow
10:45	Transition activity	Kahoot game to introduce the next session	Video projector, computer and participants' devices	ILEP Fellow
11:00	BREAK			
	<b>SESSION 2</b>	<b>KAHOOT AND WONDERSHARE QUIZ DESIGN</b>		
11:15	Introduction activity	Writing five demo questions using paper and pencils	Paper and pencils	ILEP Fellow



11:30	Content activity	The trainer will introduce KAHOOT and WONDERSHARE and teach the steps of creating quiz using these tools	Video projector and computer	ILEP Fellow
12:15	Practice activity	Hands on: the participants in team work will feed the questions written in the two platforms	Video projector, computer and participants' devices	ILEP Fellow and/or participants
12:45	Assessment activity	Peer assessment: the trainees will be given a checklist for peer assessment	Handouts (checklist)	ILEP Fellow and/or participants
1:00	Transition activity	Pay to Talk: trainees share their work in large group and discuss how the tech based engage and motivate students in an interactive classroom.	Coins and a small basket	ILEP Fellow
1:15	LUNCH			
	SESSION 3	<b>IMPACT OF TECH BASED TOOLS ON ENHANCING THE 4CS</b>		
2:30	Introduction activity	KWL chart completion: the trainees will move from chart to chart to complete them.	Chart	ILEP Fellow and/or participants
2:45	Content activity	The trainer will break down the 4 Cs	Video projector and computer	ILEP Fellow
3:15	Practice activity	The trainees will be divided in groups and play the kahoot quiz they created and see how collaboration is enhanced.	Video projector, computer and participants' devices	ILEP Fellow and/or participants
4:00	Assessment activity	interactive activity where trainees will move around and write down on paper slips how what they have learnt will enhance collaboration.	Paper slips and pencils	ILEP Fellow and/or participants
4:15	Transition activity	The participants will do a peer assessment of the responses from the bags	Bags and slip of papers	ILEP Fellow and/or participants
4:30	CONCLUSION	A quick wrap up and a brief summary of the sessions		ILEP Fellow and/or participants
4:45	THANKING THE AUDIENCE			ILEP Fellow

# **INTRODUCTION**

## **LEARNING OBJECTIVES**

**Module 1 Objective:** Describe and compare the use of tech-based formative assessment tools versus traditional paper-based assessment methods.

**Module 2 Objective:** Design quizzes using Wondershare and Kahoot as formative assessment tools to enhance the 4 Cs in an interactive class.

**Module 3 Objective:** Effectively enhance collaboration among students through use of quizzes on the tech based formative assessment platforms in an interactive classroom.

## **A STATEMENT ABOUT THE TARGET AUDIENCE**

This training targets high school and middle school teachers and aims to impart in them skills in using tech-based tools in formative assessment to enhance the 4Cs, which are a common desired learning objective across grade levels and contexts. Using tech tools can be more effective and economical than paper-based tools.

## **A STATEMENT ABOUT THE MODULE'S OVERALL FORMAT**

The module has three sessions spread over two hours each. Each session expounds on the training involved in the three specific objectives. The training will begin with a pecha kucha presentation which will cover the module's rationale and objectives, the tech-based tools, and their application and advantages in formative assessment and in enhancing the 4Cs in an interactive classroom.

PECHA KUCHA Presentation - <https://www.youtube.com/watch?v=-6Y3IDnVOF4>

# RATIONALE

Assessment is vital to the education process. In schools, the most visible assessments are summative. Summative assessments are used to measure what students have learned at the end of a unit, to promote students' outcomes, to ensure that they have met required standards on the way to earning certification for school completion or to enter certain occupations, or as a method for selecting students for continuation into further education. *But assessment may also serve a formative function. In classrooms, formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately.* (Centre for Educational Research and Innovations, 2008) Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs – through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes.

In fact, many teachers always aim to teach for understanding. Understanding rather than course completion, is key. It helps the teacher to know if students are ready to move to the next level and whether they can transfer information (Wiggins & McTigue, 2005). This begs the question; Which is the best assessment to gauge understanding? This module seeks to underscore the importance of formative assessment over summative assessment. It proposes two tech-based methods of formative assessment which will be efficient to teachers who have large class population, a problem typical of many countries and especially in ours, the designers of this module. We found out that we have a common problem of educational practices and systems that have always been reliant on ineffective paper-based technique. This module seeks to impart knowledge on the use of Wondershare and Kahoot quiz creators in formative assessment, a departure from the traditional paper-based technique. It also aims at fostering the 4 Cs in an interactive classroom while engaging students and motivating them in the process of teaching and assessing their understanding.



# SESSION 1

## **Description and comparison of formative assessment methods.**

### **Session 1 Objective:**

*Describe and compare the use of tech-based formative assessment tools versus traditional paper-based assessment methods.*

