

ONLINE PLATFORM FOR INTERACTIVE CONTENT KAHOOT!

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Abstract: Electronic educational resources, web-based services, artificial intelligence, and various digital applications are increasingly playing a significant role in student education. In foreign language teaching (FLT), they are applied both for searching and finding information and for checking key skills and competencies, systematization and analysis, independence, free orientation in a foreign language environment, skills for adequate response in different communicative situations, and stimulating the studied material. At the same time, through these tools, learning becomes engaging and fun, with a social process, gaming elements, and subordinated to the principle of learning.

The Kahoot! platform offers a variety of tools and functions that support teachers in creating engaging and effective learning materials. It provides opportunities for interactive learning, which includes quizzes, games, and other forms of active student engagement. Integrating Kahoot! into classroom activities creates a dynamic and collaborative learning environment where students actively participate and engage with the learning material. Moreover, the platform supports personalized learning experiences tailored to individual student needs and promotes differentiated instruction.

By using „Kahoot!“, teachers can assess their students' knowledge in real-time, analyze results, and adapt the learning process according to each student's needs. Through this platform, collaboration among students is encouraged, fostering critical thinking and creativity.

The article presents the structure and capabilities of the Kahoot! learning platform, examining its application in the context of foreign language teaching and analyzing the benefits of using it in the educational process.

Keywords: digitization, educational platform, „Kahoot!“, foreign language teaching

1. INTRODUCTION

Electronic educational resources and digital applications are playing an increasingly important role in education, especially in foreign language teaching. They not only assist in searching and finding information but also develop key skills and competencies in students. The „Kahoot!“ platform offers a variety of tools and functions that make learning engaging and fun. Through it, teachers can create interactive lessons, quizzes, and games that stimulate active student participation. This not only improves the learning process but also encourages collaboration and critical thinking among students. By understanding the structure and functions of the Kahoot! platform, teachers could integrate it into their foreign language teaching and overall educational practice.

2. DIGITAL GENERATION

Digital technologies today allow students to collaborate and cooperate online during the lesson work and create team products, as well as work independently based on their already developed skills and competencies. Over the past decade, with the advent and development of the Internet, the so-called „digital generation“ has emerged, having access to the possibilities of accumulating, storing, and accessing an ever-expanding volume of information, along with theoretically unlimited communication. This generation is digitally literate, raised with the Internet and online communication, and prefers working with e-books, e-libraries, and e-maps. Teachers must provide students with the opportunity to apply, develop, and refine their media competence, thus meeting the needs of the new „digital“ students.

3. DIGITAL MEDIA AND GAMES

Digitization itself has led to a new diversity in the didactic process. Computers and computer technologies are a very good alternative in modern education, removing barriers between students and teachers (Dimitrova, 2024). Well-designed video games are said to be learning machines (Gee, 2003), and they have the potential to get the players so motivated and engaged that they are not aware that learning is actually happening (Wang, Lieberoth, 2016). In K-12, games have been found to be beneficial for academic achievement, motivation and classroom dynamics (Rosas, Nussbaum et al., 2003). Also, students develop a positive emotional attitude when working with computers, laptops, tablets, or smartphones (Donev, Petrova, 2024). This leads to greater interest from students, increased independence in academic activities, and intense internal drive towards knowledge and mental effort. According to M. Maneva,

„despite the growing importance of digital technologies in education, the teacher remains a key figure who inspires students to develop critical thinking and self-learning skills“ (2024, pp. 142).

To achieve the main goal in the methodology of teaching vocabulary in foreign language education, the game method is successfully applied. I. Korotkov and M. Sevev state that „the human interest in play activity is constant“ (1976, p. 8). The author further argues that over time, games change form, „but they do not disappear and cannot disappear“ (1976, p. 8). With the digitization of the modern era, some language games have transformed into digital ones, but they have retained their essence - a source of information and competition of intellect and attentiveness, with an element of novelty, the unknown, and filled with many emotions (Dimitrova, Donev, 2024). Language games are used as a technique for memorizing new words and contribute to expanding vocabulary, increasing interest in academic activities, making the learning process fun and attractive, stimulating students' creative potential, developing key competencies, and motivating students. According to G. Piriyov, „Interests are an important driver for academic activity...“ (1975, p. 338) and „...it is impossible to conduct effective educational work without the involvement of students' interests. Interests are an important motive in human activities; they stimulate and direct activities.“ (1975, pp. 347-349).

For foreign language training to be effective using ICT, teachers should strive to use diverse activities aimed at updating students' knowledge and mastering specific skills, emphasizing individual work, pair work, group work, didactic games, interesting oral and written assignments. According to G. Selevko, „All of them must be combined in such a way that the computer does not become an end in itself but a logical and effective addition to the learning process“ (2010, p. 208).

