

EDTC Implementation and Evaluation of Curriculum

Assignment 2

Informal Learning

Emily Vandalovsky

Spring 2018

Dr. Amerman

Just like the formal assessment is playing a big part in formal education, informal assessment has a great role in informal learning. It does not only present instructors with an opportunity to measure learning alternatively, but also provides students with an opportunity to evaluate their knowledge level and adjust it, if necessary. Using informal practice assessments as study guides assist students with gauging their learning and altering their study plans accordingly (Maki, 1998). It alleviates the stress and allows for error-making for the sake of learning and, eventually, preparation for the formal assessment.

There are multiple ways for students to take advantage of informal practice assessments, from review questions to key term definitions to study guides, but one of the more effective informal learning tools used these days is online quizzing tool. As noted by Chickering & Gamson, prompt feedback given to students is directly related to the quality teaching and learning (1999), and because online quizzing provide students with an immediate evaluative feedback, they have been highly regarded as effective study tools (Byers, 1999; Jensen, Johnson, & Johnson, 2002; Jensen, Moore, & Hatch, 2002; Kashy, Thoennesen, Albertelli, & Tsai, 2000).

Over the years online quizzing tools have become commonly used by teachers in primary and secondary education. Already prepared quizzes oftentimes accompany published textbooks and other class materials and companies like Google and Microsoft make it extremely easy for teachers to create online quizzes using online forms. Although some contradictory evidence exists about the effectiveness of online quizzes as opposed to paper-and-pencil quizzes (Brothen & Wambach, 2001), there is a vast amount of research supporting the benefits of online quizzing tools (Byers, 1999; Jensen, Johnson, & Johnson, 2002; Jensen, Moore, & Hatch, 2002; Kashy, Thoennesen, Albertelli, & Tsai, 2000).

On a different arena, independent of the development of online quizzing tools, last twenty years brought great interest in and the rise of the gaming culture not only in entertainment but also in other areas, including education (Seaborn & Fels, 2015). Along with it, surfaced a concept known as gamification, which has been defined as “an informal umbrella term for the use of video game elements in non-gaming systems to improve user experience (UX) and user engagement” (Deterding, Sicart, Nacke, O'Hara & Dixon, 2011).

Gamification-based learning has been considered one of the best practices for engaging students in reviewing the content or informal assessment (Icard, 2014). In addition, gamification-driven education brings interactivity into learning and creates a stimulating positive environment, promoting student decision making (Icard, 2014) and allowing for safely handling success and failure.

While the topic of gamification alone is extensive and relevant to exploring informal learning, for the purposes of this paper, I would like to focus on the gamification approach applied towards online quizzing tools. From the educational goals perspective, it is a perfect storm combining the mechanisms of informal assessments with a highly engaging learning environment. The benefits of game-based online assessments are supported by the benefits of the online assessments tools (Byers, 1999; Jensen, Johnson, & Johnson, 2002; Jensen, Moore, & Hatch, 2002; Kashy, Thoennesen, Albertelli, & Tsai, 2000) combined with the benefits of gamification (Icard, 2014). By adding a gamification element to the online assessment design, the resulting educational success is apparent. This is what makes game-based online assessment tools very popular in the educational community.

With a price tag of a zero dollars and a user-friendly interface for teachers, a tool like Kahoot! or Quizlet become a winning combination for becoming some of the most successful modern educational tools worldwide. The numbers speak for themselves.

Since its original development in and launch in a private beta version in 2013, it is currently being used by fifty million active users in 180 countries (Kahoot!, 2017). Since its inception, over one billion players have cumulatively used Kahoot! For the time being, the library of all created assessments activities accounts for 110 million entities, 20 million of which are publicly shared (Kahoot!, 2017), which means they could be borrowed and used by any teacher around the world. As of May 2017, United States heads the list of five top countries where Kahoot! is played, leaving behind United Kingdom, Australia, Netherlands, and Canada (Kahoot!, 2017).

Another successful example of an online assessment tool, with an added collaboration component, is Quizlet. For the ten years of existence, Quizlet has run over three billion study sessions (or self-assessments) by over thirty million monthly learners gaining knowledge in over two hundred million study sets. It is being successfully used in over 130 countries worldwide (Quizlet, n.d.).

It is no surprise that online game-based assessment tools exemplify the stories of success in informal learning since they effectively combine engaging environments with prompt feedback and promote further opportunities for learning, so important to Dewey and his collaborators.

References:

- Brothen, T., & Wambach, C. (2001). Effective student use of computerized quizzes. *Teaching of Psychology*, 28(4), 292-294.
- Byers, J. A. (1999). Interactive learning using expert system quizzes on the Internet. *Education Media International*, 36(3), 191-194. Retrieved from <http://chemical-ecology.net/pdf/Byers1999d.pdf>
- Chickering, A. W., & Gamson, Z. F. (1999). Development and adaptations of the seven principles for good practice in undergraduate education. *New directions for teaching and learning*, 1999(80), 75-81.
- Deterding, S., Sicart, M., Nacke, L., O'Hara, K., & Dixon, D. (2011, May). Gamification: using game-design elements in non-gaming contexts. In *CHI'11 extended abstracts on human factors in computing systems* (pp. 2425-2428). ACM. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.186.3039&rep=rep1&type=pdf>
- Icard, S. B. (2014). Educational technology best practices. *International Journal of instructional technology and distance learning*, 11(3), 37-41. Retrieved from [http://itdl.org/Journal/Mar\\_14/Mar14.pdf#page=41](http://itdl.org/Journal/Mar_14/Mar14.pdf#page=41)
- Jensen, M., Johnson, D. W., & Johnson, R. T. (2002). Impact of positive interdependence during electronic quizzes on discourse and achievement. *The Journal of Educational Research*, 95(3), 161-166. Retrieved from <https://search.proquest.com/docview/204212462/fulltextPDF/39B0EA5DAE814022PQ/1?accountid=8580>
- Jensen, M., Moore, R., & Hatch, J. (2002). Cooperative Learning—Part 3: Electronic Cooperative Quizzes. *The American biology teacher*, 64(3), 169-174. Retrieved from <https://search.proquest.com/docview/218990869/fulltextPDF/75C1A55DDFD54A8APQ/1?accountid=8580>
- Johnson, G. M. (2006). Optional online quizzes: College student use and relationship to achievement. *Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie*, 32(1). Retrieved from <https://www.cjlt.ca/index.php/cjlt/article/view/26481/19663>

- Kahoot! About Kahoot! (2017). Retrived April 2, 2018, from [https://kahoot.com/files/2017/08/Kahoot\\_press\\_kit\\_08\\_2017.pdf](https://kahoot.com/files/2017/08/Kahoot_press_kit_08_2017.pdf)
- Kashy, E., Thoennesen, M., Albertelli, G., & Tsai, Y. (2000). Implementing a large on-campus ALN: Faculty perspective. *Journal of Asynchronous Learning Networks*, 4(3), 231-244. Retrieved from <https://people.nsl.msui.edu/~thoennes/personal/papers/illinois.pdf>
- Maki, R. H. (1998). Test predictions over text material. *Metacognition in educational theory and practice*, 14, 117-144.
- Seaborn, K., & Fels, D. I. (2015). Gamification in theory and action: A survey. *International Journal of human-computer studies*, 74, 14-31. Retrived from <http://romisatriawahono.net/lecture/rm/survey/pervasive%20computing/Seaborn%20-%20Gamification%20in%20theory%20and%20action%20-%202014.pdf>
- Quizlet. Quizlet: company and mission. (n.d.) Retrieved April 2, 2018 from <https://quizlet.com/mission>