**Time Allotted** - 2 hours

### Introduction Activity 1:

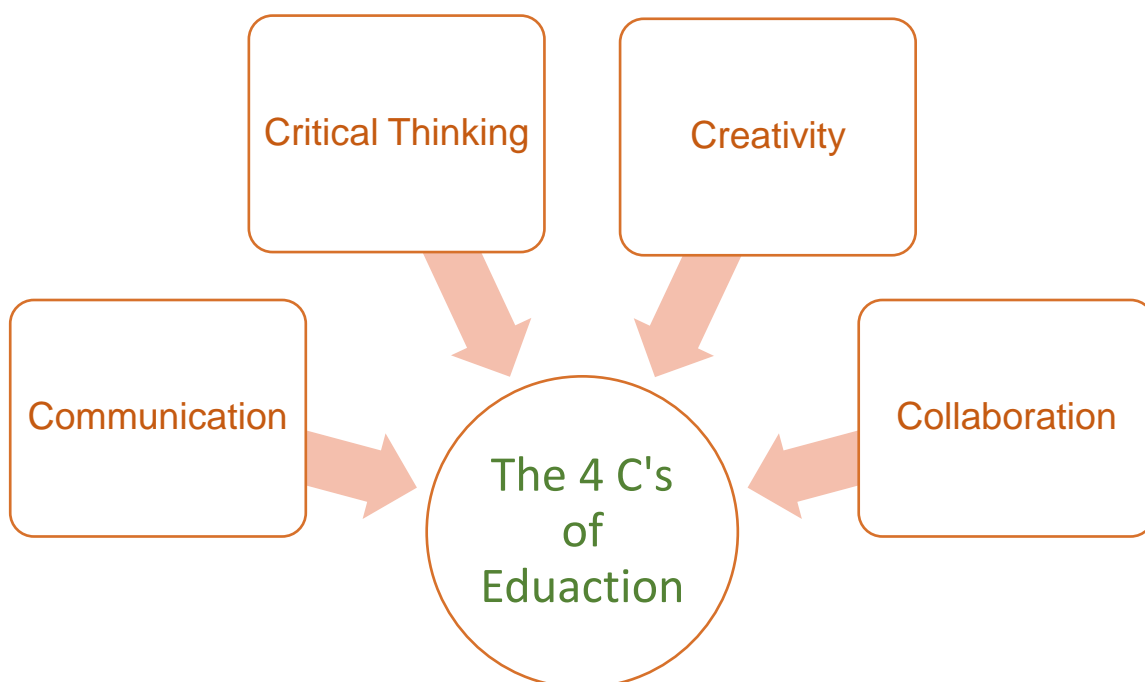
(This activity will begin the session to engage participants right away.)

The trainer and the participants will be engaged in a Jeopardy game to check their prior knowledge about Assessment.

[jeopardylabs.com/play/classroom-assessment19](http://jeopardylabs.com/play/classroom-assessment19).

### Content 1:

- The trainer will introduce the following video on formative assessment vs summative assessment through following link <https://www.youtube.com/watch?v=bTGnJnuVNt8>
- After watching the video, the participants will be asked to
  - 1) Write down on paper the similarities and differences between formative and summative assessments.
  - 2) Write down the reasons why focus should be on formative rather than summative assessment.
- The trainer will introduce and explain the concepts of the 4 Cs: Critical Thinking, Collaboration, Communication and Creativity to the participants as they take notes and ask questions.



- The participants will be given a KWL chart to assess their knowledge on traditional paper-based formative assessment and tech-based formative assessment tools in light of the 4Cs.

**KWL Chart**

What I Know	What I Want to Know	What I Learned

*kwl*

### Practice 1:

(This activity allow participants to apply new teaching methods or content.)

The participants will be engaged in a Socratic seminar on what they think are the benefits of use of tech based formative assessment tools over the paper based method.

Questions to be used in the Socratic Seminar:

**Question 1:** Tell one word that describes the video?

**Question 2:** How does the video highlight the difference between tech based and paper based formative assessment methods?

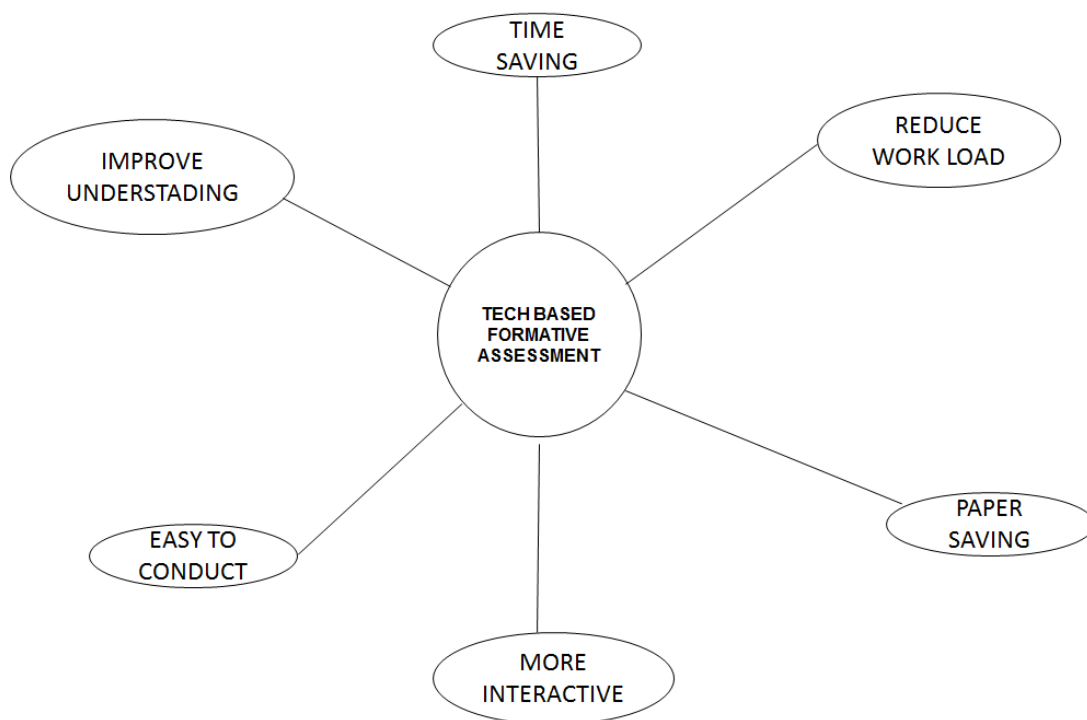
**Question 3:** How do the ideas in the video relate to formative assessment with tech based tools?

### Assessment 1:

(This activity will evaluate whether participants have successfully achieved the desired learning objective.)

The participants will be engaged in a mind mapping activity where they will give the differences in terms of effectiveness between tech based formative assessment tools and paper based method.

Example of mind map



### Transition Activity 1:

(This activity/ questions will bring closure to one session and connect it to the next.)

- The participants will be put in groups and Kahoot Quizz on any general topic will be played, one such example Kahoot Quiz link was given below.