4. ONLINE PLATFORM FOR INTERACTIVE CONTENT KAHOOT

The educational platform „Kahoot!“ is gaining significant popularity in Bulgaria. According to R. Dellos, „Kahoot!“ is an educational game platform aimed at students to provide them with an interesting way to use words they have already learned“ (2015, p. 49). According to Hattee and Teo (2024, pp. 457-476), „Kahoot!“ is a tool „for improving students' knowledge of English as a foreign language“.

First, let's summarize what „Kahoot!“ is - it is a game-based learning platform used in classrooms and as a remote learning enhancement for any subject, in any language, on any device, for all ages. Designed to make learning engaging and fun, it is built upon three fundamental principles - social, game-based, and learning principles.

5. STRUCTURE AND CAPABILITIES OF KAHOOT

To search, find, and play Kahoot, you first need to log in through an individual registration and profile on „Kahoot!“. Immediately, you will access the home page of the platform. Here, tips and tricks are provided, and personalized kahoots are presented. On the right side, there are links to the last kahoot created and reports on the last three kahoots shared live (either in class or remotely). On the left side, you will find your username and the chosen Kahoot!'s plan (free or paid). The platform offers tens of millions of publicly available kahoots created by its authors, the teacher community, and partner organizations - on all topics, for all classes, ages, levels, and contexts. The platform provides access to a library, and I will describe how users can navigate it and search for suitable kahoots.

Discovery Page: When you click the „Discover“ button in the top navigation, you begin searching and finding existing kahoots. All kahoots are categorized into different collections. You can play any existing kahoot, duplicate and edit it before playing, or create a completely new kahoot.

In the platform's library, hundreds of free and publicly accessible, ready-to-use educational games are published in the so-called studio sections. These studio sections cover major subject areas such as: Mathematics, Arts, Science, History, Computer Science.

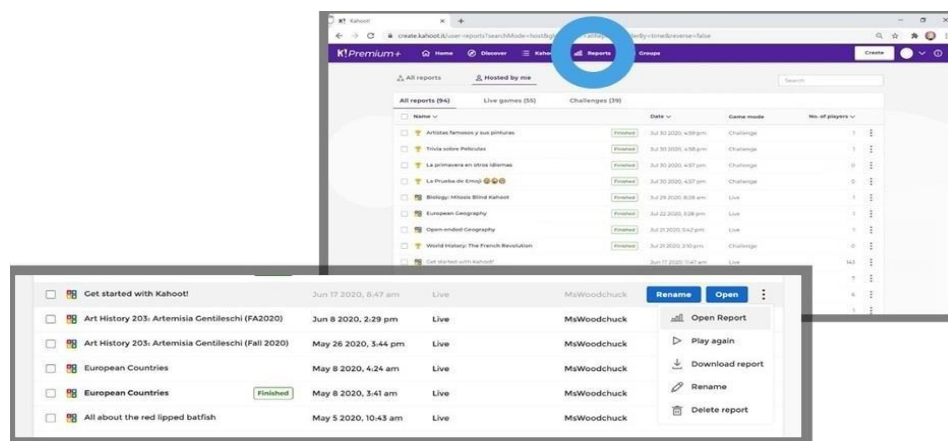
Creating a kahoot: When creating a kahoot, you need to click the „Create“ button to go to the „create“ page. After selecting „create“, you can choose a kahoot template (which is a great way for beginner users) or create an entirely new one. You can combine different types of questions in one kahoot by clicking on „Add question“ and choosing one of the following question types: quiz, true/false, puzzle, survey, slide, and open-ended response. It's important to note that depending on the user's personal plan, different types of questions are available.

My Kahoots: To find all the kahoots created by the user, you need to access the „Kahoots“ section in the top navigation bar. On this page, there is an overview of all the kahoots ever created by the user, those that have been favorited, as well as those shared with them. By default, all kahoots are sorted in reverse chronological order, but a different order can be selected from the dropdown menu above the list. Personal kahoots can also be organized into folders, and the search functionality is a time-saving feature when it comes to finding your own kahoots. Additionally, on this page, you can directly play a kahoot live in class or remotely or assign it as individual work to a separate student. You can also edit any of your personal kahoots. If you want to play several kahoots at once, you

need to select the kahoots you want to play by checking the boxes before selecting the „Play“ button. Clicking on the title of a kahoot takes you to the overview page. From there, you can also duplicate the kahoot, i.e., make a copy and edit it if you want to slightly modify the kahoot.

