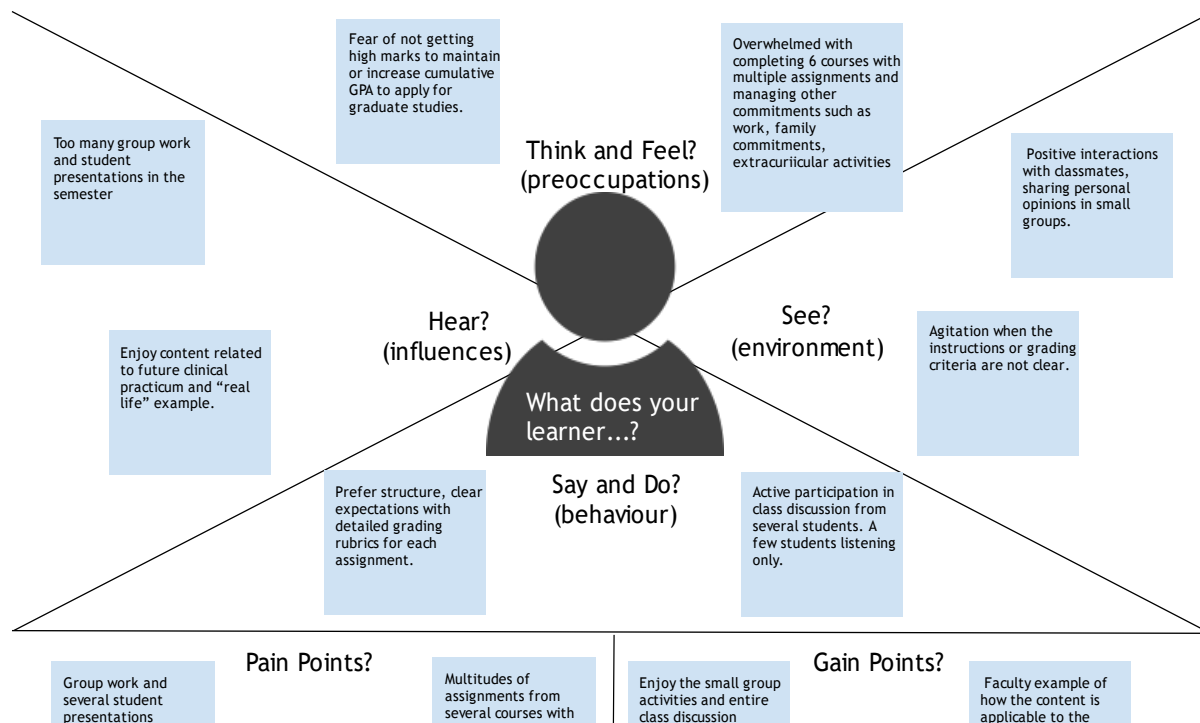**It's Alive**

Context and Reasons: Technology-Enable Solution

This document outline the process I employed to select a technology-enabled solution to address the learning challenge in my course.

1. To begin, I utilized the Learner Empathy Map to gain insights into my students' experiences within my course. During this exploration, a significant pain point surfaced related to student group presentations. It became evident that many students did not derive substantial benefits from these presentations, often feeling disengaged and resorting to multitasking, which hindered their learning experience. On the other hand, a notable gain point emerged from small group activities and class discussions. This finding underlines the importance of fostering participation and interaction as an effective approach to enhance the learning experience.

Fear of not getting high marks to maintain or increase cumulative GPA to apply for graduate studies.

Overwhelmed with completing 6 courses with multiple assignments and managing other commitments such as work, family commitments, extracuriicular activities

Too many group work and student presentations in the semester

Positive interactions with classmates, sharing personal opinions in small groups.

Think and Feel?
(preoccupations)

Hear?
(influences)

See?
(environment)

Enjoy content related to future clinical practicum and "real life" example.

Agitation when the instructions or grading criteria are not clear.

What does your learner...?

Prefer structure, clear expectations with detailed grading rubrics for each assignment.

Say and Do?
(behaviour)

Active participation in class discussion from several students. A few students listening only.

Pain Points?

Gain Points?

