

Trabajo Fin de Máster

INFORMATION COMMUNICATION TECHNOLOGY (ICT) FOR CLIL.

Sara Correa de Armas

Tutores: Plácido Enrique Bazo Martínez
Antonio Jesús Sosa Alonso

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Abstract

This Master's Thesis develops and analysis an educational innovation project called Aristotle's Virtue Ethics, which was implemented during the Practicum's subject of the present master at the Mayco School of English, Tenerife. Along with a game intervention in the subject of History. The main social task has been put into practice for four weeks in one group of the 3rd level of Compulsory Secondary Education; with being my research question about how ICT elements, like a WebQuest and a Kahoot, may assist students in studying and reviewing new and old topics.

The first chapter contains the theoretical background about CLIL and the digital competence, as well as including the LKTs and the two main ICT tools used. In the second chapter the central proposal is made, for the subject of Ethical Values. Additionally, the Kahoot is also explained and described. Finally, in the last two chapters, the result will be exposed as well as the conclusions from the WebQuest and the Kahoot.

Education should be focused on exploring the students' competencies and skills. New methodologies should be developed to create new techniques and ways of learning. Moreover, as today's society is changing, old-thinking methods should improve and change as well. If we want to change the world we live in, we must start at the schools. Teachers and educators should look at the old methodologies, resources, and learning tools used in schools to adapt them to our current society and acquire our knowledge from a different perspective.

Key words | learning situation, CLIL, WebQuests, digital competence, Kahoot, ICTs.

Resumen

La presente tesis desarrolla y analiza un proyecto de educación llamado “Las virtudes éticas de Aristóteles”, el cual fue implementado en la asignatura de prácticas de dicho máster en el colegio bilingüe Mayco School of English, en Tenerife. Además, con una intervención a través de un juego. La principal tarea social duró cuatro semanas en un grupo de 3º de la ESO; siendo mi pregunta de investigación sobre como las TICs, como las WebQuests y el Kahoot, pueden ayudar a los estudiantes a estudiar y a repasar nuevos o antiguos temas ya enseñados anteriormente.

El primer capítulo contiene la base teórica la cual trata sobre CLIL y las competencias digitales, además incluye información sobre las TACs y sobre las dos herramientas principales que fueron utilizadas. En el segundo capítulo se expone la propuesta para la asignatura de Valores éticos. La situación de aprendizaje de Kahoot también esta explicada. Por último, en los dos últimos capítulos podemos encontrar los resultados y las conclusiones de ambas situaciones de aprendizaje.

La educación debería centrarse en explorar las competencias y habilidades de los estudiantes. Se deberían desarrollar nuevas metodologías para crear nuevas técnicas y maneras de aprendizaje. Además, la sociedad actual esta cambiando, y los métodos antiguos deberían no solo mejorar, si no cambiar. Si queremos mejorar el mundo, tendríamos que empezar en las escuelas. Los profesores y educadores podrían adaptar las metodologías antiguas en nuevos recursos y formas de aprendizaje adaptadas a la sociedad actual, adquiriendo el conocimiento desde una perspectiva innovadora.

Palabras Clave | situación de aprendizaje, CLIL, WebQuests, competencia digital, Kahoot, TICs.

INTRODUCTION:

This report aims to outline the use of new methodologies to improve and develop new skills and competencies among our students in the classroom. It is crucial to come up with fresh ideas and learning tools. Bearing in mind all these aspects, first, a theoretical framework focuses on introducing the WebQuest tool and its fundamentals can be found. The second part focuses on stating the research questions and methodology applied to the research carried out in Mayco School of English settled in Tenerife. After that, the study is described as well as its results. Next, conclusions from the study are presented, and finally, both the limitations of this research and suggestions for further research are presented.

ICTs stands for Information and Communication Technologies. ICTs has been a part of our lives for decades, impacting both society and individual lives. Today is not only the twenty-first century, yet it is the information and technology age (IT) too. Science and technology are interconnected in every part of our lifestyle. One of the huge factors of fast change in our society are the information and communication technologies (ICTs). They have the potential to alter the nature of education and even the responsibilities of students and teachers in the teaching-learning process.

The use of educational games as learning tools (e.g. video games) is found to support the development of students' cognitive, motivational, emotional, and social outlook (Papastergiou 2009; Siegle 2015), such as using Kahoot! in the classroom to create engagement with the students.

Participation, invention, interaction, and the development of circumstances where students believe the teaching-learning process of a language has come to an end are all goals pursued by ICTs. Kids must use ICTs elements in the classroom so they can: first, learn 21st-century skills and improve their ICTs literacy and competency. Second, the students will improve their academic performance. Third, using ICTs in the classroom will prepare our students for a society dominated by technological advancements. And lastly, our students will understand how to use ICTs elements as a tool for lifelong learning.

Information and Communication technology have opened up new opportunities in education, but they have, likewise, increased the teachers' expectations. They must now learn how to deal with computers in their classrooms, how to compete with students in getting vast amounts of information— specifically via the Internet—, and how to use hardware and software (Haddad and Jurich, 2002). There are at least five degrees of technology usage in education, according to Haddad and Draxler (2002). Those are presentation, demonstration, drill and practice, interaction, and collaboration.

ICTs have emerged as a critical instrument for gathering, analyzing, and sharing appropriate knowledge, particularly in the twenty-first century. In reality, its proper use has become a necessary instrument for assessing a nation's growth in the twenty-first century. Consequently, the teacher's job is no longer to supply information to students, yet to help them through the process of looking and analyzing data, so that they may actively and experimentally develop their knowledge.

Justification

Nowadays, everyone can access an endless amount of content with a single click and students are aware of this reality. Therefore, the present study lies in challenging the capacity of the teaching-learning process among the students. It will lead them to develop the skills and attitudes that will be essential in everyday life.

Some people state that knowledge can be international, however, there is no global language yet, even though English is one of the most widely spoken languages. It guides the students to a new challenge, they need to be able to communicate and understand at least one foreign language spread worldwide, the English language. As a result, bilingual education is critical in today's culture. We should educate our students in CLIL content.

As part of my efforts to obtain a master's degree, I went to a school for two months to learn from English teachers and other instructors who taught a variety of subjects using the English language. During my time there, I could observe how topics can be taught in the target language, along with how students may acquire language through content.

I saw how diverse techniques were used to put ICTs into practice, along with the rewards and challenges that come with them. Observing the day-to-day operations of a school, I discovered that the approach employed, the activities suggested, and the methods used all have a significant influence on the teaching-learning process's outcome.

This master's subject provided an excellent opportunity to develop and implement a practical educational innovation project in a real-world setting. Furthermore, to analyze the outcomes of using these methods; in particular, to use this experience to observe the impact of these methods on the students' learning, in comparison to another traditional teaching method.

Chapter 1- DIGITAL COMPETENCE:

1.1. The digital competence and the Common Digital Competence Framework for Teachers.

Digital technologies are changing many aspects of our lives and this brings opportunities, risks, and challenges. Digital competence is defined as a collection of knowledge, methods, and abilities that enable an individual to handle common and developing issues in the digital world, such as communicating, selecting information, and writing, among several other tasks, through the use of a digital device.

In 2006, the European Parliament and the European Council recognized the importance of digital competence as one of the eight key competences essential for all individual in a knowledge-based society, in the official journal of the European Union.

The Common Digital Competence Framework for Teachers is a reference framework of diagnosis and improvement of the digital competences for teachers. The Common Digital Competence Framework for Teachers is made up by 5 competence areas and their 21 competences defined in 6 proficiency levels (CDCFT, p.2).

According to the Digital Competence Framework 2.0, the main elements of digital competences are grouped in the following five areas:

1. Information and data literacy: To express information requirements, as well as to search and retrieve digital data, information, and content. To determine the source's relevance. Thus, digital data, information, and content must be stored, managed, and organized.
2. Communication and collaboration: To use digital technology to engage, communicate, and cooperate while keeping cultural diversity in mind. To participate in society through public and private digital services. To keep track of one's online identity and reputation.
3. Digital content creation: to create new content. To improve and combine information and materials while knowing how copyright and licenses work. To be able to use a computer system

4. Safety: In digital contexts is important to know how to secure devices, personal data information, and privacy. To safeguard physical and mental health, along with being aware of the benefits of digital technology for society. To be conscious of the influence that digital technologies have on our environment.
5. Problem solving: To identify needs and challenges, as well as to address issues and problems. To innovate processes and goods using digital tools. To stay abreast with the digital era.

According to the CDCFT, if a young person wants to face adult life satisfactorily, the student, by the end of their school year, should have developed the digital competence, along with the other seven ones¹. Thus, digital competence does not only provide the ability to make use digital technologies, but it has become significant in our current society of the twenty-first century.

In 2012, the European Commission came up with a new strategy called the “Rethinking Education” strategy. It focuses the attention on the importance of training and develop competences needed in today’s society. It makes emphasis on how technology should be full exploited and how schools should provide their students these tools. This supports the idea of using and implementing ICTs tools in the classroom.

As from technology, they can acquire knowledge, be more effective and similarly, gain motivation in their studies. Education standards should, therefore, include the kind of knowledge and skills that can help students to develop the new competences required in today's society, which are enhanced by technology, especially those related to knowledge management (CDCFT, p.3).

¹ The European Reference Framework of Key Competences for Lifelong Learning defined eight key competences:

- Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; and cultural awareness and expression.

It may seem obvious to state that not only the students must acquire these competences, but the teacher should too. Teachers have to develop these skills for their daily life, and for their lessons. Teachers may get specific training in order to teach proper lessons. ICTs provide the possibility of modifying and reshaping education, along with strengthening teacher digital competency, updating approaches, and student learning. As a result, rather than being seen as a danger, they should be considered as an opportunity.

Thus, digital competence can be defined as the creative, critical and confident use of information and communication technologies to achieve the objectives related to work, employability, learning, leisure, inclusion and participation in society. (CDCFT, p.12). The use of ICTs in the classroom enables teachers to follow a technique that allows them to create situations wherein pupils feel that what they are learning has meaning.

