

The Teacher

Deak Kirkham

To CLT or not to CLT

Anna Kucirkova

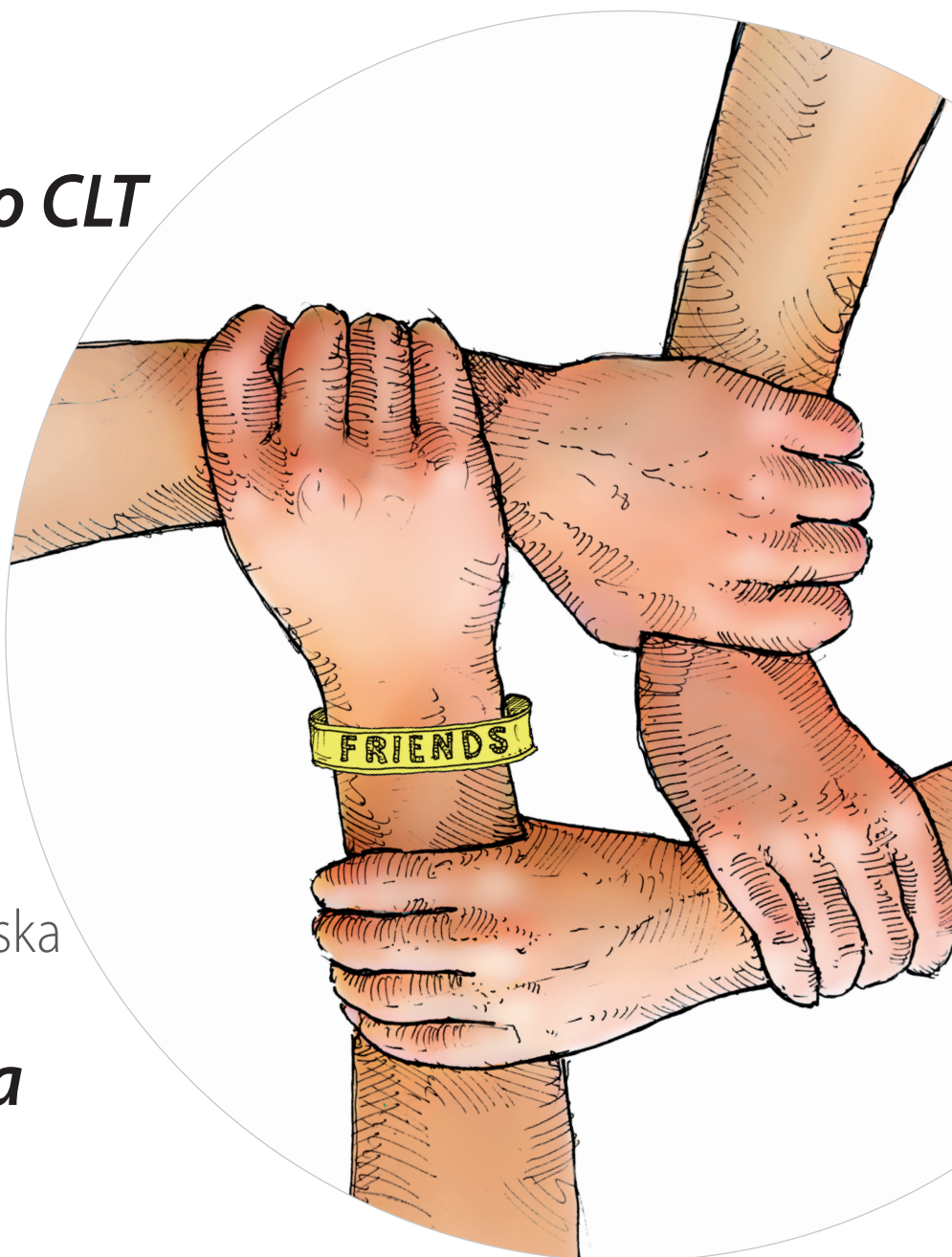
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SOCRATIVE

Magdalena Fijalkowska

The students will think you are great.