Group work and several student presentations

Multitudes of assignments from several courses with

Enjoy the small group activities and entire class discussion

Faculty example of how the content is applicable to the

2. Next, I succinctly defined my learning challenge as the insufficient engagement of the student audience and the constrained learning outcomes observed during student group presentations in the classroom.
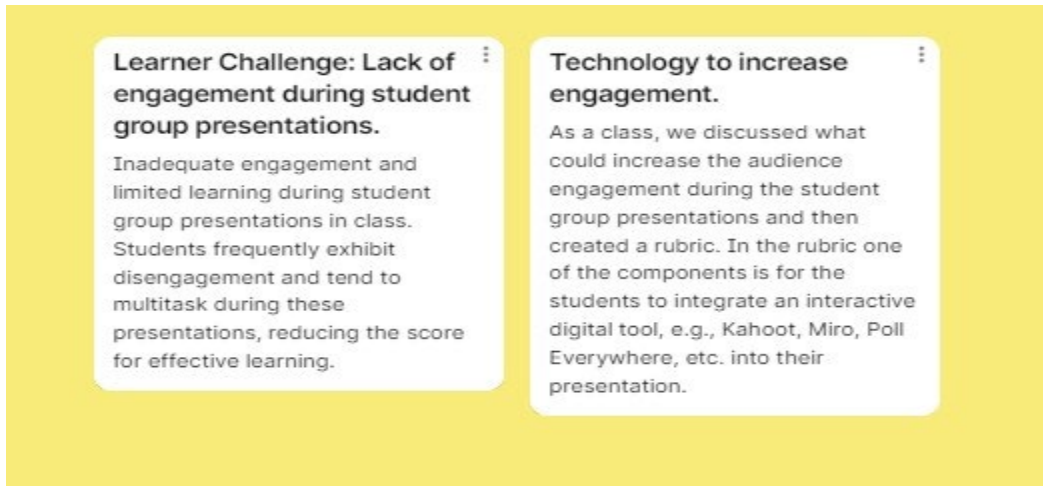
3. To facilitate the ideation and prototyping of my technology, I began by conducting a brainstorming session with the students in my class to generate potential ideas and digital tools that could be integrated into the presentations to increase engagement and enhance learning. Following this creative brainstorming process, I utilized the H5P Model Sections to refine the ideation and prototype development, focusing on a specific digital tool suggested by the students – Kahoot quizzes.

"Students" response:
Students possess the necessary technology to establish and operate a Kahoot quiz.   Students can utilize the computer at the front of the classroom to display the Kahoot code and results.   Every student in the course is equipped with either a laptop, cellphone, or tablet to participate in the activity. To initiate the Kahoot students will need access to set up instructions.

"Ease of Use" response
Establishing a Kahoot quiz is straightforward and user-friendly. Kahoot is known for its reliability and ease of use or maintenance. The instructor has encountered no prior challenges when utilizing Kahoot. There are publicly accessible videos providing step-by step guidance on setting up Kahoot. Furthermore, the faculty is available to offer assistance and can arrange meetings with students if necessary.

"Cost" response
The necessary technology is readily available, and the setup process for Kahoot is both swift and cost-free. We do have funding available, but it won't be necessary for implementing Kahoot in the classroom. While instructional design support is accessible at my institution, it won't be necessary for integrating Kahoot into students' presentations. An Open Education Resource available, offering guidance on the purpose and set up of Kahoot. This resource is user-friendly, visually engaging, and serves as a excellent reference for the students when setting up their Kahoot. You can access it here at: https://express.adobe.com/page/rKfkDYwxS1ALs/

Your Teaching and Pedagogical Considerations response:

The utilization of this technology serves two primary objectives: 1) enhance students' engagement, 2) facilitate the comprehension of learning presentation content. In this context, it extends my previous experience with Kahoot, which I've employed in various courses, to impart this skill to students for use in their class presentations. This approach fosters engagement among their peers and promotes a fun learning environment.

"Interaction" response:
This technology will enhance interactions between the student presenters and their audience, fostering deeper engagement with the presentation content. In addition, the students presenting will acquire digital technology skills to enhance learning and engagement that can be applied in their future practicum or work, particularly when conducting psychoeducational group sessions.   This technology will promote a nice balance with the students taking the lead and building skills shifting away from the conventional model of instructors solely delivering content.

