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Erasmus+ Program – Small scale Partnership

Project Nr:

2022-1-DE02-KA210-VET-000083354 (AIDO)

Results of the survey about Kahoot! learning platform

Vendor description. *Kahoot!* is a global learning and engagement platform company that wants to empower everyone, including children, students, and employees, to unlock their full learning potential. *Kahoot!* offers free and paid plans designed for use at school, at work—whether in-person or virtual— or at home for social use or self-study, with more than 10 billion participants (non-unique) in more than 200 countries and regions since their launch.

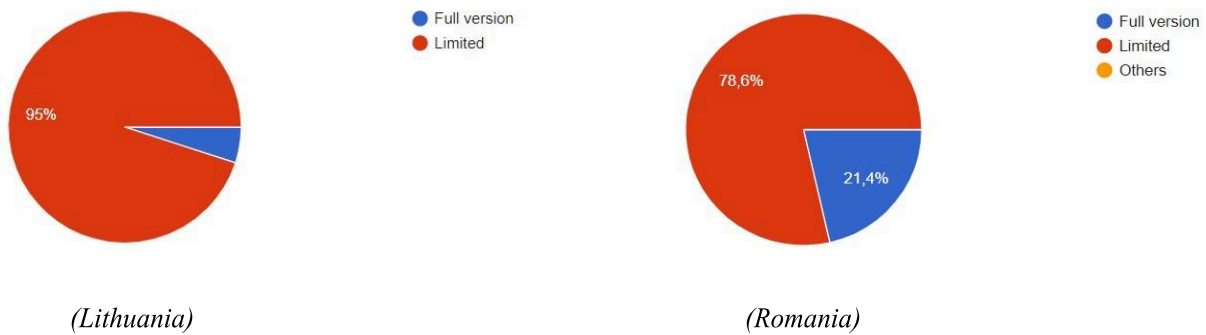
It is an innovative game-based learning platform that offers educators a dynamic and interactive tool to engage students of all ages. Particularly in primary schools, *Kahoot!* becomes a versatile resource for fostering active participation, reinforcing key concepts, and making learning enjoyable. Through *Kahoot!*, teachers can create quizzes, review games, and interactive activities covering various subjects and topics from the primary school curriculum. *Kahoot!* offers educators the flexibility to design surveys and polls to gather feedback or assess students' opinions on specific topics. This encourages student engagement and empowers them to express their thoughts and ideas.

Teachers can also utilize *Kahoot!* as a homework assignment, allowing students to review material independently or collaborate with peers outside the classroom. This fosters a sense of autonomy and responsibility in students while reinforcing classroom learning. *Kahoot!* can be used to organize celebratory events such as class competitions or themed quizzes for special occasions like holidays or school milestones.

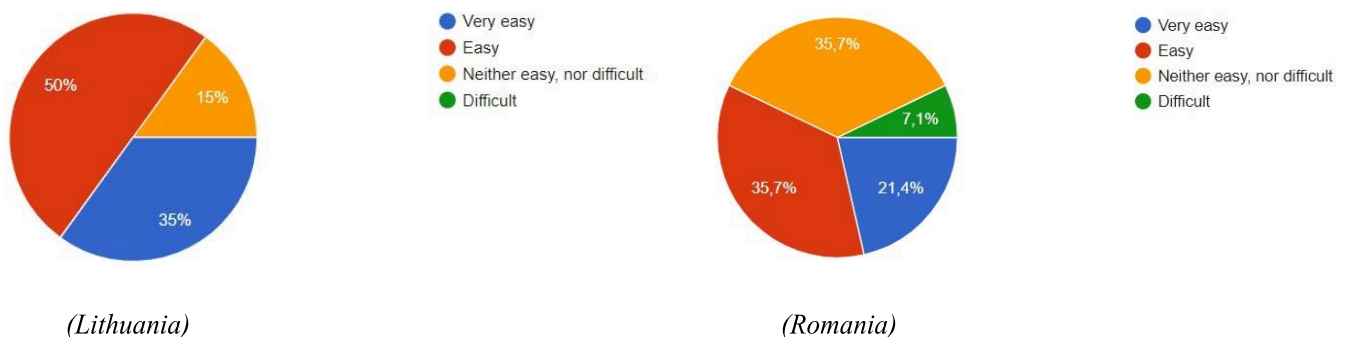
Questionnaire Survey. The review, based on the questionnaire conducted among primary school teachers from Project AIDO's partners in Lithuania and Romania, provides comprehensive insights into the effectiveness of digital tools and apps tested in the educational setting. The survey covered