1.2 Digital competence in a bilingual context, in CLIL.

1.2.1 What is CLIL?

First, it is crucial to define what CLIL means. The term CLIL (Content and language integrated learning) was invented by David Marsh, at the University of Jyväskylä, in Finland (1994): "*CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.*"

CLIL works under a dual education where we are responsible for the specific subject we teach and English as a language. Teachers have to create a system to help children understanding the content and the language. Teachers' main task is to make learning easy, not only by thinking about how to do it but by combining both things. A common mistake is using the same methodology in Spanish and English, as they are completely different languages.

CLIL methodology developed the theory of the 4Cs: content, cognition, communication, and culture. Although, in Spain, there is a fifth one, competence. The first C (content)

deals with the subject that is being taught and the language too. The second one, (cognition), states that the way of thinking is different at each level, as it depends on their cognition. Communication is our teaching, our method to teach things that are useful to establish a conversation. The next one is culture, which helps children to be open-minded about other cultures. The last one is competence, children should be able to use their knowledge to communicate, be competent. Moreover, it is highly recommended to use group work in the lessons, thus they can share and blend their knowledge with their classmates.

1.2.2 Principles to be a good CLIL teacher.

There are several principles of how to be a good CLIL teacher.

The first principle states that exercises are better tasks. The second principle is that we should give our students the possibility to talk, to say what they have learned, we should guide their input and support their output. If their output is not grammatically correct, but they have made themselves understood, we should be happy about it. Additionally, we might teach them key language, occasionally it is not essential to teach them the parts of a computer yet the way to describe them. And the last principle states that we should repeat the content multiple times, the students should think and repeat the information.

1.2.3 ICT elements and CLIL.

ICT elements are crucial when teaching a subject because they do not only help the teacher but also the students. The implementation of the right ICTs tools in the classroom might become beneficial for everybody. Although ICTs improves the teaching-learning process, it introduces some challenges and doubts as well. It is an exciting type of insecurity because it forces teachers to step outside of their comfort zone and discover new techniques and activities that help them become better at what they do. CLIL differs from other methods of bilingual education, because it does not concentrate on language acquisition, yet it provides equal attention to both language and non-language topics.

The Internet and the evolution of ICTs have brought individuals from all over the world together, and they now communicate in a language that is frequently not their native tongue.

Students will benefit from the CLIL method since they will be able to study content while learning a foreign language, as well as learn a foreign language while learning established sets of information. CLIL is beneficial from a cultural, linguistic, and educational standpoint. Participation, creativity, interaction, and the development of settings where students believe the teaching-learning process of a language has come to an end are all goals pursued by ICTs.

1.3 The LKTs (Learning and Knowledge Technologies).

LKTs (Learning and Knowledge Technologies) aim to improve the formative and pedagogical use of ICTs (Information and Communication Technologies) (Coombes, 2004). Consequently, LKTs goes beyond simply knowing how to utilize ICTs, and are dedicated to using these technological tools for learning and knowledge acquisition. It is extremely worried about how these digital technologies may be used and implemented in the teaching-learning process to encourage and strengthen active learning in all of our undergraduate students. New educational techniques must be implemented in order to accommodate for ongoing professional development and innovation.

Our objective is for students to learn about a variety of ICTs, yet to turn them into Learning and Knowledge Technologies, allowing them to comprehend and explore the numerous resources available, and how they may be applied in the classroom.

1.3.1 LKTs' benefits.

As it was previously mentioned, from the LKTs people can acquire multiple benefits, which leads to a faster intellectual development. Some of those benefits are (Lopez, A):

- LKTs provide for more formative uses for the student population and their teachers, which is attributed to the fact that they make the most of ICT facilities.
- It exists a wider usage of educational methodologies, as well as the possibility to incorporate more.
- The ability to increase knowledge in a more efficient and high-quality approach.

- Numerous methodologies
- Enhanced public interaction
- Additional educational applications for professors and students.

Another essential benefit is cooperation. For instance, activities that need collaborative work from the students. Students are assigned multiple duties and are encouraged to participate in online work. The evidence shows that students will learn to work together as a team, while somehow learning how to manage LKTs in a pragmatic and useful method within their surroundings.

1.3.2 The importance of the LKTs in education.

The learning and knowledge technologies are both a challenge and a unique opportunity for education. If we want to improve the quality of the teaching-learning process and contexts, we must play a significant role. We must achieve a methodological, didactic, curricular and organizational reorganization across all educational areas. All of these are effective tools to connecting people from different backgrounds together, increasing efficient and honest communication among members, and resolving conflicts caused by a fear of the unknown.

According to M. Moya (2013), the teacher must develop his or her own digital competency at almost the same time as trying to introduce active and collaborative learning methods influenced by technology that promotes learning in digital environments, and in attempt to do so, digital content must be designed with which the teacher can develop his or her own digital competency at the same time as teaching.

To conclude, teachers must develop their digital skills to encourage the implementation of all digital educational content and web 2.0 tools into classrooms. They must ensure that students have access to this knowledge, while making sure that students learn how to use and manage technology as long as they develop and put LKTs into practice.

1.4 WebQuests:

1.4.1 What is a WebQuest?

A WebQuest is a guided lesson format where students might look for the information needed online. It was developed by Bernie Dodge in 1915. Since then, many teachers have used this tool to embrace their students in the kind of thinking needed in today's society.

"WebQuest are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis, and evaluation." (Dodge, 2001:6)

There are three types of WebQuests – short-term WebQuest, Treasure Hunt and long-term WebQuest:

1. Short-term WebQuest: it can be complete it in a brief period of time, usually in one to three lessons. They are mostly used to introduce new topics or to review previous content.
2. Treasure Hunt: it includes several questions and a list of webpages where the students find information to answer those questions. At the end, it includes the final question where students might use their knowledge on the topic (Bazo & Francisco, p.159).
3. Long-term WebQuest: it is the most common type and it is the one proposed in this dissertation. It differs from the short-term as in this type the students should have gone deeper in comparing and looking for the information.

A WebQuest follows a specific structure of 6 key elements (Bazo & Francisco, p.158,159):

- a) Introduction- it includes elements to encourage the students reflect on the topic, as well as the information that should be found
- b) Task– it outlines the main task to be completed. In addition, it includes sub-tasks that must be done prior to the main task. It describes what students need to achieve.
- c) Process- students are guided through the task of the WebQuest.

- d) Resources- section where the students can find the information needed in order to complete the final assignment. It is a short of bibliography for the search.
- e) Evaluation- it states how the students will be assessed. The teacher could design a rubric to evaluate the final product that students create.
- f) Conclusion- this part is not only about the student's reflection yet about the students' feedback about the activity.

It is important to remark that there are four significant statements about WebQuests. The first statement is that we must use the medium, which means using technology for specific purposes, using ICT tools for a purpose. The second one is scaffolding high expectations, where motivation is the key in our teaching, and that is why the content should be good. It is necessary not to lose track of motivation because it might affect the goal. Students' concentration can be gone very easily, and that is why motivation is an important fact. The third statement is that we must find the great sides of reliable information. In terms of the fourth statement, it is about orchestrating the students however they are being more autonomous. They should have the freedom to decide to continue using other dynamics. The most important and the last statement is to challenge our learners to think, yet covering all the aspects because if not, they are not going to succeed.

1.4.3 WebQuests in a CLIL context.

The development of high cognitive processes is the foundation of a WebQuest. In this respect, this sort of work is used for establishing methods of analysis, synthesis, and evaluation of information discovered on the Web, rather than copying material without any modification or carrying out simple comprehension exercises. Additionally, students have a roadmap to follow to complete and conclude their WebQuest learning experience.

Thus, any material used in a subject taught in English, would be considered CLIL material. Therefore, through the WebQuest, the teacher would implement the curriculum in English, but it would also serve as a way of teaching the content, and the language.

In conclusion, WebQuest might enrich the teaching-learning process of the school. They are an excellent tool in CLIL's teaching methodology, and we should make great use of

them. Students might acquire new knowledge and they will develop new skills such as individual work, cooperation, how to look for reliable information, along with how to work with ICT elements.

1.5 Kahoot.

1.5.1 What is Kahoot?

Kahoot! is a game-based learning platform that may be used to test students' knowledge, review their work, or provide a respite from regular classroom activities. It was released in 2013 and is one of the most popular game-based learning systems. The purpose of Kahoot! is to improve learning performance and classroom dynamics by increasing engagement, motivation, fun, and concentration.

To play a game of Kahoot, Kahoot! will be launched by the host (usually a teacher). Everyone in the room can see what is going on in a web browser on a digital device connected to a screen. The next phase is for the students to join the game when it has been launched. The kids are required to use a web browser or the Kahoot! app to submit the game PIN (the code is exclusive for that particular game) and a nickname. The students' nicknames will appear animatedly on the lobby screen as soon as they have been submitted, and a counter displaying the number of participants will be updated.

The most typical usage of Kahoot! is to review content that has already been covered.

According to Stephanie Castle, there is a different type of Kahoot called the *Blind Kahoot*. They are used to introduce new topics by having the students taking a quiz where they don't know anything about the issue. It piques students' interest by having them ask questions before learning more about the subject. As explained by Castle, in only one game, you will pique learners' interest in a new topic, establish the foundations for learning increasingly complicated ideas, and allow them to apply their knowledge promptly and successfully.

It is not always about the solutions; sometimes it's about helping them to think about the issue and the study more critically.

Chapter 2- MAIN INTERVENTION PROPOSAL:

In this part, the methodology and instruments are presented and described in detail.

The main aim of this study is to look into the effect of using a WebQuest, as a learning tool in the subject of Ethical Values. Furthermore, taking into consideration the students' motivation when presenting a Kahoot activity.

My intervention proposal can be divided into two parts: firstly, the WebQuest for the subject of Ethical Values; secondly, the Kahoot test for the subject of History.

On the one hand, the WebQuest is about Aristotle and his theory on "Virtue Ethics". The webpage can be divided into three main parts: an introductory section about the main topic, the content related to the subject matter, and lastly, three tasks for the students to complete. On the other hand, the Kahoot is about the twentieth century and the Nazi period in Germany.

Research methodology.

This section focuses on the methodology used in both proposals, the WebQuest and the Kahoot activity. First, the school where the study took place is contextualized. Then, all the tools are explained in detail.

Contextualization of the centre.

