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XXIII Congreso de Ingeniería de Organización



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Engineering
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BOOK OF ABSTRACTS

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**“13th International Conference on
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Kahoot! as gamification teaching resource in Business Organization subjects

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Keywords: Gamification, Kahoot, Business Organization, Motivation, learning

1 Introduction

The use of games generates positive emotions such as feeling committed, and fulfilled. For this reason, gamification is currently applied in different domains such as marketing or education (Dicheva et al., 2015). In addition, new Information and Communication Technologies (ICT) provide an improvement and dynamism in the teachings of the field of Business Organization. In this new context, the gamification tools promote the greater participation of the student in the development of the subject, improving the results of the teaching-learning and evaluation process. The use of games generates positive emotions such as feeling committed, and fulfilled (Díaz 2017). There are diverse tools to carry out the gamification in the classrooms. Among the mobile applications highlights the tool called Kahoot! (2019), very useful for creating quiz games, debates and surveys (Plump & LaRosa 2017).

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2 Objectives

The objective of this research is to analyze the impact of Kahoot! tool in the teaching of two subjects of business organization and to motivate students and promote study, while transmitting the contents of the subject.

3 Methods

The selected subjects have identical contents but one of them is taught in the English language. The teacher designs a total of 5 questionnaires with a total of 4 questions per each one and saves the quiz. Once in class, the teacher activates the Kahoot to start playing. Then, the student answers through their device and among the 4 possible response options. After each question, a bar graph appears indicating the number of students that have chosen each of the 4 options and the teacher can download the obtained results. So that the teacher has a control and follow-up of the students at a particular level, as well as the evolution of the group.

4 Results

The students of the two proposed subjects have expressed a positive feedback of the tool and they consider that this tool increases the motivation and learning in a funny way. Additionally, Kahoot! offered the teacher the possibility to obtain an instantaneous feedback of the level of assimilation of the concepts taught in each one of the sessions allowing, on the one hand, the adaptation of the subject to the rhythm of the students' learning and, on the other hand, the reinforcement of the contents that obtained worse results in later sessions.

5 Conclusion

The experience of the design, development, and implementation of questionnaires based on the Kahoot tool! has been very positive both from the point of view of the teacher and from the point of view of the students. It can be interpreted that Kahoot tool acted as a factor of improving academic performance.

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