Reports: After playing any kahoot live in class or remotely, all results are submitted to the reports page (fig. 1). The report's page shows a complete list of results from all kahoots that have ever been played live or assigned as individual tasks, in reverse chronological order.

Fig. 1. Visualization of the "Reports" section on the Kahoot! platform.



Source: Kahoot! Platform

Each kahoot is time-stamped for easy filtering and searching. In addition to viewing a visual report, you can download the kahoot's results report in Excel or save it to Google Drive. This allows presenters and educators to collect opinions and analyze data, which can be used to improve the learning process and optimize the material. The use of kahoot not only enhances the overall learning experience but also encourages active participation and ensures lively and inclusive discussions.

The next section in the platform is the „Groups“ section. Here, private groups can be created with friends and colleagues, kahoots can be shared, and collaboration can take place through the Kahoot! platform.

The last part of the navigation platform is the „Settings“ section. When you click on the small avatar and arrow in the top navigation bar, next to the „create“ button, a dropdown menu opens. Select „settings.“ In this section, you can make various changes - from your personal avatar, username, email address, to changing your password and privacy preferences.

If you are looking for something specific, enter a keyword or phrase in the search bar. The platform automatically suggests popular kahoots that match the search words. For more precise searches, filters can be used by topic, level, language, type of kahoot, and audience (for school, event, etc.). Once you find the preferred kahoot, you can immediately play it or assign it as a favourite by clicking the star button next to it to add it to the list of favourites. The searched and chosen kahoot can be shared with students, colleagues, and friends. You need to copy and share the Kahoot's URL after performing the search.

When you click on a kahoot from the „Discover“ page, you see an overview of all questions and answer options. After deciding which kahoot you want to edit, click the three-dot dropdown menu next to the kahoot title and then press the „Duplicate“ button. The platform will immediately take you to your „Kahoots“ page, where you can edit the selected kahoot. When you click on „Edit“, you can change the title, description, questions, modify, remove, or edit answer options, rearrange questions, change restrictions for each question, and add or remove images and/or videos. You can also add questions by clicking the „Add question“ or „Question bank“ buttons. In the question bank, you need to write a phrase or question, and automatic suggestions will appear based on the specified criteria. Select the desired question and add it to the kahoot. The kahoot can be previewed at any time by selecting the „Preview“ button in the kahoot creation section. After creating the kahoot according to our needs, press the „Done“ button, which will display a message confirming that the kahoot is ready for play. In this pop-up window, you can choose an option to test the kahoot, play it immediately, or share it with other users. By clicking the „Done“ button again, the platform returns you to „My Kahoots“, where the created kahoot is saved.

Sharing a kahoot is done by clicking the share icon on the kahoot preview page. You can share the kahoot by entering the username of the person you want to share it with, with a group, or share it directly on social media or by

copying and pasting the URL of the given kahoot, as well as by scanning the automatically generated QR code. It's important to note that only the URL of a public kahoot can be shared. Kahoots can also be shared via reminders or directly in Google Classroom or Microsoft Teams.

Let's Play: There are two main ways to play „Kahoot!“. We can host the game live or assign it for completion. As a host, you can share the kahoot via video for remote learning or classroom play, presenting the kahoot on a large screen. Questions and answer alternatives are displayed on the shared screen while students respond on their devices. Questions and answers are shown on students' screens at a pace set by the timer. If desired, the timer can be turned off. The kahoot can also be assigned as part of remote learning or for review and assessment in class.

It is most effective to play kahoots live in the classroom or using video conferencing tools like Google Meet, Skype, or Zoom. In the classroom, questions are displayed on a shared screen such as a smart TV or interactive whiteboard. Players join using their own device—smartphone, tablet, laptop, or desktop computer. One of the advantages of the platform is that players do not need an account to play kahoot.

When individually assigning a kahoot for play, students can complete it anywhere and anytime. They play at their own pace, either at home or in class. Questions and answers appear on the student's screen at the most suitable moment for them. The teacher can see the progress in real-time by reviewing the generated report on the platform. The web-based application is suitable for content review, exam preparation, homework—especially during remote learning.

Before starting the game, the teacher must choose how it will be conducted. If the teacher is hosting and the game will be played live, they should click the „Play“ button, after which a pop-up window appears allowing them to choose between „Teach“ or „Assign“. Select „Teach“ if you want the game to be played in the classroom or remotely during a video conference. If you choose the „Assign“ option, the Kahoot is assigned and set for completion within a given period.

