

# The Benefits of Using Gimkit and Kahoot Online Applications to Promote Interactive Learning Among Pharmacy Students

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## ABSTRACT

*Students' participation in the didactic classroom environment limits their time spent on active learning, which has a negative impact on their recollection of topics taught using traditional teaching methods. As a result, interactive learning is employed as a substitute for engaging students in the classroom and enriching their learning experience. Integrating interactive learning activities has been proved to improve student learning and outcomes. The goals of this study are to analyze students' perceptions of the benefits and appropriateness of using online technologies (such as Socrative and Yammer) to encourage student interaction with the teacher and other students in the classroom setting.*

**KEYWORDS:** English Language Learning (ELL), educational technology, computer aided education, modern language teaching tools, second language learning, vocabulary acquisition, digital games, motivation, educational game

## INTRODUCTION

In the educational system, effective teaching and learning activities are critical for supporting students' learning. Given current technology breakthroughs, the traditional classroom and textbooks are no longer the primary medium of knowledge transfer. Online learning (or e-learning) with classes delivered entirely via the internet or blended learning (which combines classes delivered virtually via the internet and periodic face-to-face meetings in a traditional classroom) is now widely used for teaching and learning in tertiary educational institutions because it offers several advantages over didactic lectures (Arkorf & Abaidoo, 2015). One of the most significant benefits of online e-learning is its flexibility. Furthermore, with online e-learning platforms such as Future Learn, Coursera, Udacity, Alison, and edX recording millions of global learners registering for online courses offered by top universities, this modern application of learning pedagogy has enabled course contents to reach broader audiences around the world (Means et al., 2013). Importantly, it may save educational costs for both the school and students because the utilization of interactive web-based courses to supplement traditional curricula in institute can serve to efficiently offer educational programs to students.



Kahoot! is a game-based learning platform that can be used to review students' knowledge, conduct formative assessments, or provide a respite from regular classroom activities. It is one of the most popular game-based learning systems, with 70 million monthly active unique users and 50% of K-12 students in the United States using it. Since the platform's introduction in 2013, various studies on the impact of using Kahoot! in the classroom have been published, but no comprehensive analysis of the results has been conducted. This article discusses the findings of a literature study on the impact of utilizing Kahoot! for learning, specifically how Kahoot! affects learning performance, classroom dynamics, students' and teachers' attitudes and views, and students' anxiety. The study of the literature included 93 studies, and the major finding was that Kahoot! can improve learning performance, classroom dynamics, students' and teachers' attitudes, and students' anxiety. However, there have been studies that show that Kahoot! has little or no effect. Students' main challenges include technical issues such as unreliable internet connections, difficulty reading questions and answers on a projected screen, inability to change answers after submission, stressful time-pressure for giving answers, insufficient time to answer, fear of losing, and difficulty catching up if an incorrect answer was given.

## METHOD

Gimkit! is a group game, which implies that the players work together rather than against one another. The game is set on a spaceship with the players as crew members. Several of the players, however, are imposters. Thus, the crewmates compete with one another to reveal the imposters by performing activities devised by the teacher, while the imposters attempt to remain hidden by doing the same chores. The number of imposters in the game can be chosen before the game begins. We had 2-3 imposters in our game. The game has two goals: the crewmates' objective is to play together and figure out who the impostor is, and the imposters' goal is to find out who the crewmates are. Completing tasks earns you may collect points. To assess the target vocabulary in Gimkit!, we used three different task kinds. We employed a translation task in which players had to produce a translation in either English or Finnish (see Figure 2). A true or false question was the second task type. The third question type required players to select the best synonym for the target word from a list of choices. Correct answer points can be used for a variety of objectives, including gaining hints about the imposter's location or other alternatives that allow crewmates to discuss their findings and suspicions in the classroom. Correct answer points can be used for a variety of objectives, including gaining hints about the imposter's location or other alternatives that allow crewmates to discuss their findings and suspicions in the classroom. Imposters earn points for remaining hidden by providing bogus information during crewmates' checks.



Kahoot!, in contrast to Gimkit!, is plainly meant for instructional reasons. It lacks a narrative element and does not demand or promote player engagement. The main goal is to answer the questions properly and as quickly as possible in order to outperform the other players. Despite the fact that both groups understand that the games are played for instructional objectives, Kahoot! is not as game-like as Gimkit!. However, Kahoot! provides feedback on the choices made by the learners.

The goal of online tool is to provide a thorough understanding of the function of digital games in language acquisition. There are two schools of thinking on the benefits of digital games in learning: the role of game-internal features and the function of game internal design (Rasti Behbahani 2020, 66). The first viewpoint, which considers the internal aspects of a digital game to be the fundamental reason for successful learning, focuses on the beneficial influence of the digital game on cognition and motivation, which further improves learning. Interactivity, challenge, fantasy, feedback, and gaming are examples of game internal aspects.

