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# Crynoldebau / abstracts

Socrative in the Spanish Language Classroom

Jennifer Wood

The smart student response system Socrative replicates many of the applications and facilities of clickers, yet it is freely available, runs on smart devices and is quick and easy to set up and use. Remote personal response systems (or clickers) can be used to gauge student understanding and to identify knowledge gaps or misconceptions. They are also useful for keeping students motivated and engaged, for providing instant feedback and for encouraging teacher-to-student and student-to-student interaction. For students, clickers help in validating their own learning, progress and understanding, and, perhaps more importantly, they are fun to use. In the language classroom, this quick and universal method of assessing student understanding can be invaluable. It provides the instructor with the ability to test the understanding of the entire class group, not just a few chosen individuals, and to do so rapidly and more comprehensively than the traditional, individual question and answer method. It is also less intrusive, as students are not ‘put on the spot’ in front of the whole class to display their errors or lack of understanding, which helps to build and maintain trust and foster a mutually supportive atmosphere. Socrative can also be used to foment discussion; for a quick, simple test of a grammar point just explained; as a game pitted against their peers; or as a test of elements previously assigned to be learnt and whose results can be retained and downloaded. The options are multiple and varied.

This paper will review my experiences of using this tool in Spanish language classes – the pitfalls, the problems and the outcomes. It will also explore associated theoretical bases. Participants will also get the chance to experience this tool from the student perspective: no prior knowledge of Spanish required.