The research was done in Mayco School of English with two groups of students studying the 3rd level of Compulsory Secondary Education. It is a private school that carries out a bilingual education. Moreover, it is renowned for its academy. This centre provides students and teachers a great variety of ICTs elements, working with iPads in the classroom, which enrich the lessons. The school's methodology encourages both scientific and linguistic habits, improving the minimum content and matching it to the level of the international curriculum.

Concerning the number of students and teachers in the school, there are 387 students at the school, and more than 30 English-speaking teachers. The academy, which is popular on the island, has more than 1000 students.

The high school offers the opportunity to do the IGCSE exams, created by the Cambridge University, for the 4th level students of C.S.E. The exams are for the following subjects: English as a Second Language, Spanish, Mathematics, Biology, and Twentieth-Century History. Furthermore, the students of the 4th level of C.S.E can certify their English level with Trinity. Most of the students enroll for the C1 level when they finish their school year.

Participants.

As I previously mentioned, the Kahoot took place in two groups of 3rd level of C.S.E. One group is composed of 14 students, five females and nine males. The second group is composed of 16 students, twelve females and four males. The ages of students go from 15 years to 16 years old. Whereas, the WebQuest was only implemented in group one of the 3rd level of C.S.E.

Instruments for data collection.

The instruments employed were mainly four: a WebQuest, a Kahoot, and two post-questionnaires [1]. Each of them is described in the following sections. The primary objective of both questionnaires was to get to know the opinion of the students about both ICT elements used in the learning situations.

2.1 KAHOOT!

2.1.1 Learning Situation: Review History Kahoot activity.

In terms of the resources and materials needed in the activity, the students only needed some ICT elements such as a laptop, tablet, or mobile phone, the class project, and the whiteboard.

Regarding the students' previous knowledge, the Kahoot was thought of as a review activity for the students to revise and remember what they have previously studied during the entire academic year. Thus, the content was not be new for them.

This social task had five main objectives: first, to review previous content studied in the last three years. Second, to work using Kahoot. Third, to make them understand and that thought ICT elements lessons can be entertaining, fun and they may acquire the same knowledge. Fourth, to arise an internet in History.

On the one hand, regarding the learning outcomes, by the end of this activity, they would have reviewed all the content they have learned in the past three years. On the other hand, concerning the linguistic content, students would successfully work using Kahoot, to be able to explain and write about German History. Similarly, the specific vocabulary, needed in the units, was explained.

During the whole activity, the students would be working on the following key competencies: Communication in foreign languages, learning to learn, autonomy, and personal initiative.

2.1.2 Sessions.

The Kahoot consisted of 42 questions: questions to select the answer, and true or false questions. I decided to include some images in most of them to make them more appealing to them. Most of them were true or false, as I thought they were easier to answer. The majority of the students answered them correctly. Furthermore, I prepared a questionnaire [1] that the students had to fill in and submit.

It was my first time doing a Kahoot activity with students, in a school. The children all participated, and they enjoyed the class. They mostly spoke in English, but a little Spanish as well. As they feel more comfortable speaking and explaining to their classmates the questions and answers in Spanish.

Sessions	Content & Actions
Session 1 (April 23 rd):	<ol style="list-style-type: none">1. I presented and implemented the History Kahoot for the first time. It was implemented in the first group of the 3rd level of Compulsory Secondary Education.2. After the activity, the students completed the post-questionnaire regarding the activity.
Session 2 (April 26 th):	<ol style="list-style-type: none">1. I presented and implemented the Kahoot in the other group of 3rd level of C.S.E.2. There were not enough electronic devices, thus they divided themselves into four groups.3. After the activity, they completed the questionnaire.

In contrast with the first group, who did the activity individually, this second group of the 3rd level of C.S.E did it in groups. Yet, it was as successful as if was individual because they could help each other.

One essential element that shows up during this type of activity is the element of competition. To my mind, it is not a negative aspect, and as the activity proved, students love doing similar competitive activities.

2.2 WebQuest.

The WebQuest was the second tool employed to carry out the present study. This WebQuest can be found at <https://aristotle97.wixsite.com/aristotle>, and its title is **Aristotle's Virtue Ethics**. The content of this WebQuest is part of the Ethical Values curriculum that these students should learn.

It was supposed that the students were going to be motivated to search for synonymous online, looking for the answers needed in the activities, and looking for the meaning of words in the dictionary.

2.2.1 Learning Situation: Aristotle "Virtue Ethics" WebQuest.

Considering the students' previous knowledge about the main topic. Students might be aware of Aristotle, yet they do not know about his Virtue ethics theory. They previously studied Aristotle's biography, but it was not a deep study. WebQuest would present this new theory topic for the first time.

Objectives

This social task through WebQuest has five main objectives: first, to learn about Aristotle and his theory on virtue ethics through searching the internet and reading the information provided by the teacher. Second, to work using a WebQuest. Third, to make them understand and see how being virtuous can be applied to daily life. Fourth, to arise an interest in Philosophy and History. Fifth, to review previous content.

Regarding the learning outcomes by the end of this learning situation, students would be able to identify the different virtues, explain their characteristics and explain them. They would know about this new digital tool, the WebQuests.

Concerning the linguistic content, students will successfully work through a WebQuest, they will also tell the different types of virtues and differentiate them. Moreover, they will study and learn the specific vocabulary, which is needed in the unit.

During the whole activity, the students will be working on the following key competencies: communication in foreign languages, communicative competences, digital competence and treatment of information, learning to learn competence, autonomy, and personal initiative.

2.2.2 Sessions:

This CLIL social task was divided into six sessions that are explained in detail below:

- **1st Session: Introduction of the topic.**

The first class about the topic took place on the 19th of April. Group one of the 3rd level of C.S.E only has Ethical Values on Monday, that is why my Ethical Values lessons only occurred on Mondays. To begin with, the teacher started a short introduction about Aristotle, they studied this philosopher last year, yet they did not learn about his theory on virtue ethics. When the teacher finished dictating and explaining to them who Aristotle was and his contribution to society, we decided to move to the garden. There, in a different setting, it was my time to explain the next concept.

I explained to the students one fundamental concept needed to understand Aristotle's ideas, which is the "golden mean". We had a small debate about being virtuous, and I provided them an example that summarized the concept [2]. In addition, they had to write down the meaning of the term, and the term itself.

- **2nd Session: WebQuest implementation**

On the 26th of April, the class was devoted to explaining and implementing the WebQuest. First, I asked for volunteers to read. Teenagers do not like to write, and they will try to avoid it. In consequence, I asked them to read only the introductory, as they did not have to write down that information.

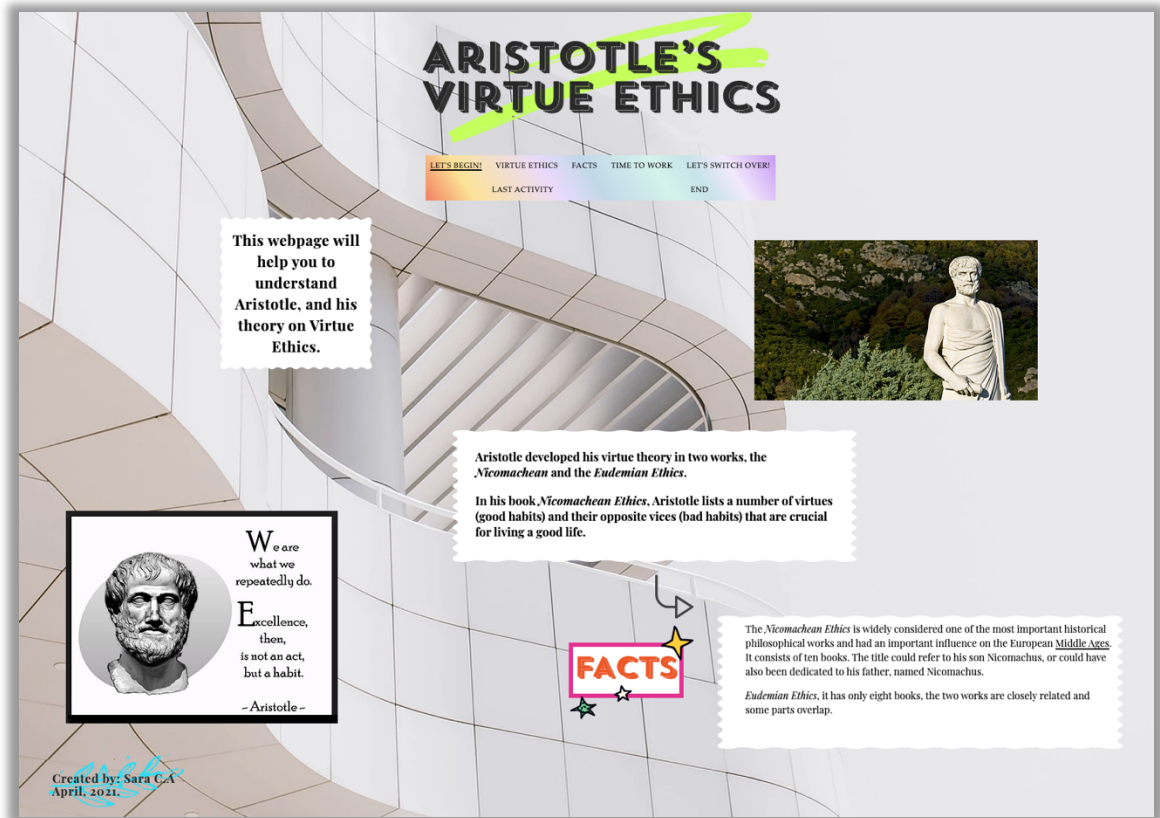


Figure 1. Home Page of the WebQuest.

Then, we read information about Aristotle, and we started with the concept of “virtue ethics”. I read and explained to them what it was. They copied the definition and, on top of that, we watched the video, which they enjoyed because it is related to something from the present day.