Interaction, narrative components, game mechanics, and feedback are all important aspects of Gimkit! in our study. Interaction is essential in language learning. However, numerous factors influence the interaction situation in L2 learning, either positively or adversely. To achieve the goal in Gimkit!, the players have to engage with the game and with one another. The interaction would be motivated by a desire to win the game. To succeed in the game, the participants must communicate with one another in order to achieve the desired conclusion. One of the reasons for selecting Gimkit! was to encourage engagement.

### **FINDINGS AND DISCUSSION**

When compared to Kahoot!, the narrative game elements in Gimkit! are rare but noteworthy. Following that, we'll go into Gimkit!'s internal game mechanics. As previously stated, as the game begins, the participants are assigned a role, either as a crewmate or an imposter. Again, giving the opportunity to play or behave as someone else can be beneficial in a language learning context. There is also a tale that serves as motivation for the players to complete the vocabulary assignments, however the storyline is only shown once when the players "enter the spaceship."

Gimkit! and Kahoot! were helpful in increasing participants' vocabulary. Students' target vocabulary knowledge had increased significantly after using these tools. Rasti Behbahani and Shahbazi (2020) discovered that using digital games in language instruction helped students enhance their productive-recognition of form-meaning. Chen and Hsu (2020) discovered that digital games can help with both receptive and productive vocabulary learning. They agree that digital games are a valuable tool for language learners to build vocabulary knowledge, and that using digital games in formal education can help the learning process. Furthermore, the delayed post-test findings showed that not only did the digital games improve students' understanding of the target language, but they also had a beneficial long-term effect. The difference between the post-test and the delayed post-test was not significant. This suggests that both groups were able to keep their gained knowledge of the TL vocabulary during the therapy period. However, the limited number of participants in the delayed post-test may have an impact on these findings. More research is needed to gain a better understanding of the potential long-term impacts.

#### **Benefits of Gamification In Education**

- i. Students feel like they have ownership over their learning
- ii. A more relaxed atmosphere in regards to failure, since learners can simply try again
- iii. More fun in the classroom
- iv. Learning becomes visible through progress indicators
- v. Students may uncover an intrinsic motivation for learning

- vi. Students can explore different identities through different characters
- vii. Students often are more comfortable in gaming environments, so are more proactive and open to making mistakes

There are various factors to consider while building online learning courses. Oblinger and Hawkins (2006), for example, stated that "developing and delivering effective online courses requires pedagogy and technology expertise... [online instruction] requires deliberate instructional design that hinges on linking learning objectives to specific learning activities and measurable outcomes" (p. 14). An instructor may not always have these two skills (pedagogy and technology) alongside technical skills. That is why, most of the time, responsibilities of online courses need to be shared between an instructor who is pedagogically skilled and a person with technical skills. Otherwise, students will be reading papers and visiting websites that are provided online by the instructors, which is not a satisfactory way of online instruction. Although online learning shares some elements with traditional classroom environments, the shared elements often take very different forms, and each type of learning environment has distinct limitations and affordances. For example, interaction is a very important part of the instruction process and it is challenging to facilitate the same type of dynamic, collective interaction online. On the other hand, there are many benefits of online learning environments including flexibility of access regardless of time and place Ally (2004), and these environments can be used effectively after eliminating the potential barriers.

### **COURSE OVERVIEW**

One of the private institutes in Tashkent (IPER) provides an English course in the even semester with two credits. This general basic course served to complete students' English skills, emphasizing recognizing pharmaceutical terms. During the class, language aspects are integrated comprehensively due to the improvement of students' skills. The aspects are vocabulary, grammar, listening, reading, writing, and speaking. The learning objectives are students can enrich their knowledge in the pharmaceutical field, students can improve their English skills by integrating language aspects completely, students can implement their English skills for daily life. From the above learning objectives, they are separated into specific objectives. Students are expected to be able in understanding learning concept, general topics to learn, evaluation criteria, and other supporting components in teaching and learning process, as well as showing positive attitude on English, knowing hospital departments and directing the appropriate ways to go.

### **LEARNING USAGE**

Gimkit and Kahoot usages in the evaluation showed positive effects on pharmacy students' pharmaceutical knowledge and skills. Therefore, Kahoot has shown itself as a promising, effective and beneficial tool as a formative evaluator in terms of motivating and supporting learning activities/processes. In light of the findings obtained in this study, we propose that Kahoot should be integrated into the curriculum in the web-based education of pharmacy as an alternative tool for [formative evaluation](#).

Initial data from this study indicated the usefulness and acceptability of online learning as a supplement to the Hospital Pharmacy course. This module was deemed to have significantly boosted students' knowledge of the evaluated topic. Furthermore, the high level of pleasure and pleasant experience related with the online learning activity found in this study confirmed the website's value as a learning aid for students. In the future, the website, its content, and format could be adjusted and improved depending on student feedback before being used to compare the outcomes of online learning with traditional lectures.

