

Unlocking Gimkit's Capabilities for Language Classroom

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ABSTRACT

The game has been surely advancing various parts of human cognitive development, one of which is in the field of education. The game can be an effective solution for applying educational content, especially in this pandemic era. It's believed that through gamifying the classroom, educators can provide a creative-learning environment that enhances engagement, teamwork, and leadership. Gimkit is a game application that was created by a high school student in America. It is one of the results of the kind of environment that support the students to be creative. With so many interesting game modes including human vs. zombie, hidden mode, draw that, until the usual classic multiple-choice, Gimkit shows promising potential in classrooms. This article is based on the exploration on a workshop that we had undergo that shared the many Gimkit modes to be implemented in language classrooms as well as how to build the base question banks. The workshop was divided into three segments which are: Experiencing – playing one of the modes; Creating – building the question banks; and Reflecting – figuring out which part of the learning materials can be gamified using Gimkit. Based on the result, participants got new and creative language teaching ideas using the application Gimkit.

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1. Introduction

Computer games have been gaining popularity since the 1970s. More than 180 million people in the United States play games that surpassed 13 hours a week Mc Gonial (2011). There has been a massive incensement of studies assimilated with computer games and it shows that around 2.2 billion people from 7.6 billion people are gamers (Gonial,2011). Games has been growing rapidly from the early 80s and contributing to how generations behave towards life. Although past research of Roe and Munjis (1998) stated that games would not give positive effects on self-esteem and reduced students' achievements, recent studies show that game does not lead to attention problems and greater distractibility (Bavelier,2012). Daphne Bavelier (2012) stated that gaming, especially computer gaming, with reasonable time and age stimulates the brain to focus better and affects sort kinds of brain functions such as:

- Ability to track objects
- Changes in brain network



- o Parietal cortex (control the orientation of attention)
- o Frontal Lobe (sustain attention)
- o Anterior Cingulate (regulate attention and resolve conflicts)

Language is one of the most important factors that affect international communication activities. For proficiency and communication, students use numerous components of English language skills such as listening, speaking, reading, and writing (Grabe & Stoller, 2002). As discussed above, game consumption has been huge past few years, and technology is an effective learning tool. Teachers and learners are expected to incorporate technology into their learning process. Teachers should exemplify how to use technology to support the curriculum so that students can enhance their true use of technology in learning linguistic skills (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Gimkit is one of the digital game-based learning platforms that instructors and educators can use to deliver study materials in language classes.

According to Edward.S author of Tech Learnings (2021), GimKit was prompted by a student named Josh Feinsilber from Seattle, who was working on a school project. Since he found game-based learning to be particularly engaging, he created an app that he imagined himself using in class. Josh's goal was to use technology and real-time communication to create an educational game that students and teachers both adored. The game was an immediate success. Teachers spread the word about Gimkit to their colleagues, and within a year, upwards of 700,000 students in schools all over the world had played it.

Gimkit itself is a digital quiz game that uses questions and answers to improve teaching and learning (Edward.S,2021). The platform can be accessed via a variety of devices such as smartphones, tablets, and laptops operated by students. This is a very simple and easy system designed and maintained by educators. It's very approachable for the K-12 age group.



Fig. 1.Gimkit User Interface

The Gimkit's User Interface models shown above, are definite, with multiple-choice items and possible answers in boxes that use a lot of visuals for clarity (Edwards. L, 2021). Students can access questions that the educator can include in the game that is being played. This provides class-wide games, live or individual games, and can be used as an educational tool as well as a homework device. A reward system encourages students to restore for more by encouraging them to participate.

2. Method

Methods of collecting data are using qualitative surveys by managing small group discussions of 10 in form of a workshop and generating deep debriefing among the study community that has been into digital game-based learning. For more authentic outcomes, the author distributed questionnaires to obtain quantitative data.

According to Ale et al. (2002), a method used is influenced by and represents a paradigm that reflects a point of view on reality. Furthermore, Kasinath (2013) proposes three reasons for using qualitative methods:

- (a) the researcher's perspective on phenomena in the world
- (b) the type of research question
- (c) relationship between performance and outcomes related to the nature of qualitative methods.
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- (d) the type of research question
- (e) relationship between performance and outcomes related to the nature of qualitative methods.

Meanwhile, according to McCusker, K., and Gunaydin, S. (2015), the use of qualitative methods was chosen to understand how a community or individuals accept certain issues. In this case, qualitative researchers must ensure the quality of the research process because these researchers will interpret the findings.

3. Findings and discussion

The workshop “Unlocking Gimkit’s Capabilities for Language Classroom” was divided into three parts, which are: Experiencing – playing one of the modes from Gimkit; Creating – building question banks in Gimkit; and Reflecting – figuring out which part of the language learning materials can be gamified using Gimkit.

3.1 Experiencing

The workshop began by discussing Game-based learning in the language classroom, looking at past studies on how game-based learning affects the learning environment and how Gimkit can play a role in language learning. The next step was asking the participants to experience Gimkit in one of the Gimkit game modes.

There are certain modes that Gimkit provides. “Classic Mode” provides a game by including materials in classic multiple choices. The game is focused on competition with other students. The Winner is considered by the amount of cash that the student can collect after getting the correct answers to the questions. The other mode is “Team Mode” the mode is pretty similar but, in this mode, students work together and compete as a team.