Magdalena Fijalkowska

Welcome to yet another article on Learning Technologies provided to you by NaukaBezGranic. We have by now covered Quizlet, Padlet and the philosophy behind using Learning Technologies in the classroom. Now we will look at Socrative, which I was first introduced to when attending a Marketing lecture at the Newcastle University a few years ago. **What I saw then was a miracle: a very interactive lecture, with about 500 students attending, and fully engaged.** The technology made it possible for all to get



Magdalena Fijalkowska

Magda dreamed of becoming an English teacher when she was a child, and so she did. When she grew up, she worked as a teacher, manager or director of studies with International House Kraków, UEC-Bell in Warsaw, Eurocentres, Macmillan and Pearson Longman publishing houses, Stafford House, Experience English and International Quest in the UK. While working with Newcastle University and Strathclyde University in Glasgow she discovered her new love: English for Academic Purposes. She is now back to studying and has just completed Module 1 and 2 of Cambridge University Delta. Since 2007, she's been running NaukaBezGranic, offering schools multicultural workshops and theatre shows performed in English. Check out www.naukabezgranic.pl to find out more.



involved. **The students got so hooked on answering Socrative questions, that there was no risk of anyone switching off**, which typically takes place during traditional lectures. So, if you teach large groups of students, your life may, occasionally, get easier.

How to get started

This was for me the hardest part. It took me 3 years and 300 GBP spent on an excellent Learning Technologies course with Sheffield University, before I started using Socrative. The good news is that you are probably smarter than me and can do it any time. So, just get an account with www.socrative.com. You can also check out the *SOCRATIVE: An Overview* video on <https://vimeo.com/173790350>.

If you're new to Socrative, start with a free account, and if you like it and use it enough, you can pay for Socrative PRO.

Once registered as a teacher, you will be able to create quizzes which students will be able to access entering a room. The room's name may be... your name. I am mentioning this, as I did not realise it at first.

Creating quizzes

You can set up a multiple choice, true or false quiz, or use the open questions option. The open question option is my favourite, as I can trick students into writing. Very few students enjoy writing, do you have the same problem?

#2

Formatting: ☐ SAVE

1

Canberra is the capital of Canada

Correct Answer:

True False 2

Explanation:

Ottawa is the capital of Canada

#3

Formatting: ☐ SAVE

1

What is the past tense of 'go'?

Correct Answers (Optional)

went 2

+Add -Delete

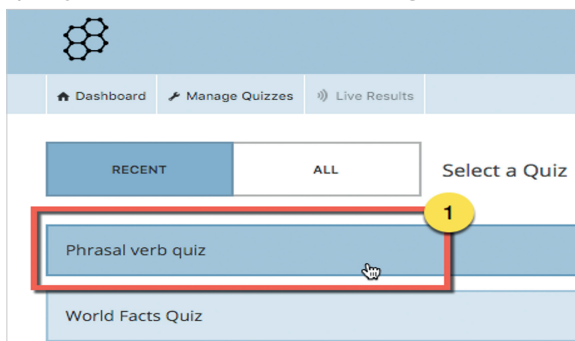
Explanation:

Save the questions, the quiz, and your life

As you enter the questions and possible answers, remember to click the Save button. You don't want your precious time to be wasted, should the Internet fail you. Also, you may or may not create the quiz in one go.

Edit, download or personalise your quiz

To edit, just go to My Quizzes and select the quiz you want to introduce changes to.



Once you access a quiz, you can edit it.

You can also download it as a PDF file and give to your students as a handout.

And finally, you can duplicate it if you want to make a similar copy of the same quiz e.g. for another group. Dropping in our students'