<https://play.kahoot.it/#/?quizId=84e03f89-47a7-47aa-bb51-7d91cd9e5839>

## **SESSION 2**

# **Kahoot and Wondershare Quiz Design.**

### **Session 2 Objective:**

*Design quizzes using Wondershare and Kahoot as formative assessment tools to enhance the 4 Cs in an interactive class.*

**Time Allotted - 2 hours**

## Introduction Activity 2:

(This Activity will begin the session to engage participants right away.)

- The participants will be asked to write down five multiple choice demo questions in any discipline or content areas that will be used in the practice session. (e.g., “Which one is a modal verb?”, “Which of the following is a vegetable?”, “How many sides are there on a triangle?”, etc.)

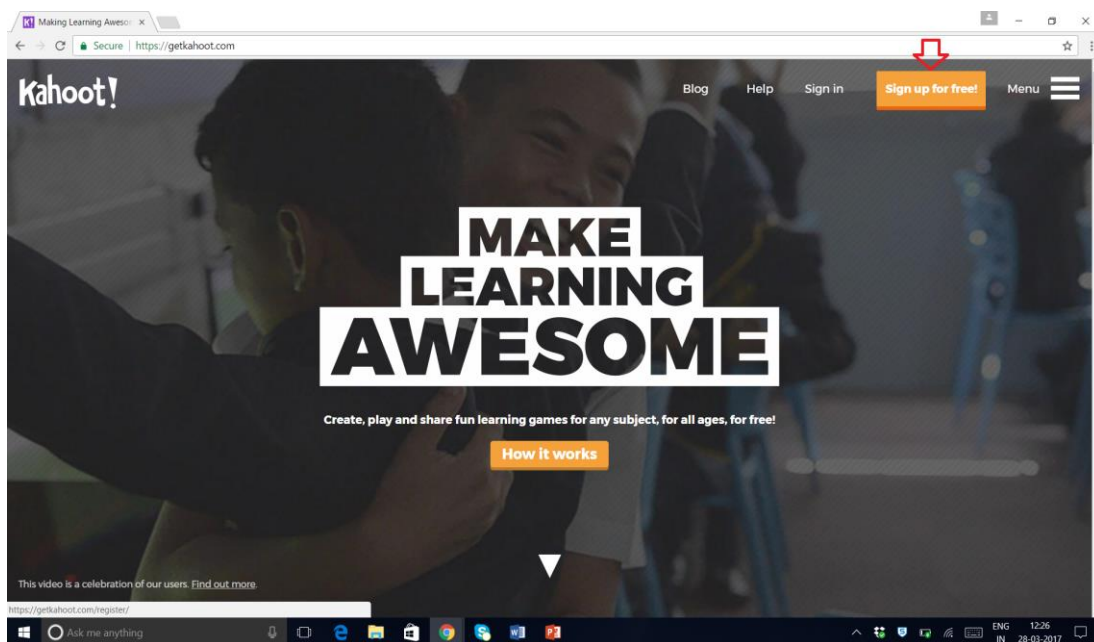
## Content 2:

(These skills and knowledge participants will learn)

The trainer will introduce the participants to Kahoot and Wondershare quiz creator platforms.

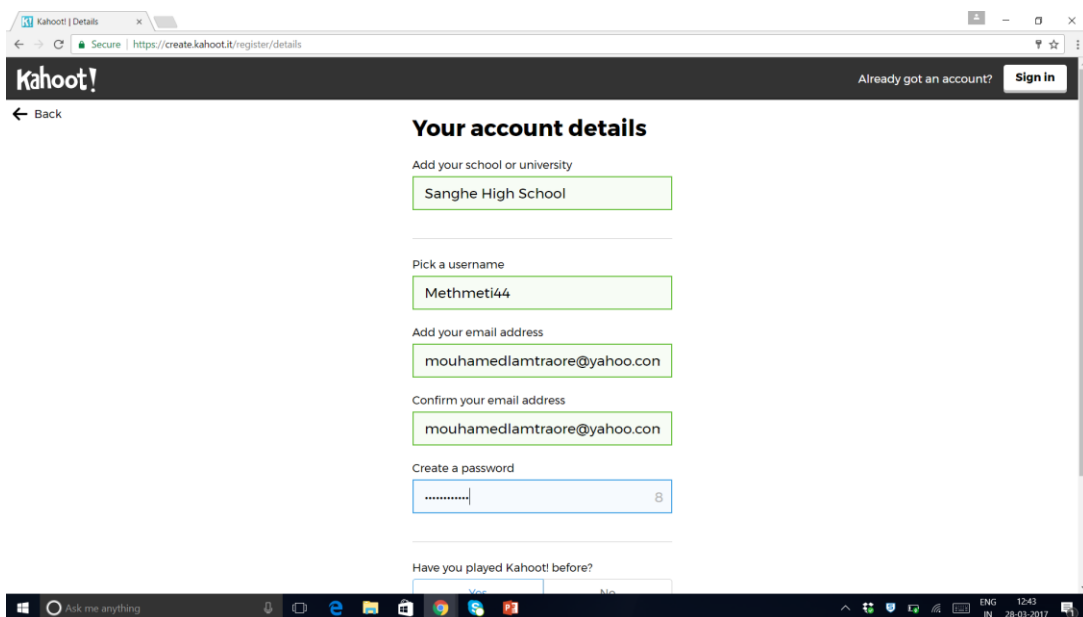
# KAHOOT

- Show the participants how to **Sign up for free** on Kahoot online on <https://getkahoot.com/>