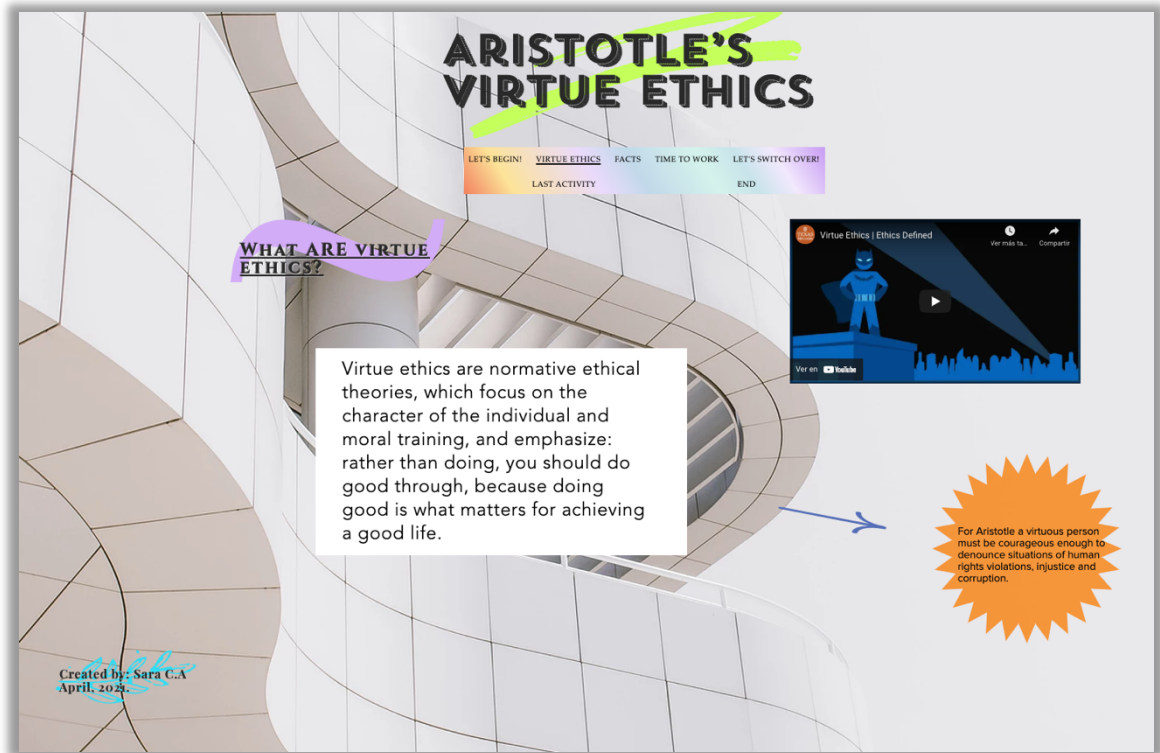


Figure 2. The Topic.

Afterward, we saw the section related to the types of virtues, which they had to copy. Furthermore, we saw the concept of “Eudomia”. As the class was passing by, I was asking them to summarize individually what they were understanding, hence I made sure they were grasping the content. It seemed like, students need to repeat and listen the information several times in order to comprehend it.

○ 3rd Session: all about activities.

The third session was on May 3rd. Firstly, we worked and read the four main virtues. I decided to include not only the definition of each virtue, but several examples as well. This unit can be extremely difficult to understand without providing examples to the students.

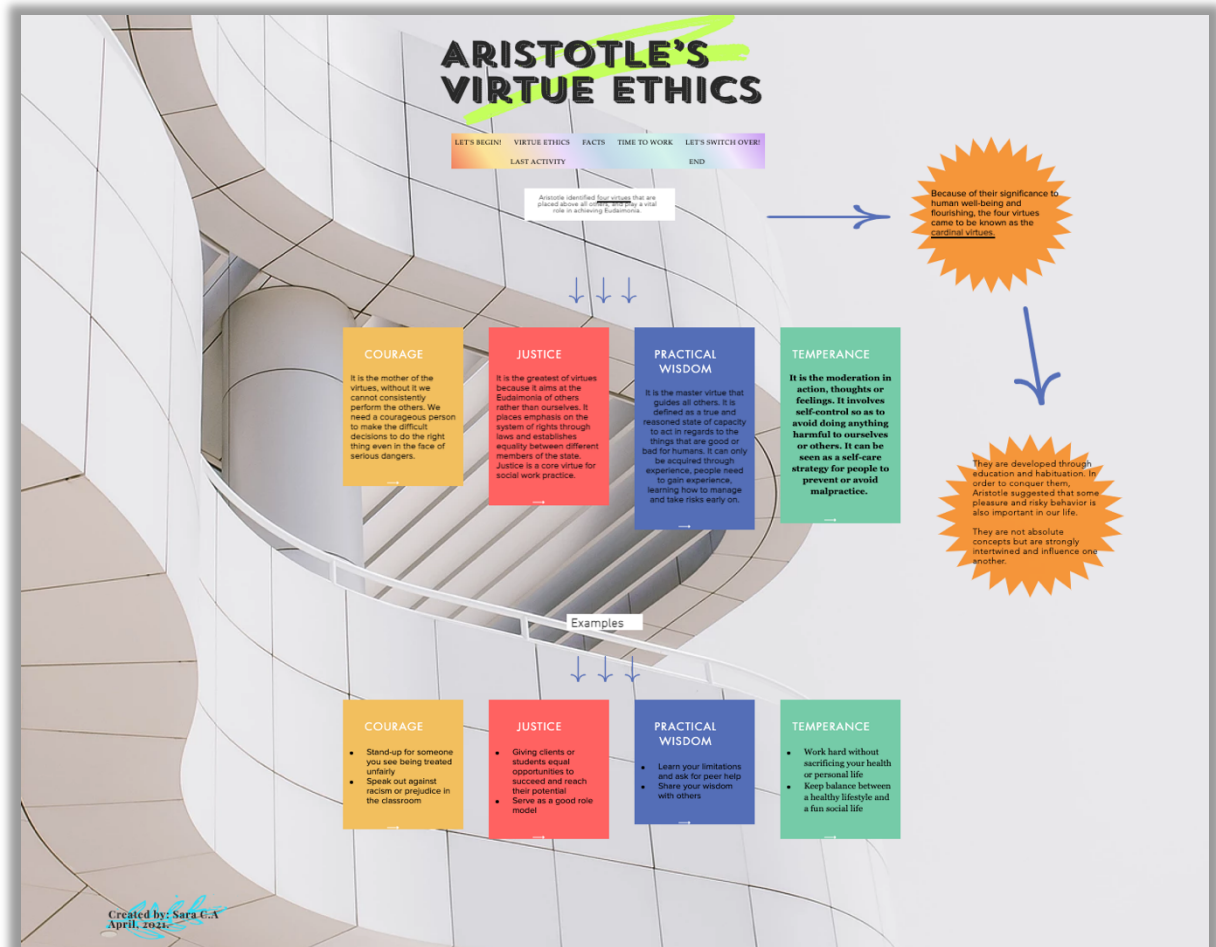


Figure 3. More theory.

Then we moved to the first task. The problems we faced were related to the vocabulary, as some words were tricky, and they did not know the answer. During that lesson, students divided themselves in groups and in pairs. They were given the opportunity to decide and form their own groups in order to inspire them and foster a positive attitude towards the next lessons and the WebQuest.

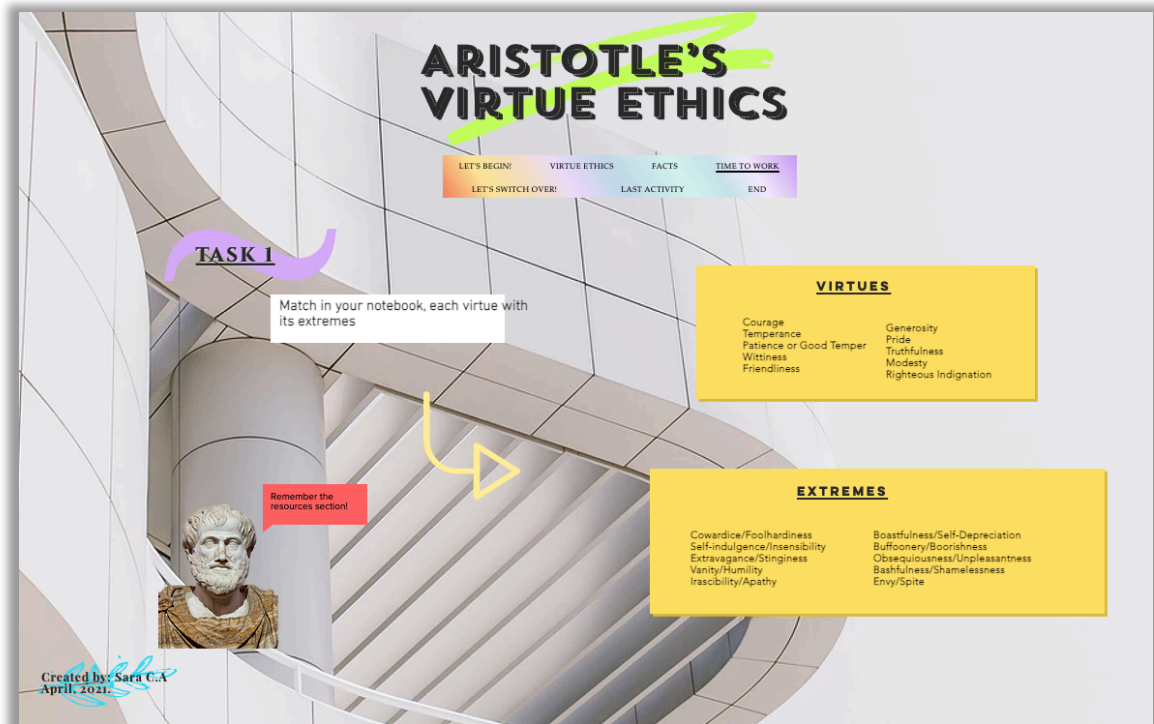


Figure 4. First activity

A dictionary was provided to the students in the resources section. It was a good idea because some words were still difficult to them, and some students looked for the meaning of a few words. They participated in the task actively. In the end, they shared the answer of the first task with the class.

- **4th Session: improvising.**

On May 10th, I could not work on the WebQuest because they had a history exam right after the lesson, so they asked the teacher if they could study for the first half of the hour. So, instead of working on the WebQuest, I decided to do a debate exercise with them [3].