After selecting the teaching option, the platform provides the opportunity to edit the kahoot—the order of questions and music. Then, the type of kahoot is chosen, most often it is classic. A PIN code (PIN) and QR code appear on the teacher's (host's) screen. Players enter this PIN code or scan the QR code with an external program, followed by entering their nickname to join the game in the „Kahoot! App“ for „iOS“ and „Android“. There is an alternative if students cannot install the app on their devices. They can join by going to „Kahoot.it“ in their browser.

In the role of host, the teacher has the right and ability to reject inappropriate and profane nicknames from the game by hovering over them and clicking. This problem can be avoided if the nickname generator is activated at the beginning of the game. When participants join the game, the teacher can lock the game so that no one else can join. To start the game, the teacher must click the „Start“ button. During the game, the spacebar or mouse can be used to move to the next question in the kahoot.

After visualizing the podium with the ranking of the top three students at the end of the game, the „Next“ button must be clicked. This way, the teacher can choose whether to repeat the playback of the game, receive feedback from students by having them answer questions from the automatically generated survey, or play a new kahoot.

When assigning a kahoot for completion as individual or homework, the teacher must click the „Assign“ button. A window will then open where certain assignment parameters can be set.

A deadline for completing the game can be set, and the timer for questions can be disabled so that students have more time to focus on the accuracy of their answers. After the teacher selects the „Create“ option, they will be taken to the Kahoot report page. From the report page, they can choose how the kahoot will be assigned for students to complete. Students can be invited via a shared URL or PIN, or by directly sharing the kahoot in Microsoft Teams, Google Classroom, Facebook, or Twitter. Students can join until the deadline set by the teacher. After this deadline expires, the teacher can share the final podium (final ranking) with their students.

6. KAHOOT! ACADEMY: GLOBAL COLLABORATION BETWEEN TEACHERS AND STUDENTS

Webinars organized by the „Kahoot!“ team provide excellent opportunities for teachers' self-learning. Following demonstrations of the latest platform updates, teachers reinforce their new knowledge by participating in games involving colleagues from around the world. This interactive form of training not only enriches professional skills but also promotes international collaboration and experience exchange. Top performers receive a „golden ticket“ for future training, further motivating teachers to grow and excel in their profession.

Since 2024, Kahoot! Academy has been functioning, where student teams from all over the world compete through play, demonstrating their knowledge and skills. This initiative not only stimulates the learning process but also encourages global collaboration and cultural exchange among young people. Participants can meet peers from different countries, exchange ideas, and learn new problem-solving strategies. Kahoot! Academy provides a unique platform for developing critical thinking, creativity, and teamwork, preparing students for future challenges in education and life.

Kahoot! Academy also significantly contributes to improving participants' foreign language skills. Through interaction with peers from different countries, students get the chance to practice and enhance their language competencies in real communication situations. This includes both written and oral communication, which helps develop confidence and effectiveness in using foreign languages. Additionally, participation in international competitions requires understanding and interpreting texts and tasks in various languages, further enriching their vocabulary and grammatical knowledge. Ultimately, this multicultural environment creates conditions for natural language acquisition and its nuances, preparing students for successful communication in the global world.

Figure Two displays a screenshot of a teacher who participated and won a competition organized by Kahoot! Academy, along with the provided „golden ticket“ for further training.

Fig. 2. Victory in Competition and Golden Ticket at Kahoot Summit



Source: Kahoot! Platform

7. CONCLUSIONS AND SUMMARY

Upon reviewing the structure and capabilities of the interactive educational platform „Kahoot!“, the following conclusions can be drawn:

- The platform is suitable for implementing the learning process in school.
- It is applicable both in class and in distance learning formats.
- It provides easy navigation and tools for work.
- The generated game is compatible with various digital media.
- No account is required for players.
- Depending on the lesson objectives, it can be used for both group and individual work.
- A suitable tool for foreign language learning, allowing students to practice and acquire new languages through interactive games and exercises.
- The platform provides opportunities for self-learning for teachers through diverse resources and courses.

The web-based application Kahoot! provides opportunities for dynamic organization of the learning process and helps activate students' cognitive activity. Through the game „Kahoot!“, constant engagement of students is guaranteed. When using the platform, continuous visualization of the learning material is achieved, impacting multiple senses simultaneously. Not least, the „Kahoot!“ application allows the material to be presented to students in a more attractive way, which inevitably leads to longer retention of their attention.

The presented software enables teachers to use it for exercises as well as for assessing and monitoring students' knowledge. The online interactive content application „Kahoot!“ offers students the opportunity to learn, play, and have fun while also accumulating knowledge and skills that can be acquired, reinforced, and built upon without stress or negative emotions.

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