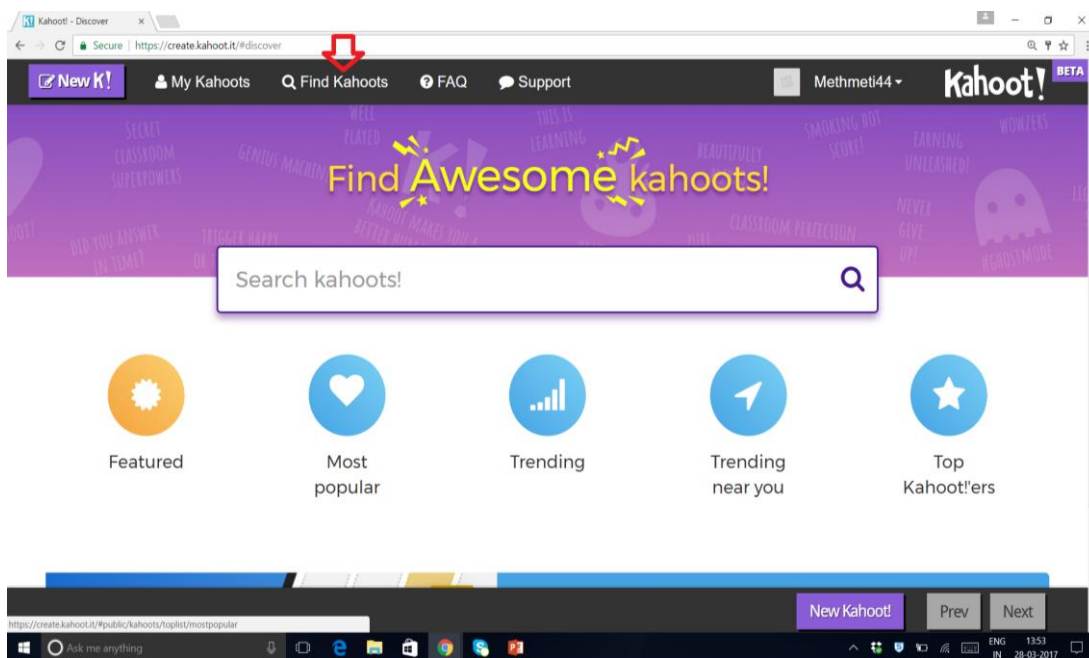




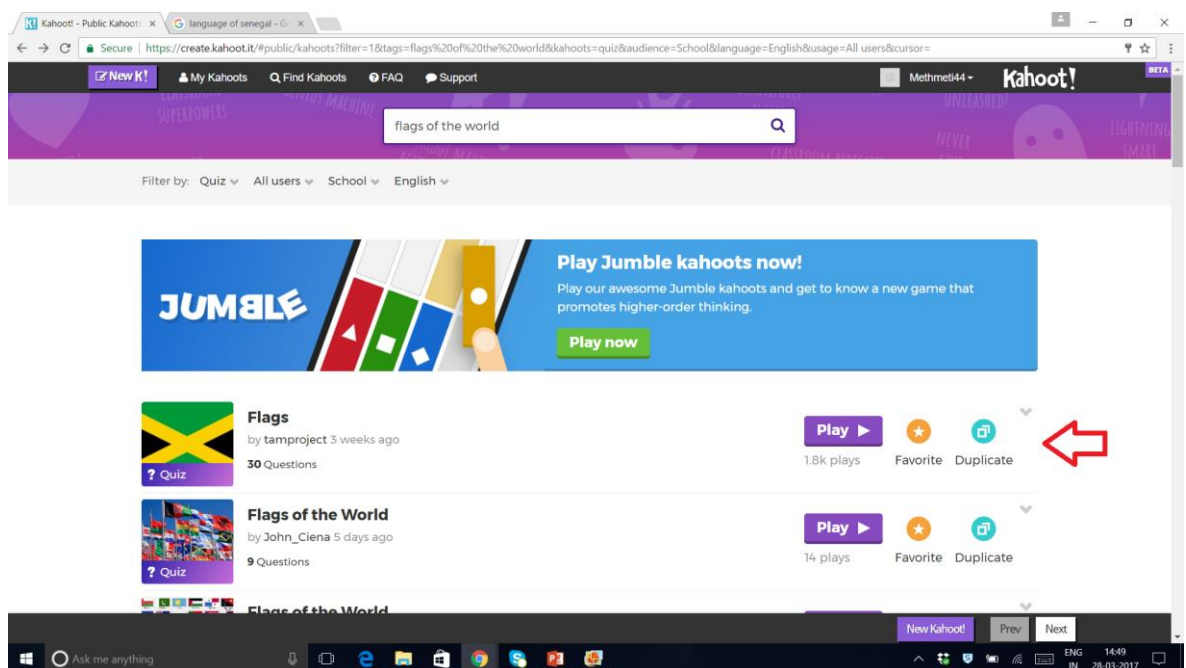
- Select the account type **As a Teacher** and add the account details, as shown below and click the button **Join Kahoot** at the bottom page.



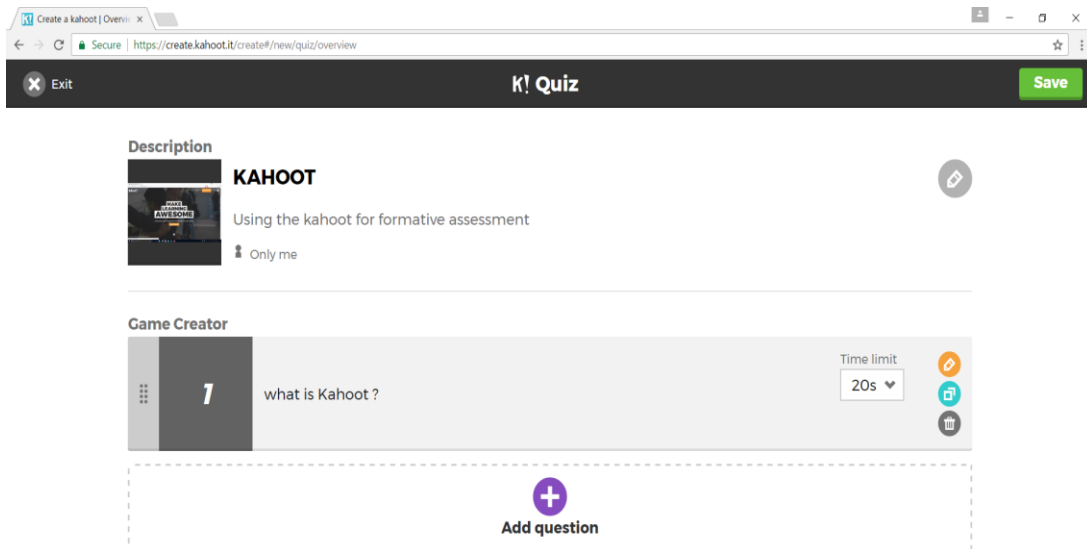
- The trainer will show how to use the menu bar display **Find Kahoot** as a source of public kahoot library.



