

# Leveraging Online Learning Not Only to Increase Access but Also to Develop New Skills

## Unanswered Questions

**Q. Can we not use simple tech like Kahoot, Nearpod, Poll Everywhere to "check in" with students through class to assess active listening?**

A. My understanding that these are basically tools for supporting live lectures, and they are ways to focus students' attention through quizzes on lecture content. They certainly give feedback on whether students have been listening attentively and have understood content, and it is possible with some creative thinking on the part of the instructors to test how the lecture has stimulated critical thinking or analysis during the lecture.

The question is transferability: to what extent will students listen more attentively without the external stimulus of a tool such as Kahoot? In other words, how authentic is the active listening, or is just produced within the environment of the quiz or game? There is evidence that game-based learning can result in transferability, but game-based learning is a more sophisticated design process than just testing lecture content comprehension (see below)

**Q. Is there an article published about creating effective games for teaching?**

A. Yes, and indeed, Naza Djafarova, the project leader, was one of the participants in this webinar:

Djafarova, N. et al. (2018) *The Art of Serious Game Design* Toronto ON: Chang School of Continuing Studies, Ryerson University

This is an open educational resource and can be downloaded for free.

There is more on serious games in the second edition of my book: <https://pressbooks.bccampus.ca/teachinginadigitalagev2/chapter/8-7-emerging-technologies/>

Serious games are an excellent way to develop a fairly wide range of 21st century skills online.