

TITLE: THE USE OF KAHOOT AS A TOOL FOR SCHOOL MICROBIOLOGY APPROACH

AUTHORS: NUNES, B.E.B.R.¹; OLIVEIRA, T.F.¹; MELO-NETO, R.D.¹; FELIX, I.C.G.¹; BRITO, A.B.¹; TAVARES, B.E.D.¹; SILVA, L.A.¹; LIMA, J.V.M.R.¹; QUEIROZ, A. C.¹; DUARTE, A. W.F.¹

INSTITUTION: 1. UNIVERSIDADE FEDERAL DE ALAGOAS, *CAMPUS* ARAPIRACA, AL (AVENIDA MANOEL SEVERINO BARBOSA – CEP 57309-005, ARAPIRACA – AL, BRAZIL)

ABSTRACT:

The Microbiology is responsible for the study of microorganisms, that is, of those beings that are hardly seen with the naked eye. The knowledge about microorganisms involves basic citizenship matters such as hygiene, environment, food production, disease prevention and cure, and biotechnology. However, it is clear that in general, there is a difficulty of the students in the perception of these organisms, generally only associating them with diseases. In this aspect, activities involving digital information and communication technologies (DICT) can provide other formats to innovate the pedagogical practice, as is the case of the Kahoot app, which allows the construction of challenges and consolidation of learning, using the mobile phone. In order to approach the study of microbiology to primary school students, the objective of this study was to use the app Kahoot to teach microbiology in a public elementary school of Arapiraca – AL. Initially, medical and biology academics elaborated 10 questions related to content covered in previous moments, thus creating a questionnaire in the app, like a quiz. Each question had 4 answer alternatives, only 1 correct. At school, students went to the computer room and were divided into groups of 5. At first, they were asked to name the group and register for the quiz. It was explained how the activity would develop, and a member of the project stayed with one group each, for clarification, if necessary, during the game. Students were explained why a given alternative was correct for each question and at the end of the questionnaire, the students were consulted about their opinion of the activity. The members of the project realized that during the whole activity, the students were very lively and participative and that even when they did not respond correctly, they were able to understand the content after the explanations, thus showing the importance of innovative practices in the search for knowledge. The students themselves reported that they liked the activity, which indicates another positive of this type of approach. It is clear that even subjects that the students present greater difficulty, can have their learning consolidated or even verified dynamically and that the emergence of online games like this can reshape the idea of an information distribution and verticalized school for a more dynamic and horizontal school.

Keywords: Basic education, Educational games, Gamification, Laboratory classes

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