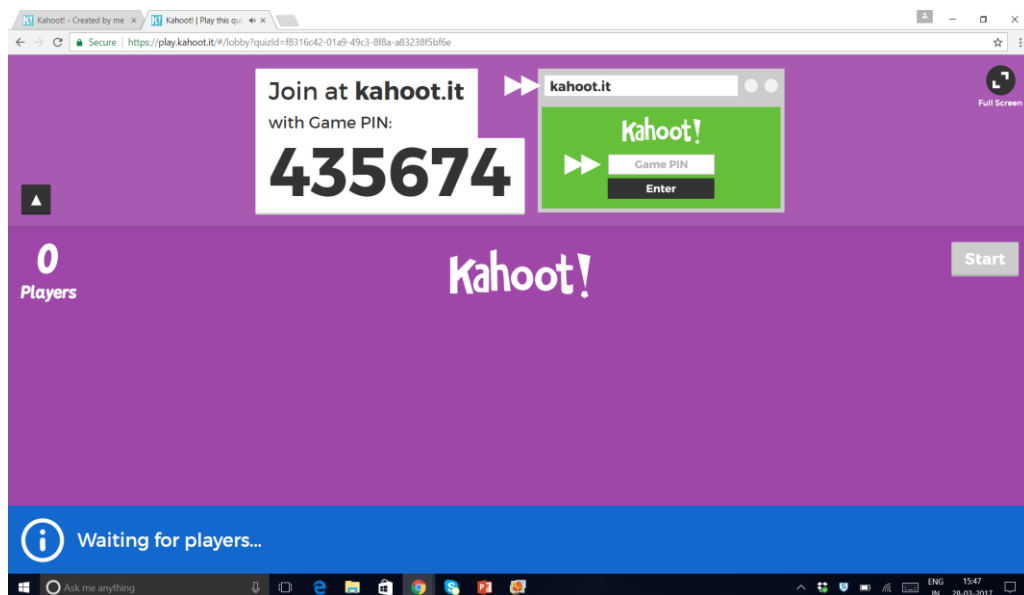
- After click on **Find Kahoot** either they can type in **Search Kahoots** with a title or subject to find the relevant kahoot or they can use tabbed list : **Featured, Most popular, Trending, Trending near you** or **Top kahooters**.
- Filter your search by **Kahoot type** (quiz, survey, jumble and discussion), **User** (teacher, student, business and social), **Audience** (school, university, training, business) and **Language** (English, French, Hindi etc.).
- After getting the list the user can click **Play** button for direct use for audience and can click **Duplicate** button to edit that kahoot.



- During editing the user can delete the question, edit the question and change the time limit.
- User can create the new Kahoot by click the option of **NEW K!** on the left most side of menu bar display and then selecting the type of Kahoot : Quiz, Jumble, Discussion or Survey.
- User need to add the Title, Image and preference of Visible to (only me or every one), Language, Audience and need to write short Description and click the button **OK GO** on the top right side. And find the link **Add Questions** on the new opened page.
- Add as many questions as you want set the time limit for each question and click the **Save** button on top right side.



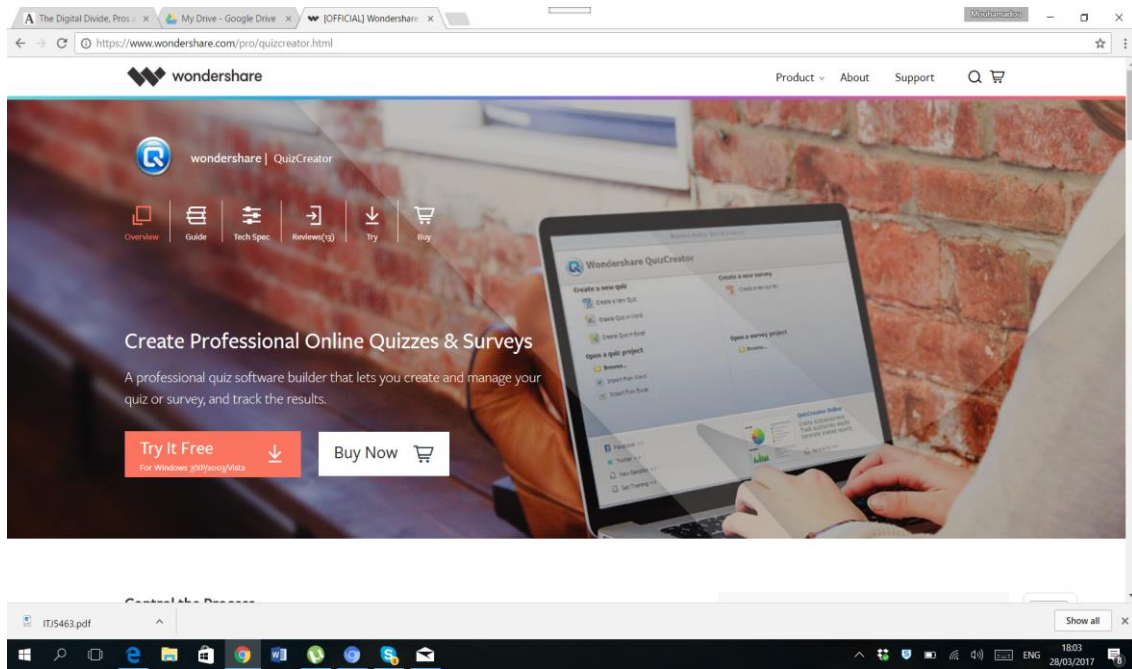
- User can use it any time by clicking the button MY Kahoot on the menu bar and can share with the other teachers.
- In classroom, the user needs to select his Kahoot and the click PLAY button in that Kahoot. Then instruct the audience to join the kahoot on <https://kahoot.it> on their devices and add the game pin.