"Organizational Issues" response:
The institution provides assistance in the selection of the most suitable technology to align with course learning objectives.   The institution may allocate time for instructors to develop further technology-enabled design plans for a course. We are encouraged to use the "standard" technology, but we can also explore opportunities for innovation and experimentation by integrating new technology tools.

"Networking" response:
It is important for our leaners to develop digital fluency as they prepare for future employment. The use of Kahoot in classroom facilitates sharing and collaboration among students. Students who are introvert have the chance to participate actively without the need to speak in front of the class.

Your Security and Privacy response:
Safeguarding the privacy and security of students' personal information is of paramount importance. Employing Kahoot with the option for anonymous participation, using fictitious names, enables the utilization of information without compromising confidentiality or collecting personal data.   There is no security concern about accessing Kahoot and only students within the class would have access to the code.

4. Subsequently, I employed the Technology-Enabled Activity Planning document to strategically plan for the implementation of the solution. Afterward, I revised Learner Challenge Padlet to identify the technology-enabled tool selected.

Title:	Providing instructions and assistance with problem-solving challenges for students to set create interactive Kahoot quizzes, enhancing audience engagement and learning during classroom presentations.

Tool using:	Kahoot
Idea:	The challenge in my course was the lack of engagement and active learning among students during student group presentations in classroom. One valuable suggestion that emerged from my students was the incorporation of digital tools like Kahoot to heighten engagement levels. Students have previously gained experience with Kahoot as a response tool during the initial two years of the program. In my course, we will take it a step further, encouraging them to harness their digital proficiency by creating and configuring engaging Kahoot quizzes to enhance both audience engagement and learning from their peers.
Curriculum integration:	The integration of Kahoot as a digital engagement and learning tool will further bolster students' technological proficiency and digital fluency. This preparation is essential for molding them into future professionals who may be tasked with delivering psychoeducational sessions. In addition to fostering effective engagement strategies, students will also gain proficiency in utilizing digital tools to optimize service delivery.

Now, identify what tasks are involved in your creation and estimate how much time it will take to complete them. It's not a commitment to a particular approach, rather a guide for you to anticipate what will be required.

Enter an 'X' in any column next to a task your creation will entail, and then predict how long it will take you to do (in hours).

[X]	Task	Est. time (in hrs)
	Generate ideas: Identify challenges and brainstorms solutions or potential approaches with students to increase their level of confidence in using effectively the Kahoot digital tool	2hrs. (several small groups)
	Conduct research : Finding the best open educational resources to share with students to provide instructions on configuring fun and effective Kahoot quizzes.	1- 2 hours.
	Write copy (text) :	30 min.

	Write instructions for this component of the student group presentations criterion.	
	Create grading rubric: Develop a grading rubric collaboratively with students to incorporate assessment criteria for proficiently configuring and effectively utilizing Kahoot as an integral part of in-class presentations.	30 min.

Learning Challenge: Lack of engagement during student group presentations

Inadequate engagement and limited learning during student group presentations in class. Students frequently exhibit disengagement and tend to multitask during these presentations, reducing the scope of effective learning.

Technology to increase engagement.

As a class, we discussed what methods could increase the audience engagement during the student group presentations and then created a rubric. On of the rubric criteria if for the students to integrate an interactive digital tool, e.g., Kahoot, Miro, Poll Everywhere, etc. into their presentations.

Digital Tool Selected

The digital tool selected is Kahoot quizzes. Students have previously gained experience with Kahoot as a response tool during the initial two years of the program. In my course, we will take it a step further, encouraging them to harness their digital proficiency by creating and configuring engaging Kahoot quizzes to enhance both audience engagement and learning from their peers.

5. Planned Implementation

As a class, we discussed the integration of Kahoot or similar digital tool into student presentations within the classroom. The objectives were:

1. To invigorate student engagement in a fun and interactive manner.

2. To reinforce students' learning experiences by incorporating quizzes related to the presentation content.

3. To include a grading rubric component, allocating points for the effective configuration and implementation of the chosen digital tool. This assessment aligns with the development of essential employability skills, particularly in the realm of communication. Our program places a strong emphasis on enhancing digital fluency skills among students.

