

Project “ADULATION- Adult Education for Social Change”

2020-1-CY01-KA204-065947

# “ADULATION Training toolkit to enhance citizenship of adult and senior learners”

Intellectual Output 3

TOPIC 4: EUROSCEPTICISM

KAHOOT! QUIZZES

TOOL 1

## OVERVIEW OF METHOD – Kahoot! Quizzes

This simple tool can be used on every computer or smartphone. Decades of research have shown that testing learners on their knowledge is not just a way to assess but also a powerful way for improving learning (testing effect) that often yields more significant benefits than spending the same amount of time on study.

Providing learners with live quizzes during group meetings or workshops is a popular way to create more impact on the learners. Within this intellectual output, we will guide Adult Educators to utilise this powerful tool and create quizzes. The Quizzes aim to tackle Euroscepticism and include data about the European Institutions and Foundations, the common European values etc.

## METHODOLOGY

Kahoot quizzes are an easy-to-develop tool. Originally conceived to be used in classrooms as a game-based learning platform, Kahoot has a variety of uses and potential applications and has fast evolved into one of the most relied upon online tools for skill development or assessment.

The core assumption behind this instrument, and any kind of quizzes-based learning approach, is that people like to be engaged and learn more quickly and better when they are.

Therefore, we adopted a methodology which relied upon the maximum engagement possible through quizzes and competition. Contests are another very powerful tool for engaging persons, especially when they are young; joining both games and contests maximises the learning population's impact.

Considering the game and contest combination, the methodology relies upon several quizzes with EU as a topic. Competitors/learners must find out which answer is correct among multiple choices and on a true/false ground.

Since the training has the objective of addressing Eurosceptics, all competitions are preceded by a short explanation of the topics from the point of view of the theme; the idea is to frame the discussion to push competitors to understand the EU workings and address their prejudices by the effort required to win the competition.

## ***Videography***

Kahoot quizzes: <https://www.youtube.com/watch?v=V4FQ-j91waA>

Competition: <https://www.youtube.com/watch?v=rA3c3AKOF1k>

Euroscepticism: [https://www.youtube.com/watch?v=83jk\\_Eo\\_us](https://www.youtube.com/watch?v=83jk_Eo_us)

The EU: <https://www.youtube.com/watch?v=idlCpZl9hQ4>

## **Tool 1 – European Elections 2024: The European Parliament**

### ***Aim & Objectives***

The purpose of the kit is to frontally attack the idea that the EU is not democratic. Showing to the participants that European elections are a moment of true democracy, even when compared to elections in Member states (e.g., in Italy there is no preference vote when voting for the government, but there is one when voting for the EU Parliament), will reach the objective of refusing the common claim of lack of bottom-up involvement in the formation of decisional organ at European level.

### ***Time***

The entire tool is going to last about 1 hour and 45 minutes, according to the following general schedule:

10 minutes – preparation and explanations to participants

20 minutes – presentation of Euroscepticism with a focus on the specific accusation of lack of democracy

About 60 minutes – Kahoot quizzes

About last 10 minutes – debriefing

### ***Materials Needed***

Materials will be distributed at the beginning of the preparation phase. They will be composed of a list of internet links to websites and other online resources where participants will be able to find answers to the questions put in the Kahoot quizzes.

### ***Methodology and Techniques***

We based this tool (and the other three) on a learning-by-doing methodology. The overall idea is that each tool is the answer to a specific accusation addressed to the EU; the participants will have to work out answers to why the accusation is false/wrong/misplaced in the first place. By finding out for themselves

what the EU really is, and the reasons behind the fundamental flaws of the Eurosceptics' arguing, participants will build their own answers rather than relying on assumptions and common knowledge, which are often ill-received by Eurosceptics themselves.

The task of the facilitator is to present the accusation to the EU in the best concise and exact way possible. Summing up the position of the adversaries accurately enough is key to developing the right way to counter it. Knowing the answers to the quizzes from the beginning, facilitators should also try from the start to present Eurosceptics opinions so that questions (and especially their answers) are a direct rebuttal of those opinions.

