



Digital Excellence Impact Case Studies

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The use of Socrative for a mock exam to prepare first year students for their module assessment.

Will Storr, Lecturer in Adult Nursing





Socrative has helped the students to feel at ease prior to the final exam.

William Storr,
Adult Nursing Lecturer

This module was delivered to a group of pre-registration first year nursing students who had commenced their studies in January. The module was hybrid in nature with learning materials available for the students to engage with in an asynchronous way. Prior to a synchronous review of the materials in the classroom, this was their first level 4 module to be assessed and as such the students were anxious about this assessment. The module had been delivered over the past 7 weeks so this exam was a test of students' knowledge and understanding of the materials delivered. The module had employed quizzes each week to cover the materials from the previous week to firstly prepare students for the exam and to promote learning and understanding. Module team members have used multiple methods for this ranging from PowerPoint quizzes to Kahoot.

Will had previously utilised a PowerPoint based quiz and this had been used on previous runs of the module as a revision aid often in large teams meetings with all students from the module. However, in the classroom this led to limited student interaction as some students would answer the questions vocally very quickly whereas others would not engage or be limited by nerves or fear to speak out. Will had tried to use this quiz format by asking questions to individual tables to try to increase engagement but again this proved to be limited with only certain students speaking. Will did not want to put students on the spot to answer questions so he looked into an electronic alternative.

He initially considered Kahoot but given the nature of Kahoot with the timed element for each question he found this put students under pressure. It was also not an effective way to review class understanding due to the programme only allowing the facilitator to see the top five scores. He found that this also drove student's competitive nature and if they were not doing well this limited their interaction. Given this was to be used in preparation for an exam, Will did not want the time limit element to impact the students. Will spoke to Russell Smeaton to discuss alternative options for an electronic class quiz and he suggested Socrative.

Following further support from Russell, Will set up a Socrative quiz and began to test it.

To set up the quiz, it involved setting the questions and answers and then adding feedback so that the student would be able to review their own responses. Images to show and explain answers were added along with some text. Will ensured that the questions were varied and included both text-only and image-based questions to try to mimic the real exam.

Will found that the use of Socrative was successful within the classroom setting as it allowed him to set the pace as the students moved through the questions. There was no real timing or leaderboard used in order to help take the pressure off the students. All students who sat this exam within the class achieved a pass mark, this was positive and gave them an experience of an electronic online exam prior to their actual summative assessment. Following this, Will was able to review the questions and see which had caused the most problems for the students, allowing further revision to take place in advance of the exam. It also helped to make the students feel at ease prior to the real exam.

Will felt that Socrative was an appropriate tool to use within teaching to assess student's knowledge. Given the success of this approach he plans to utilise this moving forward and also within weekly quizzes in his teaching. He also plans to share the quizzes with other members of his team, thus saving time and reducing the need to replicate quizzes across multiple modules.

He felt that the support from the Digital Learning Team has been key to his ability to utilise these digital tools for use within the modules, and feels that this is an excellent way to utilise technology for student teaching.