The exercise was not difficult, and I made it up instantly. The situation was the following one: there was one raft, five people and one dog, and one island. Nevertheless, there was one problem, the raft was sinking.

The exercise consisted of writing the characters on the whiteboard, and as they debate with their classmates, I added more information about them. For example, there was one boy, but he was four years old. There was also a man, however he was a 32-year-old killer man.

In the end, they decided to save the killer and a 24-year-old pregnant girl. As they could populate the island, therefore humanity would not extinguish. It was interesting to see how they were debating with each other and explaining their reasons: like why they wanted to save one character and not the other one.

- **5th Session: Implementation of the WebQuest in group 2.**

On May 13th, I had the opportunity to present and show my WebQuest to the other 3rd level of C.S.E group. It was the first time that they were seeing the page, therefore they were interested about it. I decided not to the final questionnaire with them as it was the only time there were going to work on it.

During this class, we mostly debated about one of the examples, which was the one of the “golden mean”². After reading the question, they started to debate and explained their opinion. Moreover, the topic mix with the idea of Death Row, so the debate became quite long. After that, we did not have much time to continue working on the WebQuest because the class finished.

- **6th Session: Final session.**

The last day of working on the WebQuest was on May 17th, they had an official IGCSE³ exam during the Ethical Values time, so the History teacher did not hesitate in offering his lesson’s for me to finish the WebQuest.

The objectives were to finish the last two exercises and to fulfil the post-questionnaire regarding the implementation of a new topic through a WebQuest. In groups, students did both exercises and corrected them aloud. Due to the fact that one exercise was easier than the other one, they had to look for information on the internet to create their example, not

² Someone has killed a family member of yours. Is it appropriate to feel angry? Even though it closer to the extreme of anger but far of feeling indifference. There are certain cases, where the virtuous person has the right to feel like this.

³ International General Certificate of Secondary Education.

forgetting that there is a resources section in the WebQuest. However, surfing through the WebQuest they could look for the information needed.

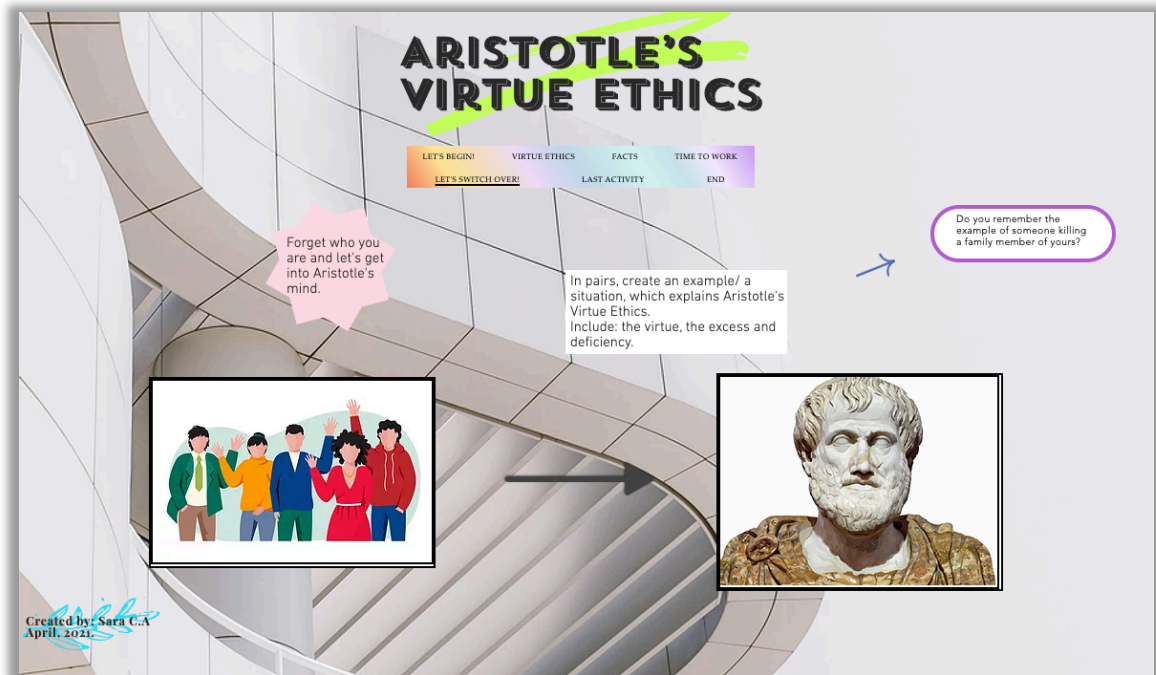


Figure 5. Second activity

Students did the last task in groups about the virtues ethics' chart.

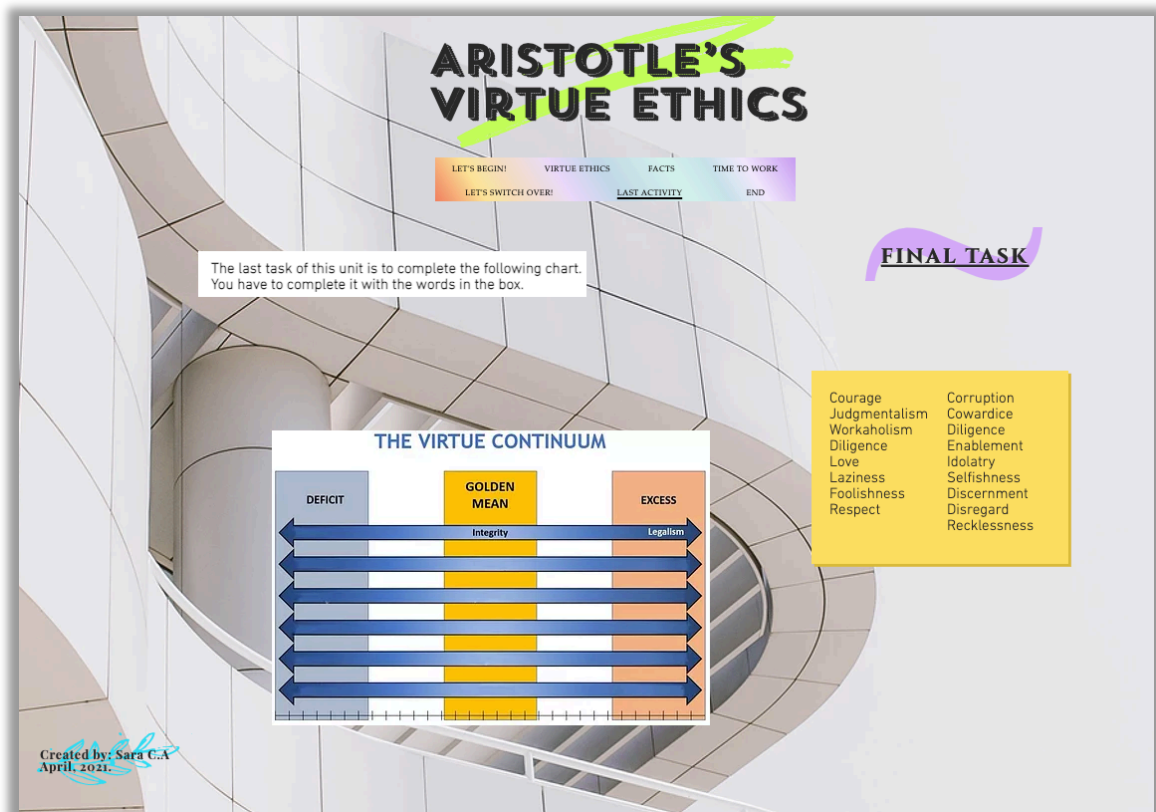


Figure 6. Last task

One section of the WebQuest includes the information related to the topic and that helped them doing the final task. As I previously mentioned, they did not usually bring their electronic devices to class, in consequence, only a few students could look for the information online in the classroom. As there were six virtues, I told them to be divided in six groups to correct the activity. Then, to finish the class, each group presented and corrected their virtue. At the end of the class, students were given the time to think about one example of the virtue assigned. They stood up and did a two minutes presentation about their virtue.



Figure 7. Conclusion

To finish the proposal, they read aloud the last section of the WebQuest, and during the very last minutes of the class, they devoted the time to fill the post-questionnaire about the student's perceptions about WebQuest.

References/Resources.

In this section of the WebQuest all the references are specified. It is crucial to remember that this information is selected by the teacher because following what Dodge said, students should not search for the information needed for the activities, but to process it.

The first resource that can be found in the process section is <https://plato.stanford.edu/entries/ethics-virtue> . I decided to include this webpage because it can provide the students important information for the final task, along with other webpages equally included in the resources section, <https://iep.utm.edu/virtue/> and <https://www.bbc.co.uk/ethics/introduction/virtue.shtml> .Both webpages provide an explanation about Virtue Ethics. Students also have access to Merriam-Webster Dictionary (<http://www.merriam-webster.com/>), an online dictionary. I decided to add these references because I wanted students to spend their time utilizing them rather than picking them or, even worse, utilizing other ineffective translators.



Figure 8. Resources

Chapter 3 – INSTRUMENTS FOR GATHERING INFORMATION AND RESULTS:

The main and only instrument used to collect data during the study was a questionnaire. The objective was to know and collect information about both activities, it can give us, the teachers, valuable insight into our students' minds and opinions. In my view, it is easy to use, and the students would not encounter difficulties in the process of filling in it. Both surveys were anonymous.

3.1 Kahoot.

The tool used to gather information about the activity in both groups on the 3rd level of C.S.E, was a google survey [1]. The survey was done in both groups, but in different days. It consisted of five questions: one open-ended question, two yes or no questions, and two single-answer questions. However, the five questions were compulsory, and it was individually.

On the one hand, the first survey took place on April 23rd, and it was implemented when the activity finished, to sixteen students. On the other hand, the second survey took place on April 26th to nine students. Therefore, the questionnaire was filled by a total of twenty-five students.