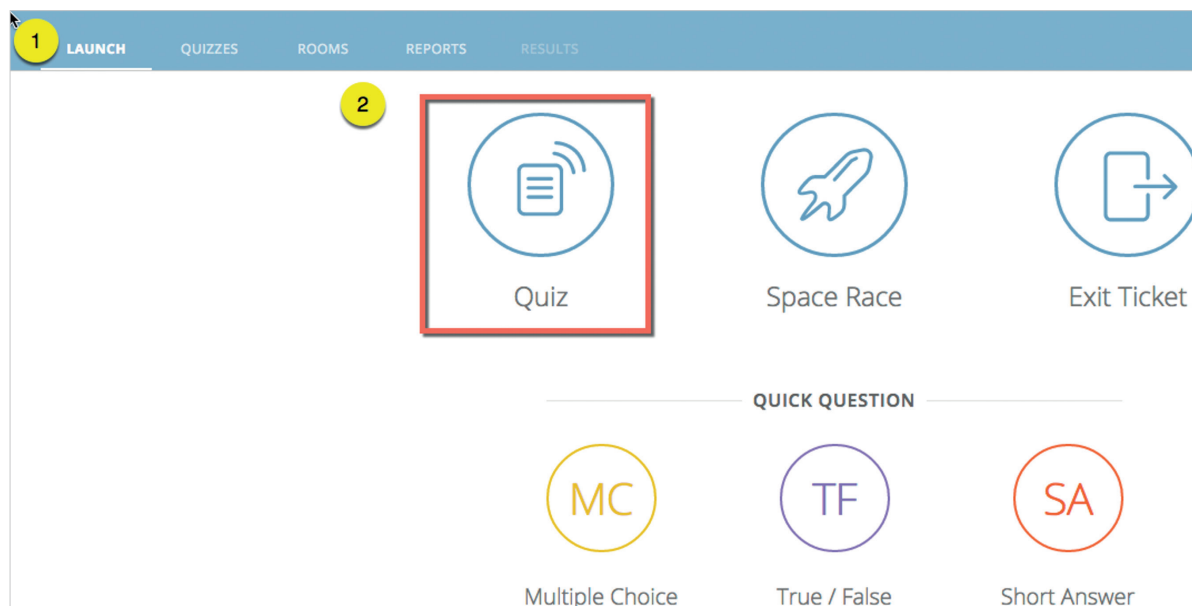
names and some personal information will make it more fun, but then you need different versions for different groups.

How to start a quiz

There is a little trap here, as you might think that when the quiz is ready, and you give the room name to your students, they will automatically access it. No. You need to launch it first. So, find the Launch button, click on it, and then click on the Quiz button. (see ↗)

You can launch the quiz in the following formats:

- 1 **Student-paced Immediate feedback:** students move from one question to another at their own pace and they get the correct/incorrect feedback after submitting each answer.
- 2 **Student-paced Student Navigation:** students can skip questions and navigate the quiz, they get the answers once they have finished all.
- 3 **Teacher-Paced:** you, the teacher, decide which question the students see, you can skip the questions, or go back to the earlier ones.



When you have chosen the format you want, click Start to launch the quiz.

How do students access the quiz?

To access the quiz, your students need to go to www.m.socrative.com on their computers, phones or tablets. Then they type in the room name (your name) and then they give their own name.

As students complete their answers, whether in class or for homework, you can always monitor their progress using a Live Results table.

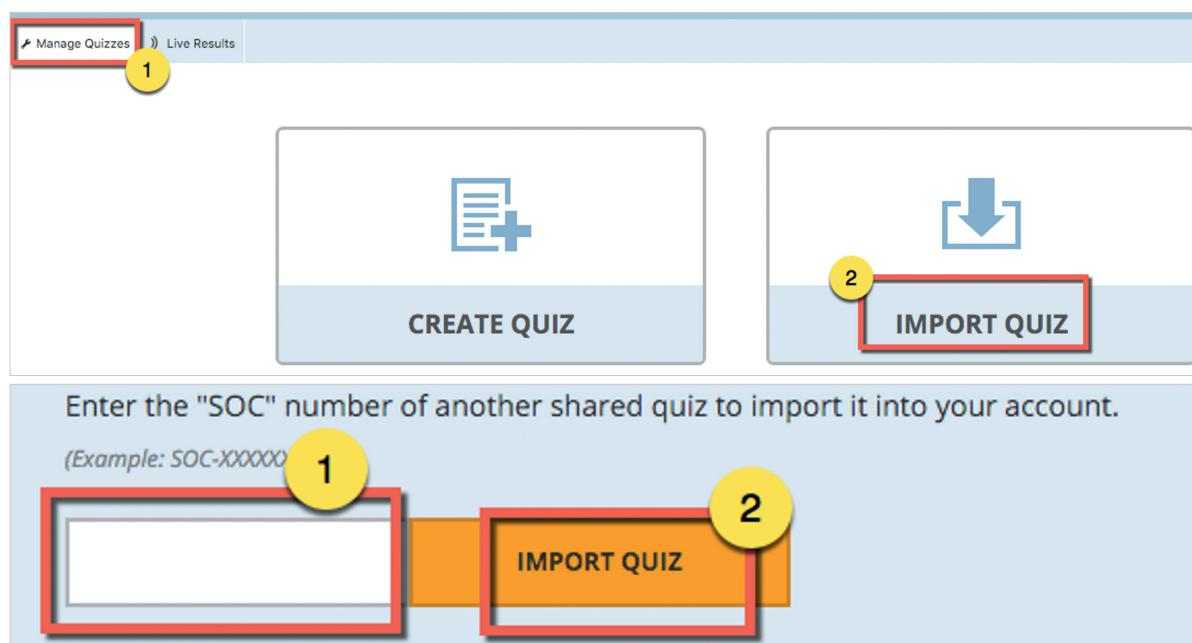
How to finish a quiz

Once you have set up the quiz for your students and launched it, it will be live forever. This is great, because you can assign it for homework. Once everyone has done it, click the Finish button.