There are several other modes such as “Man VS Zombies”, and “The Floor is Lava” which consist of different rules and cash systems. “Man vs Zombies” is Gimkit Mode that provides a Game system to elaborate students into two big groups. The Mode gives both Human Group and Zombie Group the same amount of health bars. Every right answer is maintained in the health bar but if the students get the wrong one, there is a reduction in the health bar in the group that the students are playing.

In the workshop, we had the chance to play two modes which are “Man VS. Zombies” and “Team Mode”. The participants were able to feel the difference between the two modes and compare them.

3.2 Creating

Once done with the fun experience with Gimkit, the next step is the “Creating” stage where the participants were guided to create their own kits. Gimkit is free to use at first, but there are a maximum of five students per game. To enhance the functions and increase players’ quota Gimkit Pro charges \$4.99 per month or \$59.88 annually. This grants you full access to all modes, as well as the ability to create assignments (access asynchronously) and upload sound and illustrations to the kit.

Here are the steps to generate study materials using Gimkit (Kary Sam, 2021, NewEdTech Classroom).

1. Firstly, the participants need to sign up for Gimkit account.

A teacher can begin using Gimkit directly after signing up. Signing up is simple, as an email address or a Google account can be used – the latter making it useful for schools that are already on that system. This is certainly relevant when importing rosters. After importing a roster, teachers can assign individual quizzes as well as live class-wide modes.

2. Choose Gimkit Live or Gimkit Ink on the Hub Screen. After choosing one of the above, teachers are able to create a kit.

3. Make a Kit (creating the game by including the study materials). Teachers are able to add sound, illustrations, or Link to the Kit followed by making questions and adding multiple answers.

4. Start generating the game Kit by clicking the button “Play Live”. There are several game modes to be chosen, each game mode has its unique set of rules and styles of game. Teachers can choose one game mode suitable for the lesson. Participants can set time, types of scoring, sounds, and shop features (power-ups to increase score during the game).

5. Invite participants power-ups the game room via link and game code. The players can join via mail or link; and after the room is entered the teacher can start and remains players that haven’t can join the game when it’s already started if the teacher allowed it In-game kit settings are included in step “4”.

Students can join a class game via the website or an email invitation. Optionally, they can use a code that the educator could well share via the LMS platform of their choice. All of this is handled through a central class account handled by the teacher. This empowers not only game controls but also assessment and data analytics – more on that later.

Live games can be held in which students submit questions that are partially mediated by the teacher and answered by others. This can be effective if the quiz is projected on the main screen for everyone to complete as a class. It is likely to perform in groups or compete against each other. Because there is a five-student limit for the free version.

Teachers can view student progress, earnings, as well as other formative data on their dashboard to help them determine what to work on next. One essential advantage is the detachment of how students performed in a game from their intellectual qualifications in the task. Ideal for those who know the answers but struggle with the gaming element.

Gimkit also has a KitCollab mode that allows students to work with the teacher to build the quiz before the game begins. This is especially useful when the class is divided into groups and the challenge of having to come up with particularly tricky but supportive questions advantages everyone. Kits, or quiz games, can be created from scratch, imported from Quizlet (opens in a new tab), imported as a CSV file, or chosen from the platform's gallery, in which we can modify them for your use.

3.3 Outcomes from Discussion

At the end of the workshop, we prepared a short questionnaire to reflect on the experience the participants had using Gimkit. There are 3 questions on the questionnaire and here is the overall result:

Question 1: What do you feel about Gimkit?

Tabel 1. Result to question 1

Category	Number
Very Good	8
Good	0
Neutral	2
Poor	0
Very Poor	0

From the table above, there are 8 out of 10 participants who stated that Gimkit is a very good GBL platform. Based on this result, we can conclude that participants enjoy their experience playing the game and there is a big chance that they will implement it in their classroom.

Question 2: Do you think you are able to master the language points by playing the game Gimkit?

Tabel 2. Result to question 2

Category	Number
Very Good	7
Good	2
Neutral	1
Poor	0
Very Poor	0

Seven out of 10 participants confirm that they are indeed able to master the language points through Gimkit. Which means we can conclude that various modes and features can accommodate a variety of learning styles.

Question 3: What do you think about Gimkit's potential compared to other platforms?

One of the participants mentioned that:

"Gimkit was a fun game to collect, coordinate and multiply the cash to win while learning language. It has different feeling compared to Kahoot style, but students can focus not only on learning but also having fun."

Another participant said:

"I could understand the language points better because it's fun. The visual is different, unlike other GBL platform, the modes are great, the sounds also make it more intense."

One other participant said:

"I found that Gimkit Modes like "Team Mode" is less pressure and I think it's great to enhance teamwork in the class. It's also quite simple to "

All in all, most participants feel that Gimkit is fun and they can use Gimkit in their language learning environment and possibly can improve engagement with students and between students.

4. Conclusion

Gimkit is practically enjoyed to represent language learning class materials. Gimkit has various modes that can be chosen by considering the environment whether it is way more individual or collective. On top of that, when the student learns through game-based learning, they gain a greater sense of belonging to the material, which enhances retention. The combination of various approaches and main objective learning addresses all learning styles simultaneously. A game can address any student's primary, secondary, or tertiary learning style. Multiple subjects can even be combined into a single game to generate a flexible study tool.

Based on the questionnaire results, we can conclude that participants earned their place playing the game and that there is a decent possibility they are using it in their classroom. Most of the participants were able to understand the materials. Lastly, Gimkit has advantages from the visual aspect, the selection of game modes and features that make the study process more effective and fun compared to other platforms.

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