Research **question 1** asked about how helpful the activity for the students was. The results were the following one:

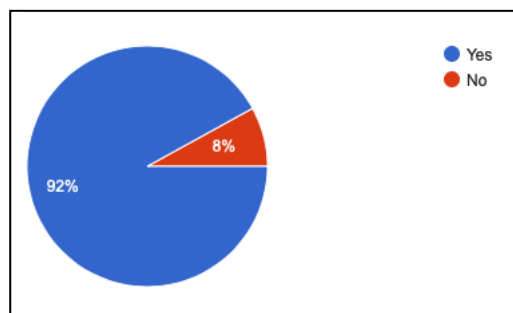


Figure 9. Question 1, Post-questionnaire

The main conclusion shows that 92% of the students (23 students) answered that the Kahoot activity about History content was helpful for them. Meanwhile, the other 8% of the students (2 students), claimed that it was not helpful enough for them.

To my view, I was aware that some students had an excellent level about History. Thus, they did not need a review lesson about it. Perhaps, they could be the students who answered no to the first question.

For the research **question 2**, I wanted to know if they like this type of activities. They became quite popular during quarantine, and the teacher told me that he did one-hundred-question Kahoot activity during that time. The answer was quite evident, as 100% of students said *yes*, they like these activities.

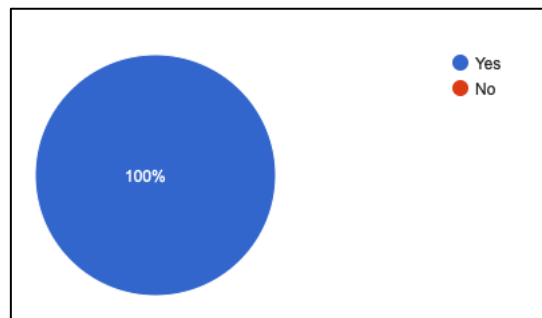


Figure 10. Question 2, Post-questionnaire

Research **question 3** was an open-ended question. Question 3 allows the student to comment any aspect about the class, about the lesson itself. Even though I knew that the class was successful, I could be wrong. That is why, I wanted them to describe the class. I believe their opinion is even more important than mine, in terms of the lesson.

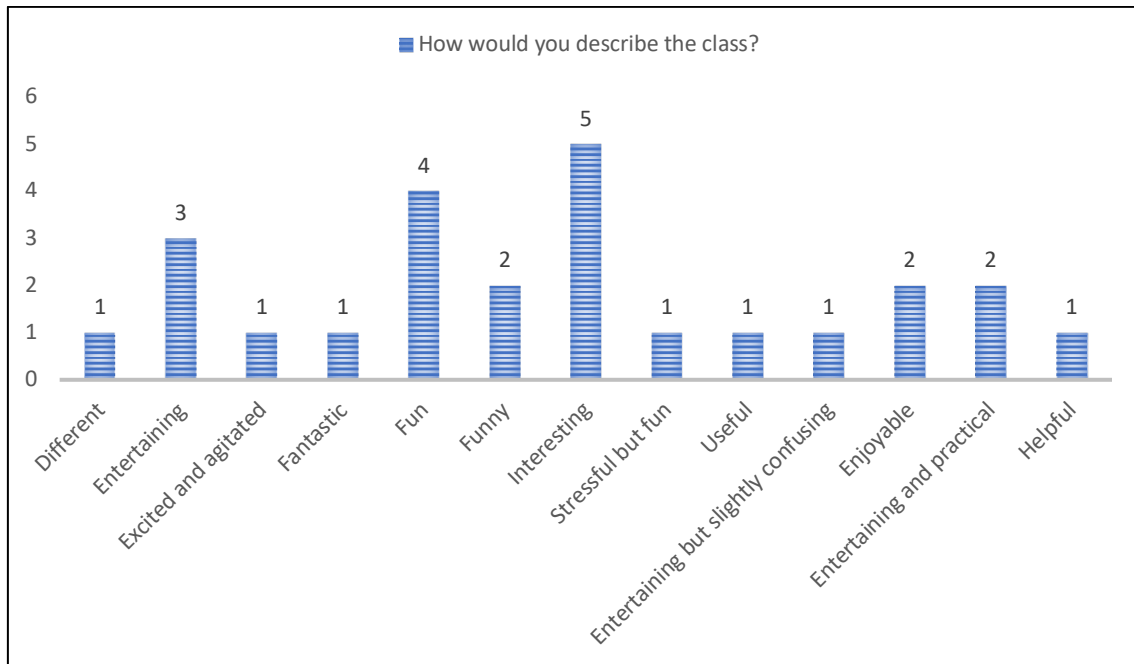


Figure 11. Question 3, Post-questionnaire

Results from **question 3** show us that the students liked the activity. Considering the opinion about the lesson being confusing, it is related to the fact that some questions were not explicit enough for them to understand. In some Kahoot questions, they had to pick the wrong answer, but as in the title it did not say so, many of them thought that they had to pick the right answer. For that reason, when I implemented the Kahoot in the other group, I made sure that the questions were easy to understand.

The fourth question was about if they enjoyed the lesson. The question had several answers, and they could choose the one who suites them the most. The result was the following one:

Results from **question 4** show us that 44% of students claimed that they enjoyed *a lot* the Kahoot activity, whereas 56% of them said *yes*. This answer was very important for me because it was the first time of implementing the activity. Taking this into account, all the effort was worth it.

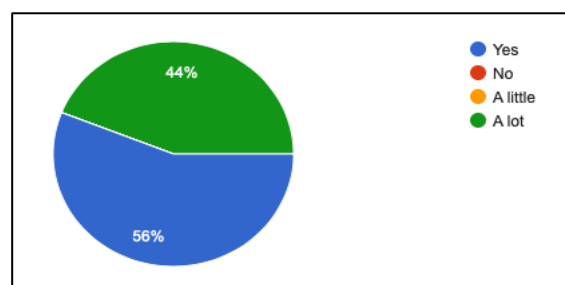


Figure 12. Question 4, Post-questionnaire

The last survey question was about the content. I wanted to know their opinion about the difficulty of the Kahoot. They could choose from: *easy*, *difficult* or *neither easy nor hard*. Students were supposed to know the answers to the questions, but as some of them could be tricky

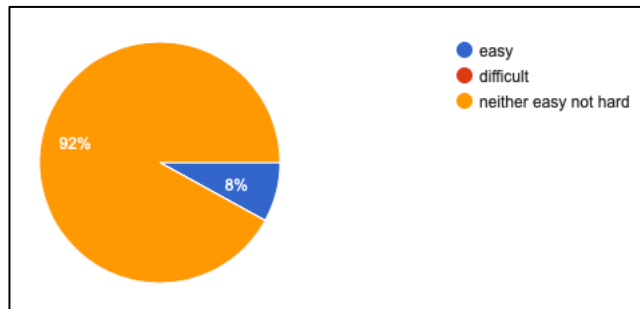


Figure 12. Question 5, Post-questionnaire

As is illustrated by the graph, the content was not *difficult* for the students. They have been studying the same content for the last three years, so the content might ring a bell to them. Plus, the questions were based on what they were revising at that moment. Results from **question 5** show us that 92% of students said that the Kahoot was neither easy nor hard for them, whereas 8% affirmed that the activity was *easy*.

In conclusion, it seems to me that both groups of the 3rd level of C.S.E enjoyed the review history lesson. I reckon they would have loved to do more during the time I was with them. Kahoot is an excellent tool to get students actively participating, focus on the activity and the content showed. Teachers should use more often this game-based learning platform in their lessons.

3.2 WebQuest.

The WebQuest was only implemented to one group of the 3rd level of C.S.E. For that reason, the questionnaire was only answered for fourteen students. The same tool was used to gather information about the activity [1.2]. It consisted of six questions: three open-ended questions, and three single-answer questions. The six questions were compulsory and anonymous.

Research **question 1** was about individual or group work. Many students like to work in groups, but others like to work individually. The WebQuest was implemented for six sessions, and some of them worked in groups whereas other students worked in pairs. Group work is fundamental in this type of activity because students love working in pairs or groups.

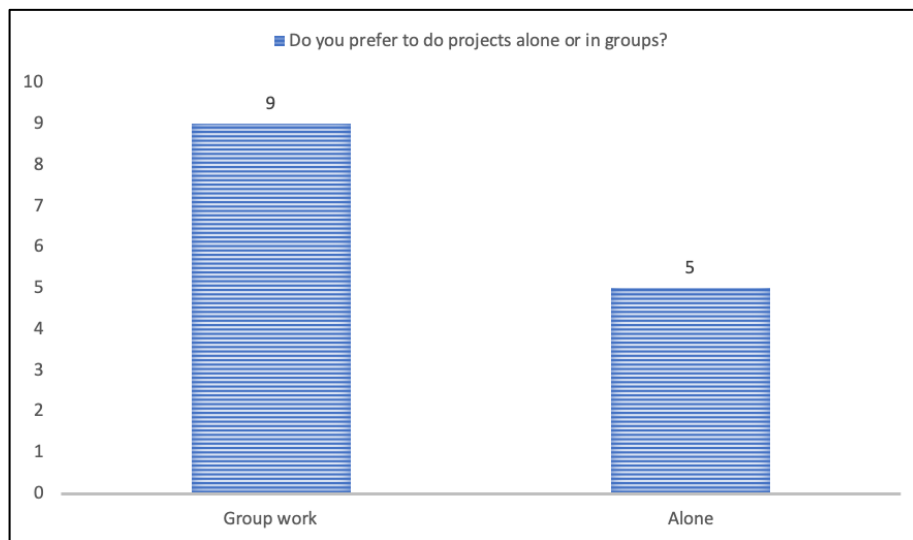


Figure 13. Question 1, Post-questionnaire WebQuest

This bar chart shows that nine students liked to work in groups, meanwhile five students preferred to work individually. I think this could be seen in the classroom, as there were some students who liked to be working with their friends. Moreover, working in groups implies talking, and as it was previously mentioned, this group was very talkative.

Research **question 2** was related to the tool itself, it was related to WebQuests. The question was: “Do you think you learnt something by using this tool?”.