various aspects including accessibility, navigability, quality of content, content creation capabilities, recommended user level, cost-benefit analysis, areas of application, educational use, usefulness, and recommendations. With a total of 34 respondents, comprising 20 from Lithuania and 14 from Romania, the survey captures teachers' perspectives on the usability and impact of these tools. Overall, the feedback underscores the importance of factors such as ease of access, user-friendly navigation, and high-quality content in determining the effectiveness and suitability of digital tools for educational purposes.

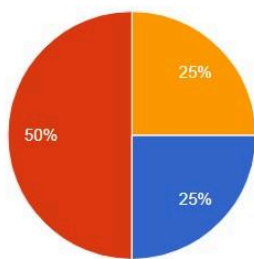
Version tested. In the initial question of the survey, respondents were asked to specify which version of the program they had tested: the full version or the limited version. The results revealed that 95% of respondents from Lithuania and 78.6% from Romania reported using the limited version. Conversely, 5% of respondents from Lithuania and 21.4% from Romania indicated using the full version. These findings highlight a prevalent preference for the limited version among respondents from both countries, suggesting potential considerations such as accessibility, cost-effectiveness, or specific features offered in each version.



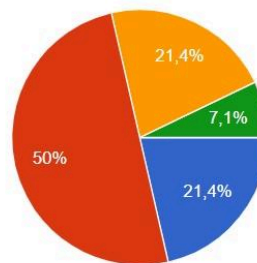
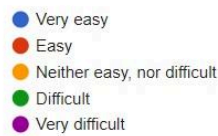
Accessibility. In the second question of the survey, participants were asked to assess the accessibility of the *Kahoot!* program. The responses revealed that 35% of respondents from Lithuania and 21.4% from Romania found *Kahoot!* accessibility to be very easy. Additionally, 50% of respondents from Lithuania and 35.7% from Romania reported that *Kahoot!* accessibility was easy. Furthermore, 15% of respondents from Lithuania and 35.7% from Romania indicated that *Kahoot!* accessibility was neither easy nor difficult. Lastly, 7.1% of respondents from Romania expressed that *Kahoot!* accessibility was difficult. These findings provide insights into the perceived ease of use of *Kahoot!* among primary school teachers in Lithuania and Romania, with a majority finding it either easy or very easy to access.



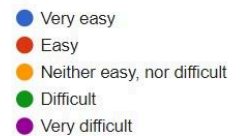
Navigability. In the third question of the survey, participants were asked to evaluate the navigability of the *Kahoot!* app. The responses indicated that 25% of respondents from Lithuania and 21.4% from Romania found *Kahoot!* navigability to be very easy. Additionally, 50% of respondents from both Lithuania and Romania reported that *Kahoot!* navigability was easy. Furthermore, 25% of respondents from Lithuania and 21.4% from Romania indicated that *Kahoot!* navigability was neither easy nor difficult. Lastly, 7.1% of respondents from Romania expressed that *Kahoot!* navigability was difficult.



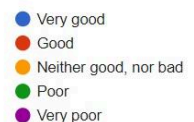
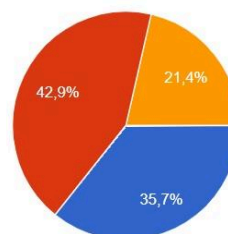
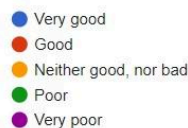
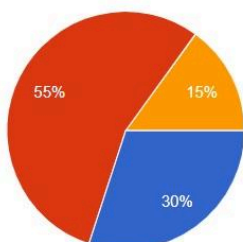
(Lithuania)