### ***Preparation***

Preparation should not last more than 10 minutes. The facilitator will explain to the participants how the training will take place, listing in order:

- A. The concept of the training: how it is going to work and why
- B. Kahoot quizzes: how the software works
- C. Group division: how participants are going to be divided into groups
- D. Resources: where and how to access resources useful to answer Kahoot quizzes

After this initial step, there will be a short presentation (not more than 20 minutes) of what Euroscepticism is, highlighting four big issues that are usually important to Eurosceptics, that is, four accusations commonly addressed to the EU: lack of democracy; too much importance of lobbies; lack of decisional transparency; useless complication of citizens' lives.

### ***Instructions & schedule of the session***

1. Explain to participants how the following points will be developed during the training.
2. Display the Euroscepticism presentation on a screen visible to all participants.
3. Present Euroscepticism to all participants through the slides, putting much emphasis on the four traditional accusations usually addressed to the EU.
4. Divide all participants into groups; each group should be composed of 3-5 persons, so the number of groups will be proportional to the number of participants. Try to separate people who are

usually part of previously established groups, so to mix people and force them to create new links in order to solve the puzzles.

5. Give participants all materials; this is mostly a list of links which are topic-related, and the participants should scrutinize during the next steps, but some printed material can also be distributed in order to facilitate information retrieving for people who are a bit more “analogic” or less acquainted with internet surfing.
6. Give participants access to the internet. They should be able to navigate on Kahoot (through a QR code or any other method made available by the software)
7. Start the training. The full Kahoot-based training is composed of 15+5 questions; 15 are multiple-choice questions, and 5 are true or false questions.
8. Each group has 4 minutes to answer the multiple-choice questions (total: 60 minutes). In order to do so, they have to go through the links provided by the facilitator; all answers are there or can be reached starting from there. They could be quicker than that, but the purpose of the training is to assimilate information; that is why after the 15 questions, there are other 5 (see below point 9). Each correct answer gives 1 point to the participating group.
9. After the 15 multiple-choice questions, there are five right or false questions. These questions, when correctly answered, give 3 points each. The whole matter of these questions is to compensate for participants who could have found the answers to the first 15 questions a bit too quickly, so they did not assimilate information properly. Therefore, all these questions are more complicated to understand and require more notions. The time for answering will be much shorter (30 seconds) so that participants already know the answers or won't probably be able to answer on time. So, they need to go through the link provided at the beginning with much care during those 4 minutes available for the 15 multiple-choice questions. As explained above, this happens to prevent too easy answers to the questions and encourage assimilation of information.
10. At the end of the session, points are collected, and the group with more points win the session. The entire session should not last longer than about 1 hour and 40 minutes.

### ***Debriefing***

During the last minutes of the session, the participants will have the opportunity to comment on the training, for instance, presenting facilitators with observations and other personal opinions useful to improve the tool. The facilitator will duly note down all observations to rely on them for an internal evaluation once the session is over.

*Examples: you can catalogue questions for the facilitator to ask the participants. You can give instructions on how to close the activity.*

## ***Expected Outcomes***

### ***Knowledge***

Electoral system of the EU and formation of the Parliament; confidence vote to the European Commission and Parliament powers

### ***Skills***

Navigating EU institutional sites to retrieve information

Following a legislative procedure of the EU

Spotting weaknesses in Eurosceptics discourse and debating against it

Getting information for participating in EU elections in an informed and aware manner

### ***Attitudes***

Commitment

Sense of initiative

Adaptability

Accountability

Life-long learning

Leadership

Sociability

Availability

## ***Tips for Facilitators/ Trainers/ Mentors***

There are no tips for facilitators and/or trainers. The work is based on the capacity of trainees to share the amount of information between members of groups and cooperate in order to retrieve the information they need, absorbing them in the meantime.

However, facilitators should always keep in mind the three c's: to be clear, concise and consistent.

## ***Handouts***

There will be only one handout listing all online resources for all tools. The handout will be a list of links where trainees will have to look for information to answer questions. Those links must be interpreted as a starting point and not just an omni-comprehensive text.