There are numerous types of digital tools available to instructors to be integrated with academic activities, an approach that aims to shift learning to a more student-centered, rather than teacher-centered, model in order

to promote student engagement. These various tools can be grouped into gaming, virtual learning environments, audio-enhanced discussion, audio response systems, and social media, and each of these will be discussed in further detail below. [Figure 1](#) highlights the five pillars of digital tools that are used to enhance engagement, motivation, and activity among students within higher education. Educators integrate digital tools such as virtual learning environments, gaming, and social media into their academic activities, as today's students are more reliant on technology for learning than previous generations.

Education games used at the university level motivate and engage the learners. In many circumstances, the games include rules, measurable goals, conclusive objectives, and competition. As a result, they provide learners with an interactive experience that encourages a sense of achievement. Students at the university are likely to be motivated by the many opportunities for active learning. The learners achieve a goal by choosing particular actions. Additionally, they experience the effects of these actions, which is one of the ways that the experiences of game-based learning become similar to real life

Even though educational games are useful, they can have disadvantages and affect learners both physically and mentally. Mostly, these games can cause physical strain to the learners. It is easy for learners to feel addicted to these games and sit for many hours at one spot while playing them. Long-term engagement in these games can result in neck aches, repetitive strain injuries, backaches, fatigue, as well as mood swings. This disadvantage can be resolved by encouraging learners to take breaks from educational activities. Educational games may also result in mental effects. Some learners may want to keep playing until they win or advance in the game. Such a determination can result in low self-esteem or rather the development of aggressive behavior among students who keep performing poorly in a game. Teachers must also be cautious that the overuse of these games can result in social isolation as well as poor social skills among the learners. When implemented poorly, educational games can also become a key timewaster for some students. The games can take away the time that the student could spend studying. To minimize this impact, teachers and parents must set time limits for engaging in educational games to prevent the learners from wasting their time. Education game provides an opportunity for the learners to experience immediate feedback. Instead of waiting for many days or weeks for an assignment to be graded, the learners get immediate results concerning whether they made a decent decision. What's more, they get to find out as soon as possible the longstanding impact of their decision making. A single decision at the start of a game could have an enduring impact throughout the play. Hence, the immediate feedback helps the learners determine whether they made a good or bad decision.<sup>4</sup> Education game promotes cognitive growth. Each time the learners engage in a game, they perform cognitive activities, such as keeping track of hazards, remembering the rules, and recalling the progression of play works. The learners also develop solid problem-solving skills since they will need to think quickly immediately without hesitating. Additionally, the game teaches the learners to think creatively and to plan out their moves ahead of time. t their moves ahead of time. Digital literacy, an essential life skill in contemporary society, is present in the education game. Through the game, learners acquire skills that help them solve problems, develop their creativity, think analytically, and collaborate with other learners.

### **COURSE CONTENT**

In this category, 12 statements were provided. Those are the course materials provided me with what I needed to know or to do, the course materials allowed vocabulary improvement, the course materials improved language skills, the course materials provided an authentic situation in the learning process, the course materials engaged students in classroom activity, the course materials were oriented to motivate students in learning independently, the course materials were in line with course objectives, the course materials and their

structures were appropriate, the course materials had variety, the course materials were informative, the course materials gave a better influence on students' ability, the course materials were able to identify students' strengths and weaknesses. Some feedback is given from the interview; six participants generally agreed that course materials met their pharmacy students' needs. Materials were also delivered as its syllabus. The length of the study was something they want to be added. They expected English to learn not only in a single semester. Two semesters will fit more with their needs. One of the reasons is their different English learning backgrounds, while everyone was aware of English's importance for their future career.

### TEACHING AND LEARNING

In this category, there are seven items. Those are there was an effective and efficient use of time in class, it was easy to follow the teacher, there was an excellent student-teacher interaction in the course, the students had a cooperative relationship with each other, the teacher was teaching interestingly, the teaching methodology of the teacher was influential in our learning, and the teacher was encouraging us to participate in the lessons. Figure 3 shows the diagram of students' perception of the teaching and learning process of English for pharmacy class. The responses from the interview generally stated that the course had a positive impact on their English knowledge. The success of reaching learning objectives was not separated from the success of the teaching and learning process done by the teacher. However, very few students did not understand the teacher's explanation; it was influenced again by their English learning background and the number of students in the class, which reached 45-50. It affected to equal distribution of students' knowledge.

### CONCLUSION

This study evaluates English for Pharmacy class, an ESP subject conducted at one private the Institute of pharmaceutical education and research. The analyses cover three areas the learning objective, course content, and learning process. Course evaluation is essential because it provides empirical feedback on the teaching/learning process that can be used for course improvement in the following semester. This study concludes that the learning objectives determined by the teacher, and in line with the institution's vision and the mission, had already been reached successfully. It met students' expectations of English courses and their language skills, including listening, speaking, reading, and writing. Another finding is that course materials/content can enrich students' knowledge, improve their vocabulary mastery, develop their language skills, provide an authentic situation in the learning process, engage students in classroom activity, provide students to learn independently, have the appropriateness on course materials, have the appropriate material structure, have a variety of course materials, have informative course materials, give a better influence on learning, and identify the strengths and weaknesses of students.

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