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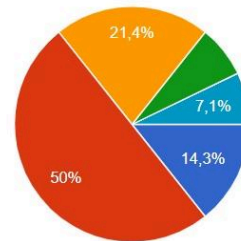
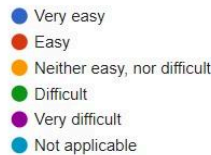
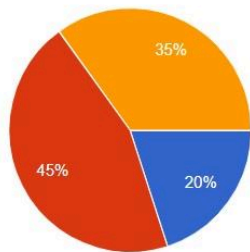
Quality of content. Later participants were asked to assess the quality of content provided by *Kahoot!*. The responses revealed that 30% of respondents from Lithuania and 35.7% from Romania regarded the quality of *Kahoot!* the content was very good. Moreover, 55% of respondents from Lithuania and 42.9% from Romania considered the quality of *Kahoot!* content to be good. Additionally, 15% of respondents from Lithuania and 21.4% from Romania indicated that the quality of *Kahoot!* the content was neither good nor bad. These findings highlight the overall positive perception of the content quality offered by *Kahoot!* among primary school teachers in both Lithuania and Romania.



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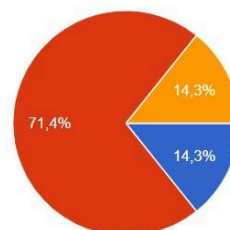
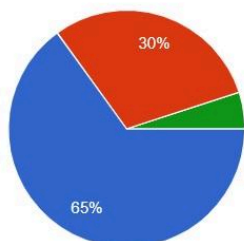
Content creation. In the fifth question of the survey, participants were asked to evaluate the ease of content creation within *Kahoot!*. The responses indicated that 20% of respondents from Lithuania and 14.3% from Romania found *Kahoot!* content creation to be very easy. Additionally, 45% of respondents from Lithuania and 50% from Romania reported that *Kahoot!* content creation was easy. Furthermore, 35% of respondents from Lithuania and 21.4% from Romania indicated that *Kahoot!* content creation was neither easy nor difficult. Moreover, 7.2% of respondents from Romania expressed that *Kahoot!* content creation was difficult, while 7.1% noted that it was not applicable. These findings reflect the varying perceptions of primary school teachers in Lithuania and Romania regarding the ease of creating content within the *Kahoot!* platform.



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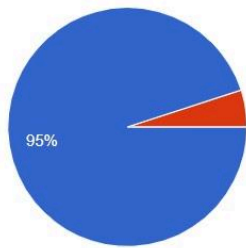
Recommended user level. In the survey's section concerning the recommended user level for *Kahoot!*, responses varied among participants. Specifically, 65% of respondents from Lithuania and 14.3% from Romania indicated that *Kahoot!*'s recommended user level is for beginners. On the other hand, 30% of respondents from Lithuania and 71.4% from Romania suggested that *Kahoot!* is suitable for users at a medium level of experience. Additionally, 5% of respondents from Lithuania believed that *Kahoot!* is best suited for experienced users, while 14.3% of respondents from Romania considered *Kahoot!* to be appropriate for advanced users. These insights highlight the differing perspectives regarding the ideal user proficiency level for effectively utilizing *Kahoot!*, as perceived by primary school teachers in Lithuania and Romania.



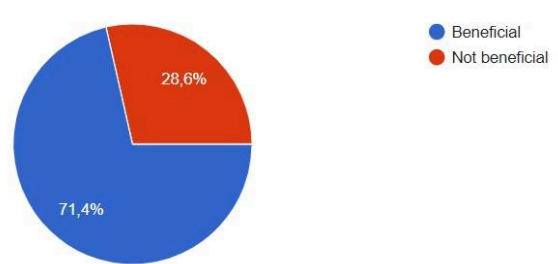
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Cost benefit. In the seventh question of the survey, participants were asked to assess the benefits of using *Kahoot!*. The responses indicated that 95% of respondents from Lithuania regarded *Kahoot!* as beneficial, while only 5% expressed that it was not beneficial. Similarly, 71.4% of respondents from Romania found *Kahoot!* to be beneficial, with 28.6% indicating that it was not beneficial.