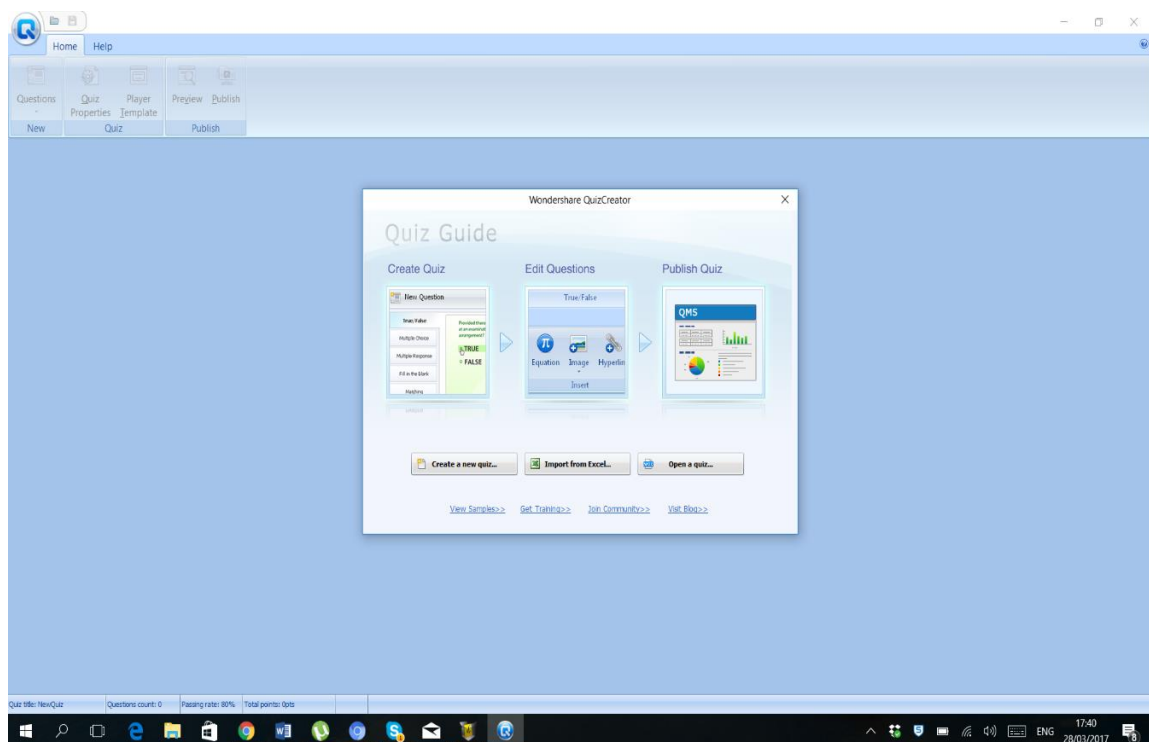
- After getting the name of the players, click **Start** button. Click next when you get the answer of all participants. The user will get a list of participants with their scores after each question answered and then finally he will get the result and download it as an Excel file.

# WONDERSHARE

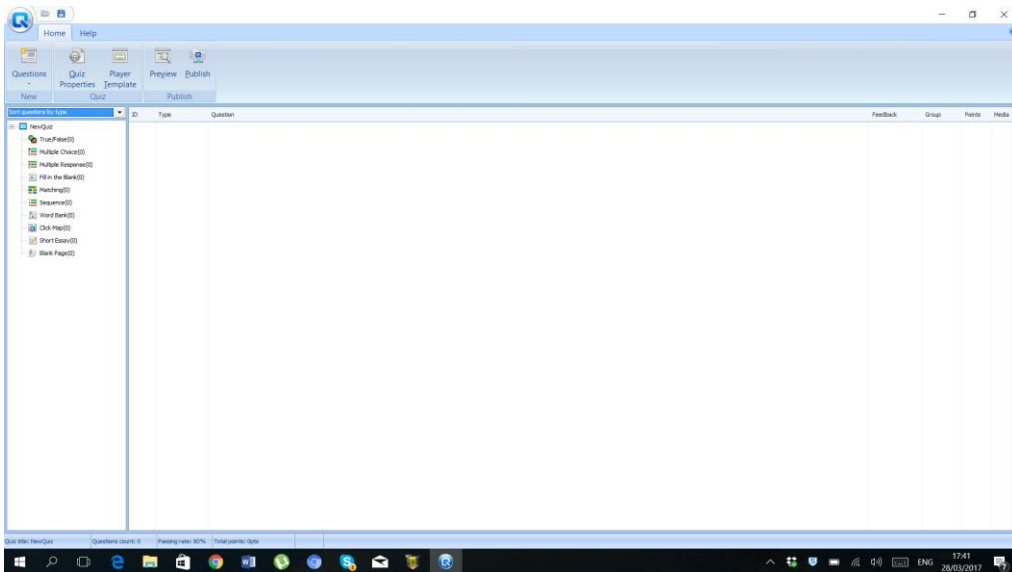
- Lead participants in getting to Wondershare online:  
<https://www.wondershare.com/pro/quizcreator.html>



