Using Kahoot!+ Max® as a Platform for Unfolding Case Study Presentation and Formative Assessment of Competency

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Abstract

Background/Introduction
Measurement of competency in nursing education is challenging based on complex content and the need for formative and summative assessments. Formative assessments which provide real-time feedback on performance play an increasingly important role in experiential and interactive learning. Game-based learning as a strategy for student engagement has seen a rise in popularity among students who learn differently than prior generations. Gamification provides a strong platform for formative assessment.

Purpose
The purpose of this presentation is to outline how Kahoot!+ Max®, a game-based learning platform, has been utilized for the presentation of video-based unfolding case studies across a set of sequential prelicensure nursing courses. This approach offers the benefits of integrated gamification into traditional lecture formats. Evaluation of student participation and responses facilitates future content modifications.

Methods or Processes/Procedures
PowerPoint-style presentations with embedded video recordings are interspersed with Kahoot!+ Max® based assessments in a variety of question formats. Creating these assessments in a pre/post presentation structure allows observation of student baselines and progress while presenting. Faculty generate questions to highlight salient points within the context of each patient scenario; questions and level of expectation for student responses increase with difficulty across courses.

Results
Scores do not contribute to summative evaluation outcomes and identity is protected, students perceive the format to be a safe, student-friendly space. Participation is high, and the competitive nature of the gaming format is highly engaging. The Kahoot!+ Max® sessions increase student confidence and willingness to engage.

Limitations
No limitation on this pilot project.

Conclusions/Implications for Practice
The use of a simple gaming platform such as Kahoot!+ Max® offers faculty a wide range of options for formative evaluation of didactic content. Students are able to perceive their level of knowledge compared with peers, and voice increased confidence in their understanding of content.

Biography

William Hull recently graduated from the University of Utah College of Nursing Doctoral Program. His doctoral study focused on hospice family caregiving and the impacts of patient symptoms on caregiver sleep, anxiety, and depression. In 2022, he accepted an appointment as an Assistant Professor in the clinical track; he currently teaches undergraduate nursing students in both classroom and clinical settings.

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