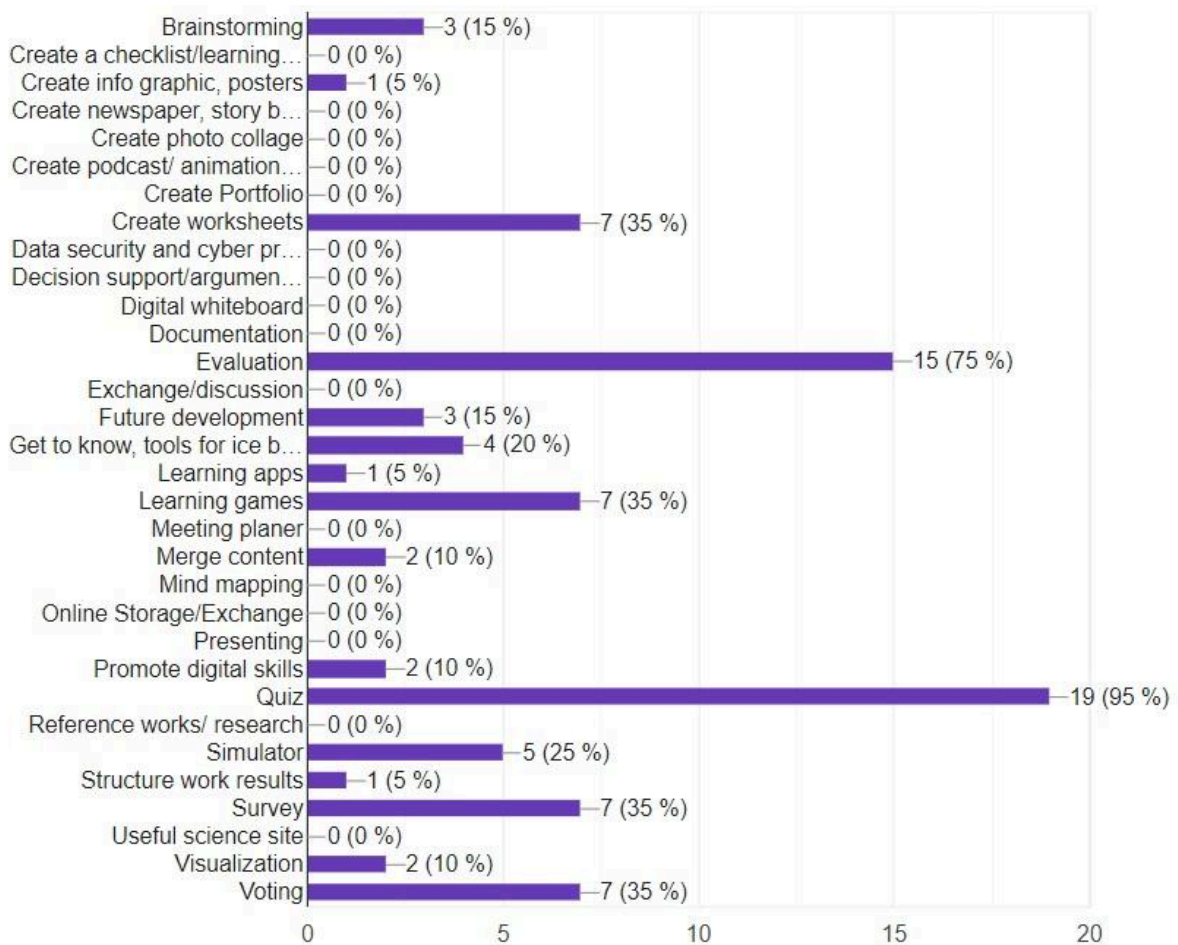


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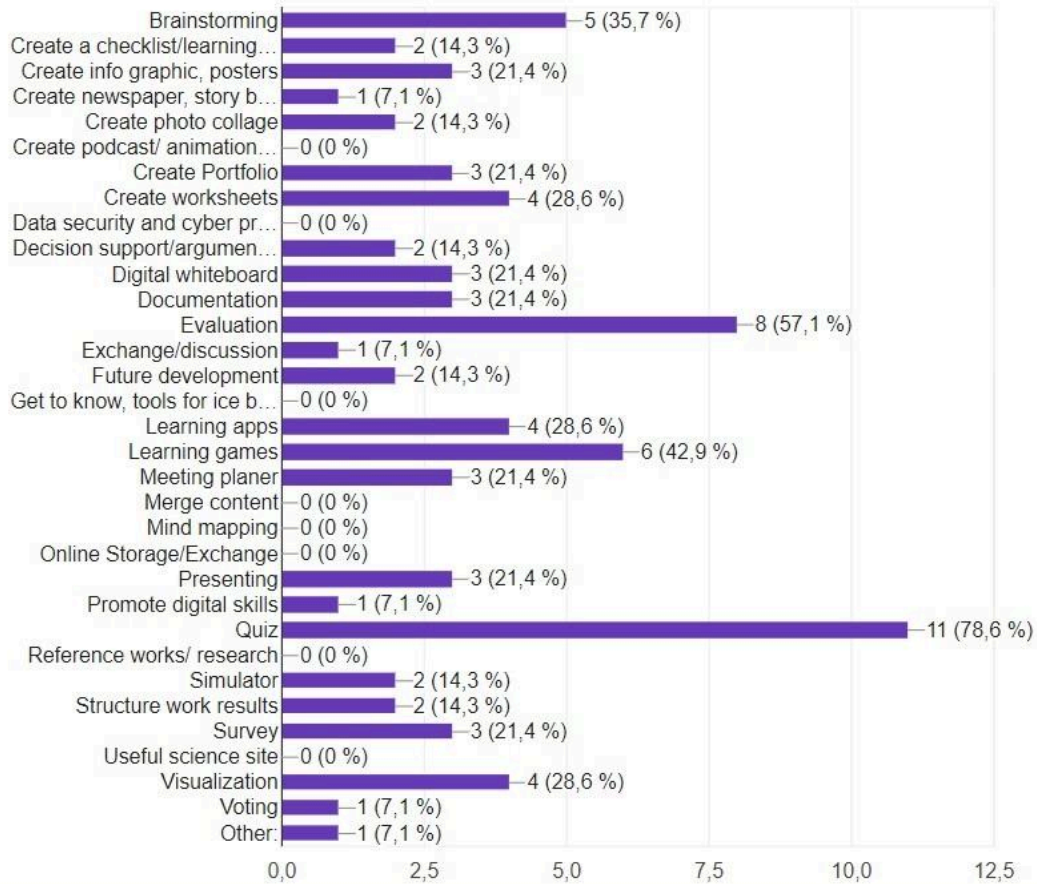


(Romania)

Area of application. In the eighth question of the survey, respondents were asked about the various areas of application for *Kahoot!*. The results indicated that among respondents from Lithuania, 95% noted using *Kahoot!* for quizzes, 75% for evaluations, 35% for creating worksheets, and 35% for voting purposes. Conversely, among respondents from Romania, 78.6% reported using *Kahoot!