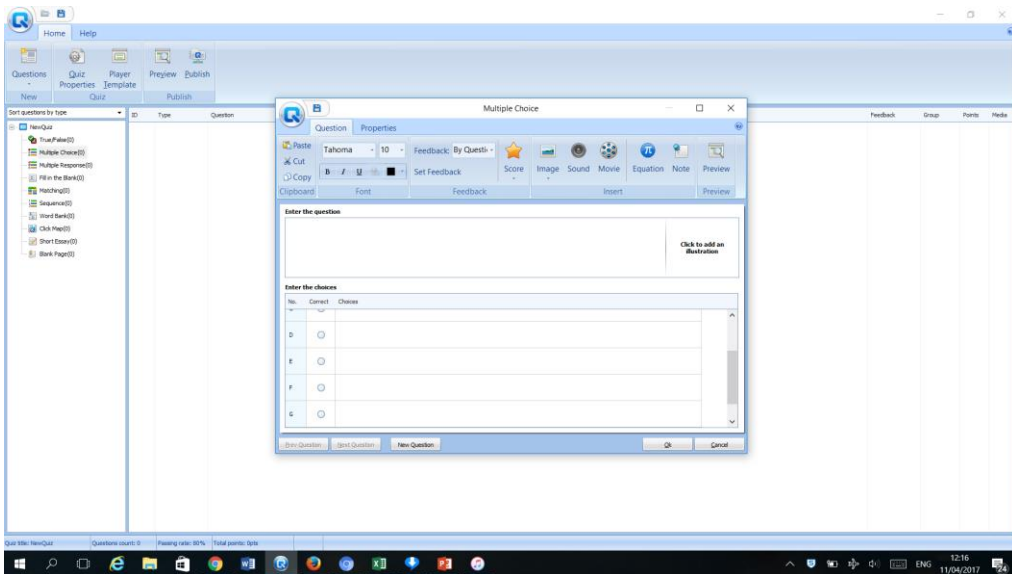
- Download the platform and set the platform up in laptops or devices since it can be used offline.



- Demonstrate how to create different sorts of quizzes such as multiple response, multiple choice, true or false, matching, etc.

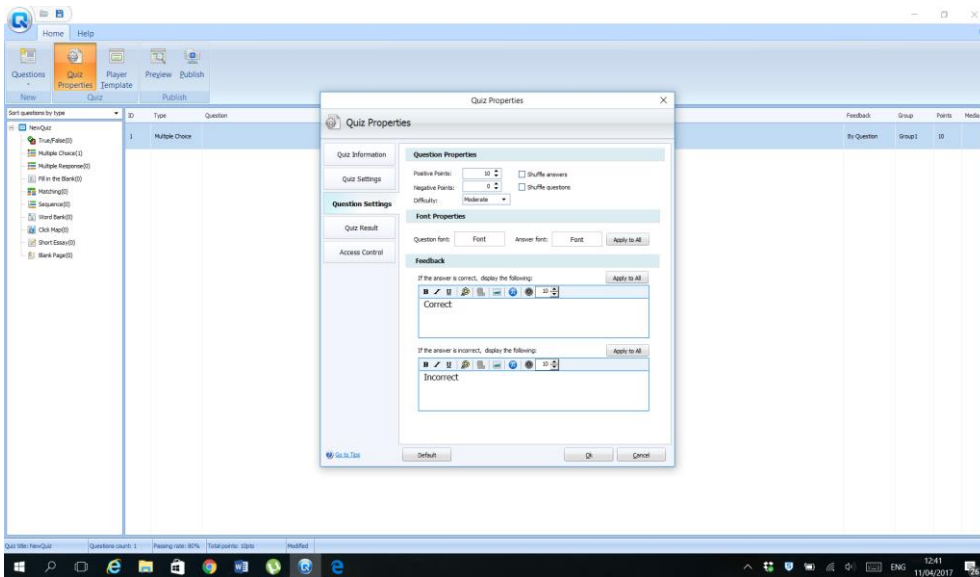


- Let us select the option of Multiple Choice from the list given on the left side of the screen.
- A new window will pop up. Click Enter the question in the given box. You can add the image, sound, movie in your question as per the option given in menu bar.
- 
- 



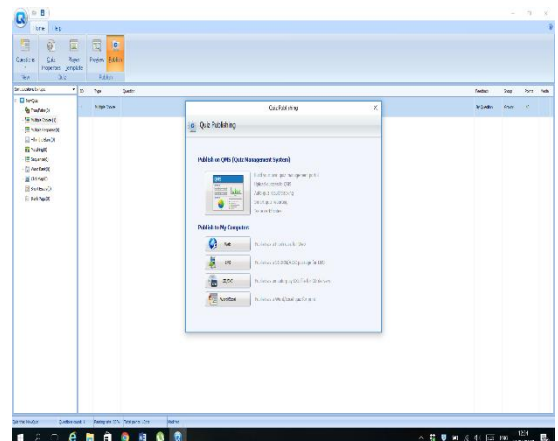
- Enter the choices below in row A, B,C and D and click the correct option in the given column. Click on New Question for add another question.
- When you add all questions then click OK.

- Now before publishing the quiz we need to set the quiz properties according to your needs or choices. For that, you need to click the option Quiz Properties on the menu bar.



- You will find a dialogue box of quiz properties in which you can add the quiz title and author details by clicking the button Quiz Information.
- You can change the passing rate, time limit, and randomization of questions by clicking the button Quiz Setting.
- You can change the number of points for each question by changing Question setting.
- You can protect your quiz by use of a password by clicking the button Access control.

- Now click the button **Publish** in menu bar and select the option **Publish as an auto play Exe file for CD delivery**.
- Your quiz is ready you can play in flash player without internet at any place.



## Practice 2:

(This activity allow participants to apply new teaching methods or content.)

- The participants will feed the demo questions into the two platforms, Kahoot and



Wondershare and hence the trainee will be taken through a hands on experience in using these tech based tools.

- The participants will also work in groups in case of insufficient devices and for the purposes of teamwork. The trainer will assist them in creating the quizzes with the tools also paying attention on the enhancement of the 4 Cs in the classroom.
- This practice is a great formal assessment for the trainees too. This session will be more practical than theoretical.

### Assessment 2:

(This activity will evaluate whether participants have successfully achieved the desired learning objective.)

- The participants will use the following checklist for peer assessment:  
Checklist.