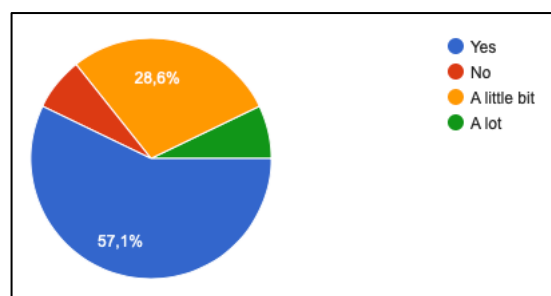


Figure 13. Question 2, Post-questionnaire WebQuest

The pie chart shows that 57.1% of students (eight), said *yes*. They agreed on having learnt some content by using a WebQuest to explain Aristotle and his theory about “Virtue Ethics”. In a yellowish color, 26.6% of students (four) claimed that they learned *a little bit* about the content about Aristotle. On the opposite, 7.1% of the students (one), claimed that he/she did not learn anything from the WebQuest, however, another 7.1% of the students (one) claimed that she/he learned *a lot* from the WebQuest. Thus, she/he learnt several information about the content taught in Ethical Values.

Research **question 3** was related to the material used. It is not related only to the subject of Ethical Values, yet it was a general question. I wanted to know if they liked working using a WebQuest, instead of a book, booklet or photocopies.

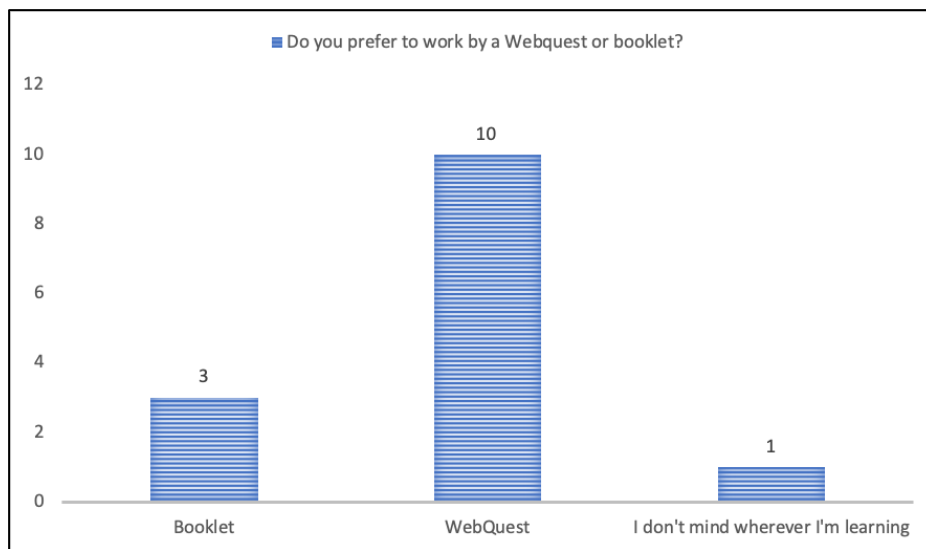


Figure 13. Question 3, Post-questionnaire WebQuest

Results from **question 3** were surprising to see, as I did not expect it. 10 students claimed that they liked working through a WebQuest, it was something innovative for them. 3 students agreed that if they had to choose from where they would like to study, they would choose a book. They would choose the traditional way. However, 1 student answered that he/she does not mind wherever he/she is learning. As long as they enjoy learning the content, they should not be opposed about the material used in the classroom. Some old-fashion people think that the best way to learn the content is by using a book. Yet sometimes there are plenty of suitable resources to teach the content, such as the ICTs tool used and explained in this master’s thesis.

Research **question 4** was about the content. As I previously mentioned, I knew they were not interested in the content, not interested in Aristotle neither in his theory. Nevertheless, they needed to learn it as it is in the curriculum, and I tried to do it as fluid as I could.

Research question 4 was how useful the content for the students was.

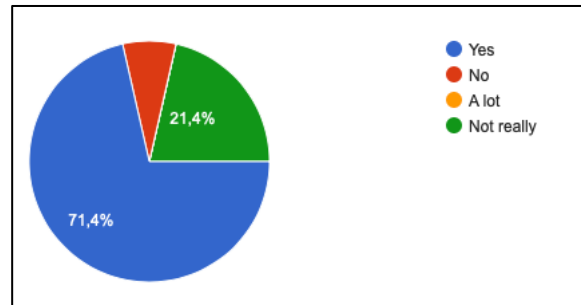


Figure 13. Question 4, Post-questionnaire WebQuest

Results from **question 4** show us that 71.4% of the students (ten), said *yes*, the content was useful for them. The green shade shows that 21.4% of the students (three) claimed that it was *not really* useful for them, as from what I think, the topic was not intriguing nor fascinating enough. Lastly, 7.1% of the students (one) chose *no*. He or she thought the content was certainly useless. This is due to the lack of interest that the student did not showed in class but he or she showed in the questionnaire.

I was surprised by the results of this chart. There are fourteen students in that class, and when I first implemented the WebQuest, I did not anticipate 10 students to indicate that the information was useful to them.

Research **question 5** of the WebQuest post-questionnaire allowed the students to comment any aspect that they would modify about the web. I wanted to know if they would change anything from the WebQuest.

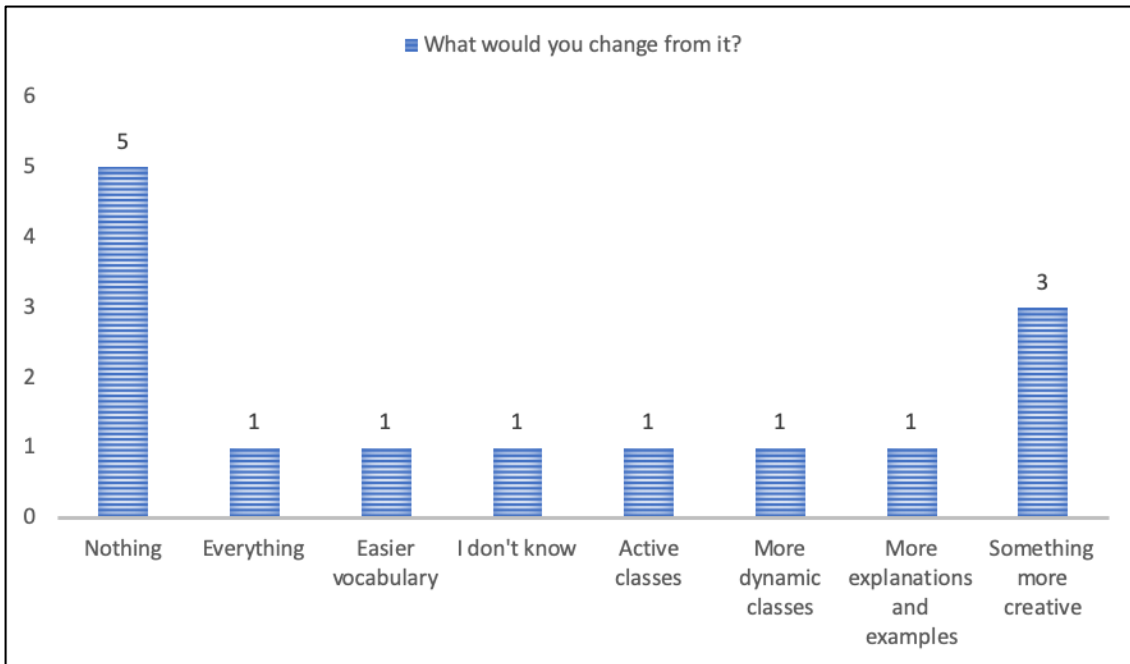


Figure 13. Question 5, Post-questionnaire WebQuest

Results from **question 5** and this open-ended question show us how to improve WebQuests for the future. While 5 students agreed on not changing anything from it, 1 student said that he/she would change everything. In my view, the design influences the students and their learning. Perhaps, if the design would have been a different one, they would have learned more. In terms of creativity, I think it was an innovative activity for them. Conceivably, the learning situation could be done more effectively.

Research **question 6** was about the activities, the three tasks that they had to do. It asked the students if they liked the activities. The first task was about matching each virtue with its extremes (deficiency and extreme). The second task was about turning themselves into Aristotle. They had to make an example up, similar to the one that we saw in a previous class [2]. The last task was the easiest one, as they had to complete the Virtues chart. The students did the three tasks in groups and in pairs.

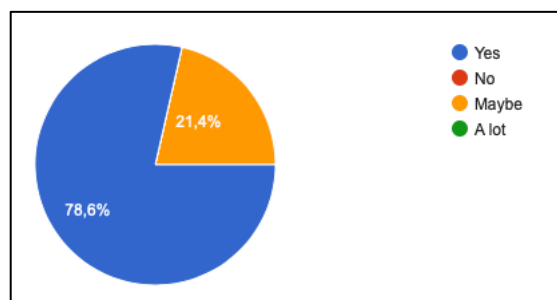


Figure 13. Question 6, Post-questionnaire WebQuest

The results from the pie chart of **question 6** shows that the students liked the activities. Whereas 78.6% of the students (11) said *yes*, they liked the activities that they had to do, 21.4% of the students (3) were doubtful about their opinion on the activities. They were not difficult to understand, except for the complex vocabulary in one of them. Moreover, it is worth mentioning that students were in charge of creating their group work; we used this method to inspire our pupils.

To sum up, it can be seen from the information above that according to the findings from the study, implementing a WebQuest significantly increased students' favorable views regarding the learning process in an Ethical Values context. Considering that the 64% of the students thought that group work was an easy experience, it may be inferred that group work experience was a significant influence in students' motivation. Additionally, my findings suggest that the use of educational game in the classroom likely minimize distractions, thereby improving the quality of teaching and learning beyond what is provided in conventional classrooms.

Students reported to be satisfied with using this learning tool because they found it more innovative, the content was useful, they liked the activities and they learned new content through it. To finish, almost all students (71%) are willing to continue using WebQuests to study new content and the language. All of this leads us to the conclusion that implementing this WebQuest appears to help to the improvement of students' digital competence in the academic setting, a necessary skill for improving language competence in an academic context in the ICT society.

CONCLUSIONS

4.1. Problems during the learning situation.

During the learning situation, it can be said that there were two main problems:

Firstly, the use of Spanish in the classroom. In the five lessons where the learning situation took place, the students spoke Spanish in four of them. I constantly reminded them to speak in English, as all of them have a great English level. The students argued that they do not speak in English, because they feel more comfortable speaking in Spanish, and the students can express themselves more confidently. Thus, it is a matter of students talking with other students.