* for quizzes, 57.1% for evaluations, 35.7% for brainstorming sessions, and 28.6% for visualization activities. These findings illustrate the versatility of *Kahoot!* as a tool for various educational purposes, including assessment, engagement, and collaborative activities, as perceived by primary school teachers in both Lithuania and Romania.

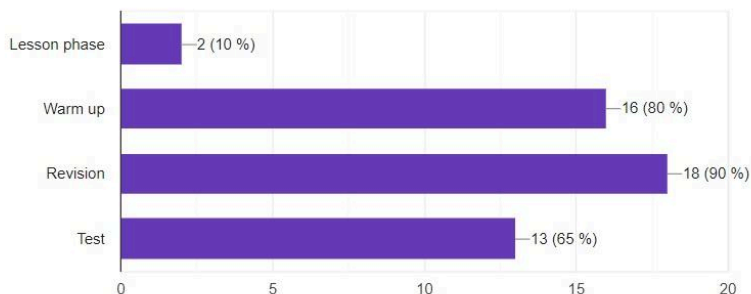


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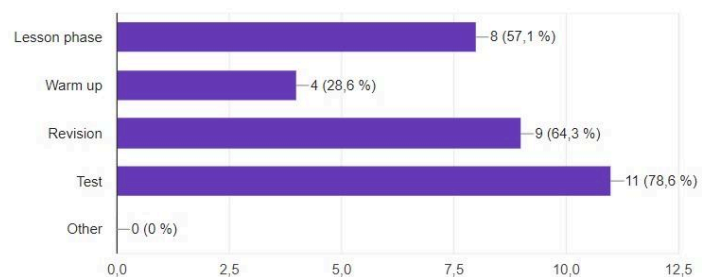