A little bit of sharing

Teacher who have SOCRATIVE accounts can share quizzes. All you need to do is slide the 'share' setting on your quiz and give your colleague the code of the quiz you have created, e.g. SOC-20444440.

The Manage Quizzes option will allow you to import another quiz.



What's in it for me?

We have had a look at the technical side of the tool. Let's now see what we can use Socrative for:

- ① Vocabulary and grammar quizzes
- ② Culture quizzes
- ③ Short writing tasks
- ④ Needs analysis
- ⑤ Feedback on the course
- ⑥ Checking understanding of e.g. exam format

Using SOCRATIVE to conduct needs analysis with Business English students

Here is just one example of how I have used Socrative with one of my groups. Before the course I set up the needs analysis questionnaire on-line and have given the course participants a deadline by which they needed to give their answers.

The general report looks like this. I could then show the answers to the students in the first class. I decided to hide the names of the students so as not to put anyone on the spot.

Name ↑	Score (%)	1	2	3	4	5	6
*****		Because	At schoo	At Clurg	It's har	I have p	Yes I

*****		English	So far I	I'm Offi	It's har	I am exp	Only s
*****		I am lea	I was st	Working	I try to	As I sai	Yes, b
*****		X	X	X	X	X	X
*****		I learn	I've bee	I work a	I have a	My expect	I have
*****		To get m	I learne	In Clurg	If I reo	I would	I have
*****		I want t	I've bee	I'm Juni	In my cu	I'm shy	Yes, I

We could then look at selected answers and have a little discussion around them. See the example below.

4 How much time do you have to study English per week?

HIDE ANSWERS SHOW NAMES 12/14 students answered

It's hard question. In straight way of meaning I do not study English. But if I use meaning of usuning English that make probably 10h/week exclude using it at office eg. reading documentation.	HIDE ANSWER
I have about two hours per week to study English.	HIDE ANSWER
I try to live very actively and do many different things in my life. That is why I have little free time left. But I'd like to attend language courses to improve my skills. Particularly I would like to improve my vocabulary skills, overcome the language barrier and improve pronunciation and accent. Studying English is not only during lecturing, but also when you use the language at work and in everyday life. So, it is difficult to say how much time I have for it, but I think that once a week it is just a something.	HIDE ANSWER
I have about 2-3 hours per week to studying English.	HIDE ANSWER
I think 1 hour for typical homework is OK and more time for other English activities.	HIDE ANSWER
In my current life situtation I can study 6 hour per week.	HIDE ANSWER
I don't study English anymore, what I would call studying is a practical use of English in everyday work and I believe it works pretty good for me.	HIDE ANSWER

Do you remember SAMR?

We discussed earlier the philosophy behind using technology in the classroom. It may **S**ubstitute traditional tasks, or **A**ugment the value of those tasks, **M**odify the way we conduct an activity, or altogether **R**edefine it. Well, I would say that the usual needs analysis has definitely been modified to make students life easier, my life easier, and the discussion in class more fact based.

The beauty of it

The beauty of the Socrative supported quizzes and tasks is that:

- ① The answers of all the students can be shown to all the students – this creates a springboard for discussion.
- ② The teacher gets the results instantly and can react to the findings quickly. You can easily spot students' needs and areas for improvement.
- ③ As the task can be completed by the students outside the lesson time, we have

a perfect and user-friendly tool to set up a slightly different type of homework.

Save the trees, save the time

Last but not least... I have recently witnessed the way a big language school in Poland has been collecting student feedback on their courses. All the students get a printed questionnaire, then they leave their feedback with the school's office. Then someone has to go through every single sheet of paper and insert the results onto an excel spreadsheet. Then it is passed on to the director of studies, who then sets up a meeting to discuss the results with the teacher. Finally, a month later, the teacher finally knows what the students have said about their lessons. Seriously? All this in 2018? When you can get the students to complete the questionnaire on their smartphones and get your reports in an instant...

If you need more ideas on how to use Socrative with your students, you can email me at naukabezgranic@gmail.com 