I have provided the open educational resources, which offers comprehensive guidance on the purpose and setup of Kahoot. This resource is designed to be user-friendly, visually engaging, and services as an excellent reference for students when configuring their Kahoot activities. You can access here: https://express.adobe.com/page/rKfkDYwxS1ALs/ . Additionally, I have established office hours to provide support to students who may require assistance with setting up the digital tool or have questions regarding the quiz formulation. This is a quote from the resource:

> "This platform is not just limited to fit the needs of the instructor. Rather, students can also partake in creating their own quizzes, as well as exploring other pre-made quizzes that are available on the platform. This gives students the opportunity to take their learning to the next level while also having fun! This also gives students another tool to use when creating either study guides or quizzes for their school projects. Overall, Kahoot! is a great tool to foster student learning."
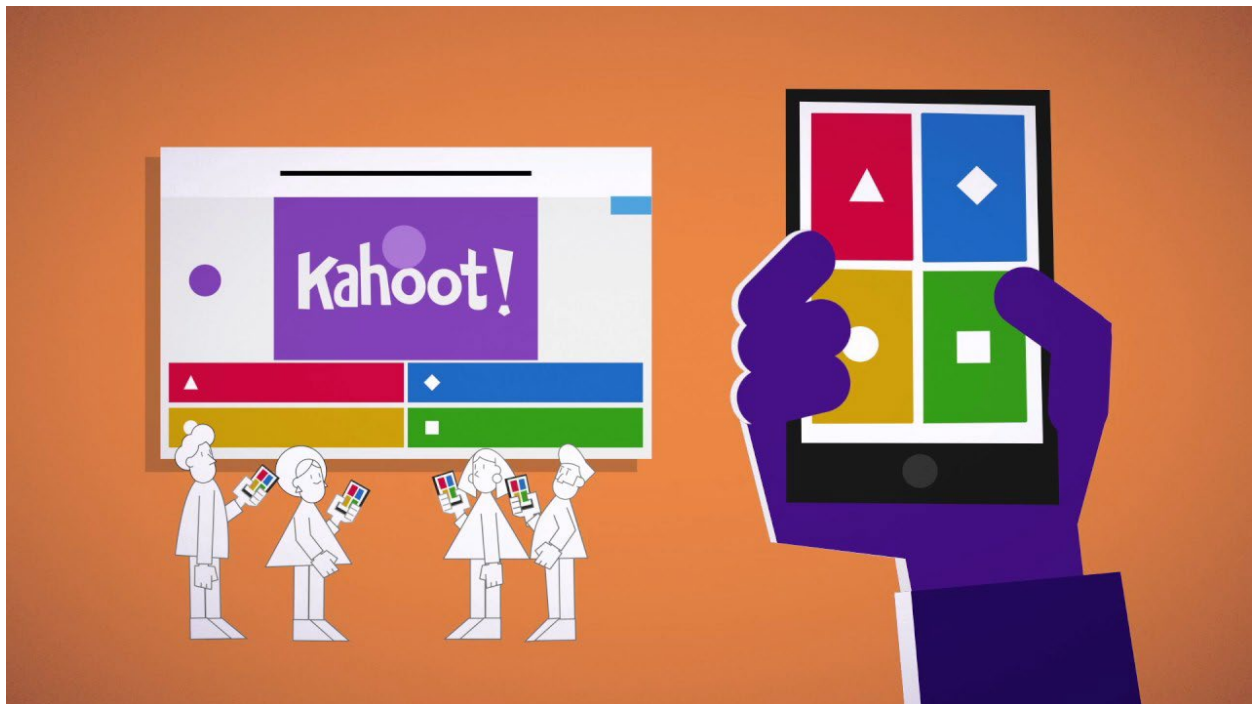
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To conclude, students are scheduled to begin implementing the selected digital tool in their group students presentations starting on October 16th, 2023. With ten groups set to present and utilize Kahoot or a similar digital tool, I am eager to witness the positive impact on engagement and learning. Personally, I am excited about actively participating the quizzes and gaining valuable insights in the audience's experience.