(Romania)

Educational use. In the survey's examination of educational use, respondents provided insights into how they utilize *Kahoot!* in the classroom. Among respondents from Lithuania, 90% reported using *Kahoot!* for revision purposes. In contrast, 78.6% of respondents from Romania noted using *Kahoot!* for testing. Additionally, 80% of respondents from Lithuania and 28.6% from Romania utilize *Kahoot!* to warm up pupils before lessons. Moreover, 10% of respondents from Lithuania and 57.1% from Romania use *Kahoot!* during the lesson phase. These findings underscore the diverse educational applications of *Kahoot!*, ranging from revision and testing to warming up students and facilitating lesson activities, as perceived by primary school teachers in Lithuania and Romania.

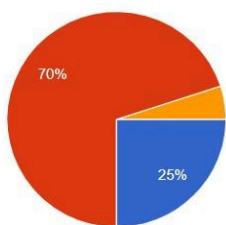


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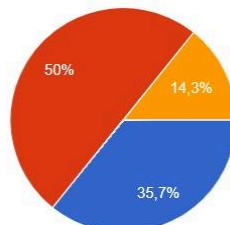
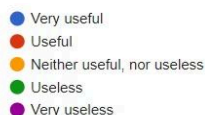


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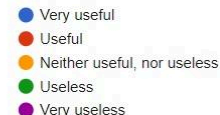
Usefulness. In the tenth question of the survey, participants were asked to assess the usefulness of *Kahoot!*. The responses revealed that 25% of respondents from Lithuania and 35.7% from Romania considered *Kahoot!* to be very useful. Additionally, 70% of respondents from Lithuania and 50% from Romania regarded *Kahoot!* as useful. Moreover, 5% of respondents from Lithuania and 14.3% from Romania indicated that *Kahoot!* was neither useful nor useless. The survey results indicate a positive perception of *Kahoot!*'s utility among primary school teachers in Lithuania and Romania. This recognition underscores *Kahoot!*'s potential to enhance student engagement and academic outcomes in primary education.



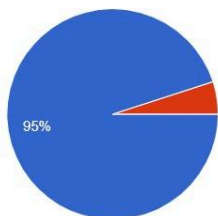
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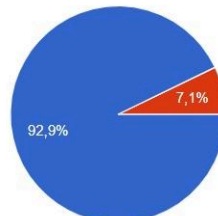
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Recommendation. In the final question of the survey, respondents were asked about their recommendation regarding the use of *Kahoot!*. The results showed that 95% of Lithuanian respondents and 92.9% of Romanian respondents recommend *Kahoot!* for both teachers and students. These high recommendation rates indicate strong support for the adoption of *Kahoot!* as a valuable educational tool among primary school teachers in both Lithuania and Romania.



(Lithuania)



(Romania)



Conclusions. In conclusion, the survey conducted among primary school teachers from Lithuania and Romania sheds light on the effectiveness and popularity of *Kahoot!* as an educational tool. The findings reveal a widespread positive perception of *Kahoot!*'s utility, with the majority of respondents considering it to be either very useful or useful. *Kahoot!* is widely recommended by teachers from both countries, with high percentages expressing support for its adoption in classrooms. Additionally, the survey highlights *Kahoot!*'s versatility, as it is utilized for various educational purposes, including revision, testing, warming up pupils, and lesson activities. Despite differences in specific usage patterns between the two countries, *Kahoot!* emerges as a valuable resource for enhancing teaching and learning experiences in primary education settings. The survey underscores *Kahoot!*'s potential to foster student engagement, improve academic outcomes, and contribute positively to the educational landscape in Lithuania, Romania, and beyond.