Equally important, they only speak Spanish among themselves. They do not answer the teacher in English. When the learning situation took place, I spoke and asked questions to the students in English, and all of them answered in English. They should be aware that the only language that they should speak is English, as they are cursing the third year of Compulsory Education in a bilingual school. However, taking into account that not every subject is taught in English. Yet in the English subjects, the only language that they should speak is, therefore, English.

Then, the students' level of English. As it was previously explained, in the learning situation some terms related to Aristotle's theory were complex to understand. For that reason, a dictionary was included in the resources section of the WebQuest. We should not forget that although they are preparing themselves for a C1 level of English, not all of them have acquired that level yet.

Additionally, one obstacle that I faced was related to electronic devices.

One school rule is that when the students enter the school, they have to put their mobile phones in a box. In terms of laptops or tablets, they can keep them, because they might work with them in the classroom. Students can only use their mobile phones if the teachers tell them so. If not, they are forbidden. My foremost obstacle was that only a few students brought their laptops or electronic devices to class while WebQuest was being implemented. Therefore, they had to work in groups. Plus, the Kahoot was initially

thought as an individual activity, however as several students did not have their electronic devices, they did it in groups.

4.2 Problems during the research.

First of all, the main obstacle that I fronted was that I did not have a lot of knowledge about the topic of my learning situation. During my time in Compulsory Education, I did not have to study Aristotle's theory, only his biography and his contribution to society. Consequently, my knowledge about the topic was almost null.

Nevertheless, it was not a challenge since the appropriate information was given to me by the teacher. The Ethical Values teacher provided me the information needed for my research. I had to select meaningful information for the students to learn. The PDF file⁴ was in English, and it was a great support.

In terms of the Kahoot, I had two history books where I extracted the information. I had to seek help from the teacher because although I study history in high school, I was not specialized in German History. As a consequence, the Kahoot became a challenge for me. It was not only about the creation of the Kahoot itself but also about me learning the content. I had to answer their questions about it. As a result, the activity was not only about the students revising the content, yet about me learning new historical information.

4.3. Main conclusions.

The first main conclusion is the number of students. We have only 14 students involved in this study. We do not know whether a different number of students could corroborate or not the results obtained. Perhaps, implementing the WebQuest in the second group of the 3rd level of Compulsory Secondary Education would have changed the results obtained.

⁴ Eleni Papouli (2018): Aristotle's virtue ethics as a conceptual framework for the study and practice of social work in modern times, *European Journal of Social Work*, DOI: 10.1080/13691457.2018.1461072

The second conclusion is in terms of the design of WebQuest. WebQuest's development, which was created for a particular specified goal, may be seen as a limitation. Addressing the topic of WebQuest in CLIL content in the subject of Ethical Values, a different WebQuest, with numerous resources and several learning purposes, can provide diverse outcomes.

Furthermore, I do not criticize traditional text-based methods; rather, I believe that offering a diverse range of unique and creative activities to students allows them to be active participants in their learning; hence, traditional methods are not always the best.

Finally, I would like to point out that the challenge that has been faced, both in terms of the development of this thesis and the implementation of the Aristotle project, has been a lot of fun to work on and has been well worth the effort. I am very proud of the work that has been done after its more than satisfactory implementation.

4.4. Possible research to be done after.

Bearing in mind the conclusions of this study, we could also propose other aspects to be considered for further research:

- The transfer of digital skills from students' everyday lives to their academic environments. More study is needed to determine how we might help our students in transferring what they already know and do in their daily lives to the academic setting. As a result, it may be vital to investigate how we may assist students in making this transition in a foreign-language-learning situation.
- The second possible research to be done after my social task could be about gamification in the CLIL approach. I could not find any information, resources, or studies about the topic. In my view, it is crucial to do some research about it as it is related to the relation between our current society and the technologies.

These are the parts that I believe are the most important, based on the findings and conclusions drawn from them, but the subject of technology and language-learning offers up new research opportunities that I hope to pursue in my future career as a teacher.

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7. ANNEX

[1] Kahoot questionnaire

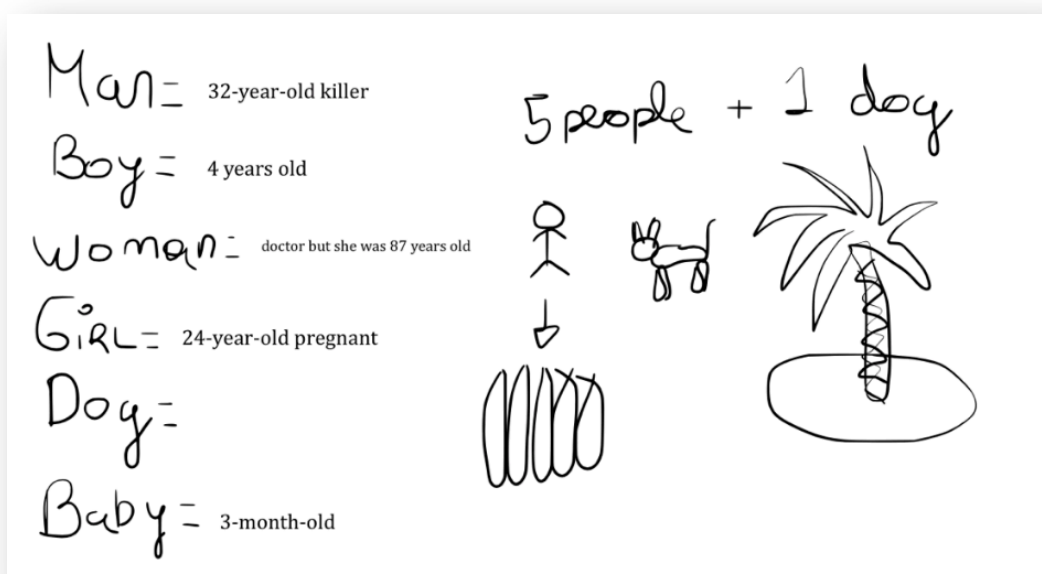
<https://docs.google.com/forms/d/e/1FAIpQLSdhp8Hw6ZbraTiqmV63tC1c9s5I24T93tm2bWWhpw0XbdJaTw/viewform>

[1.2] WebQuest questionnaire

<https://docs.google.com/forms/d/e/1FAIpQLScJe1Vu1QaplfsqwJSpLMp4BDYTX9AwRjnemfgYtD-LpnJbJg/viewform>

[2] Someone has killed a family member of yours. Is it appropriate to feel angry? Even though it closer to the extreme of anger but far of feeling indifference. There are certain cases, where the virtuous person has the right to feel like this.

[3]



Report		Report options	Live
Review class.			Apr 23 2021, 11:53 am
			Hosted by saracda
Summary	Players (13)	Questions (42)	Feedback
		Expanded view	Compact view
All (42)	Difficult questions (8)	Search	
Question	Type	Correct/Incorrect	
1 The League of Nations	Quiz	100%	
2 The Disarmament Conference's main effect was Germany leaving the League of Nations	True or false	15%	
3 Manchurian crisis 1931-1933, which statement is false?	Quiz	15%	
4 One reason for the Japanese to invade Manchuria was because China was in a state of anarchy	True or false	62%	
5 When did the Japanese invade Manchuria?	Quiz	8%	
6 Which sentence is not true about Czechoslovakia?	Quiz	62%	
7 The occupation of the Ruhr led to the hyperinflation	True or false	92%	
8 People during the Nazi period were free to express their opinion	True or false	100%	
9 Which statement is not true about the Weimar government?	Quiz	31%	
10 Did the Weimar Republic help the Nazi party coming to power?	True or false	77%	
11 Which two countries attacked the Ruhr?	Quiz	85%	
12 The hyperinflation of 1923 was a result of the Treaty of Versailles	True or false	54%	
13 When did Gustav Stresemann become Chancellor?	Quiz	69%	
14 Which statement is not true about the Munich Putsch of 1923?	Quiz	92%	
15 What was the name of the Act that Hitler introduced in order to increase his powers and govern ...	Quiz	92%	
16 The Reichstag Fire	Quiz	23%	
17 Mein Kampf: Hitler came to the conclusion that the Nazis would not be able to seize power by for...	True or false	77%	
18 In which year was Hitler appointed as Chancellor?	Quiz	62%	
19 During the Nazi regime, trade unions weren't banned.	True or false	85%	
20 The Night of the Long Knives	Quiz	8%	
21 The Gestapo was the secret state police that was under the command of Reinhard Heydrich.	True or false	77%	
22 Could the gestapo send citizens to concentration camps without trial or even explanation?	True or false	92%	
23 People in the SS were:	Quiz	85%	
24 Concentration camps:	Quiz	62%	
25 Who runned the concentration camps?	Quiz	85%	
26 What was the name of this organization?	Quiz	62%	
27 In August 1934, the entire army swore an oath of personal loyalty to Adolf Hitler as Führer of Ger...	True or false	54%	
28 The Army oath.	Quiz	62%	
29 CENSORSHIP: What was propaganda used for?	Quiz	62%	
30 Hitler thought that modern art damaged Germany and weakened Nazism	True or false	92%	
31 Hitler took control of the churches in a gradual and careful way.	True or false	62%	
32 The Church in Nazi Germany.	Quiz	15%	
33 Were schools alienating children?	True or false	92%	
34 Which subject was only taught for girls?	Quiz	92%	
35 Hitler Youth members were encouraged to report anyone who they thought they believed was n...	True or false	92%	
36 8 million young people were members of the Hitler Youth by 1939.	True or false	85%	
37 As the birth rate was falling, the Nazis encouraged women to stop working and to dedicate more...	True or false	8%	
38 What was the name of the law that helped young couples marry but only if the woman was not ...	Quiz	77%	
39 In the late 1930s women were needed for jobs because most of the men joined the army.	True or false	77%	
40 Was there discrimination against women applicants encouraged?	True or false	85%	
41 Through the Nazi woman organization many women had the chance to travel and meet new peo...	True or false	54%	
42 Abortion and contraception were banned.	True or false	69%	