Statements	Yes	No
1- My colleagues created a quiz using Wondershare.		
2- My colleagues created a quiz using Kahoot.		
3- The assessment enhances communication.		
4- The assessment enhances collaboration.		
5- The assessment enhances critical thinking.		
6- The assessment enhances creativity.		
7- The assessment is interactive.		

### Transition Activity 2:

(This activity/ questions will bring closure to one session and connect it to the next.)

In Pay to Talk, the participants will share their work with the large group and discuss above the effectiveness of the tech-based tools in designing formative assessment tasks and how they can engage students and motivate them in an interactive classroom.

1. What do you understand by Kahoot and Wondershare?
2. How do these tools relate to formative assessment?
3. How do they enhance the 4Cs?

## **SESSION 3**

# **Impact of tech based tools on enhancing the 4Cs**

### **Session 3 Objective:**

*Effectively enhance collaboration among students through use of quizzes on the tech based formative assessment platforms in an interactive classroom.*

**Time Allotted** - 2 hours

### Introduction Activity 3:

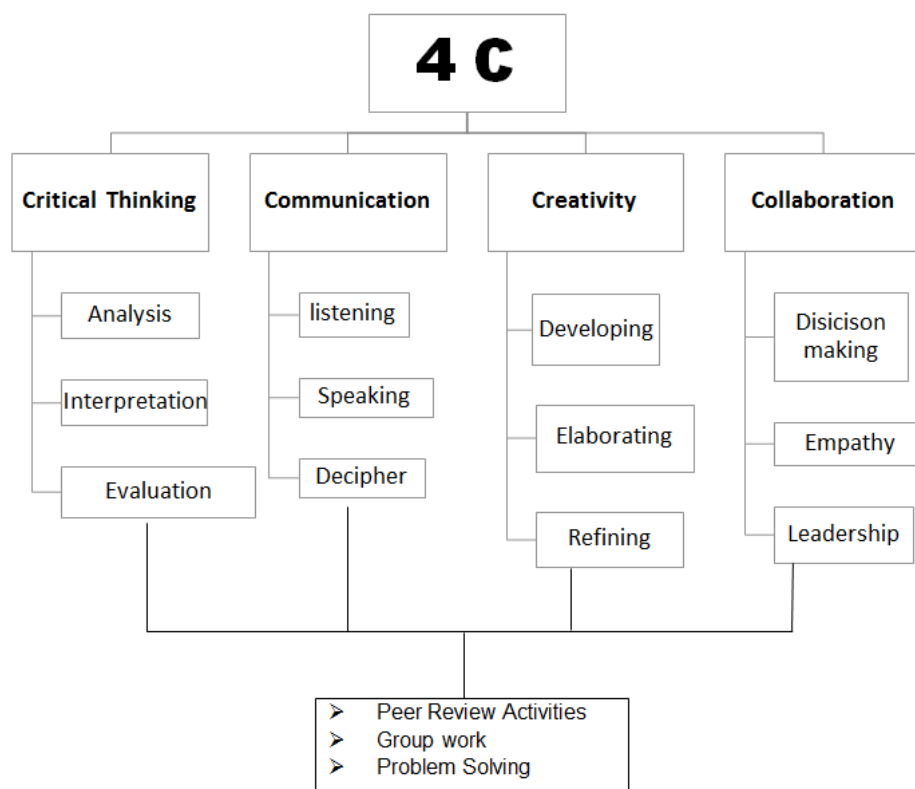
(This activity will begin the session to engage participants right away.)

- The trainer will proceed by giving them the KWL chart they filled in the introductory session and ask them to complete all together (what has been learnt).

### Content 3:

(The skills and knowledge that participants will learn.)

- The participants will learn how to foster the 4Cs in an interactive classroom using the tech based formative assessment tools.
- The trainer will break down the 4Cs, explain and demonstrate how each is enhanced through the tech based formative assessment tools.
- In this, the trainer will use the questions generated and fed into the platforms in the participant's' devices.



### Practice 3:

(This activity allows participants to apply new teaching methods or content.)

- The participants will be divided into groups and choose among them a 'teacher/leader' who will create a quiz first on kahoot and then wondershare and practice it in a typical classroom situation.
- The other participants will be 'students'. This will give room to the participants to work among themselves, communicate and think critically as they interact with the tools. The trainer will be a facilitator.

### Assessment 3:

(This activity will evaluate whether participants have successfully achieved the desired learning objective.)

The participants will be taken through an interactive activity where they will be required to move around and write down on paper slips how what they have learnt will enhance; collaboration, communication, creativity and critical thinking and deposit the slips in four bags labelled with the four aspects.

### Transition Activity 3:

(This activity/ questions will bring closure to one session and connect it to the next.)

- The participants will do a peer assessment of the responses from the bags and an analysis will be done to determine the success of the sessions and the module as a whole.
- Participants will raise any questions, concerns or observations made throughout the session. A brief open discussion will ensure that will aid in addressing any concerns.

## CONCLUSION

Finally, the trainer will wrap up all the module by summarizing the sessions, a quick review of the objectives by laying emphasis on the main desired goal of formative assessment using effective tech based tools which is understanding through enhancement of the 4 cs. At the end of this training, it is expected that the participants will be enriched with knowledge and skills in using tech based tools in formative assessment and move away from the traditional paper based method whose demerits supercedes its merits. The 21<sup>st</sup> century teaching and learning requires the integration of instructional technology in interactive classrooms to foster critical thinking, communication, collaboration and creativity. Then, the participants will be given exit cards to write the most valuable thing they have learnt.

## REFERENCES

Roy Clariana., Patricia Wallace (2002). Paper-based versus computer-based assessment: key factors associated with the test mode effect. British Journal of Educational Technology.

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## USEFUL LINKS

<http://www.oecd.org/site/educeri21st/40600533.pdf>

<https://create.kahoot.it/login?next=/create>

<https://www.wondershare.com/guide/quizcreator.html>