# Five Principles for More Effective Digital Learning Activities

## Handout Summary

This framework uses Kahoot as a practical example, but the principles can be applied to a wide range of digital learning tools and classroom activities.

## Principle 1: Use Digital Quizzes Before, During, and After Learning

### Key Purpose

To position digital activities as part of the learning process rather than simply a way to check learning at the end.

### Summary

Many teachers use quizzes primarily for review and revision. However, digital quizzes can also be used to activate prior knowledge, generate predictions, guide learners through a task, and encourage reflection. The same quiz tool can support learning at multiple stages of a lesson.

### Key Takeaway

Digital quizzes are most effective when they support learning throughout a lesson, not just after it.

### Examples

- **Before:** Prediction poll before reading or listening.
- **During:** Mid-task comprehension check.
- **After:** Reflection, retrieval, or review activity.

## Principle 2: Design Tasks That Require Deeper Thinking

### Key Purpose

To increase the quality of learner thinking rather than simply increasing the number of questions.

### Summary

The effectiveness of a digital activity depends more on question design than platform features. Questions that require learners to explain, interpret, compare, or evaluate create richer learning opportunities than simple recall questions.

### Key Takeaway

Better learning comes from better questions, not more questions.

### Examples

Instead of “Which sentence is correct?”, try:

- Why might a learner make this mistake?
- Which writer would be most likely to agree with this statement?
- What evidence supports your answer?

## Principle 3: Make Learner Thinking Visible

### Key Purpose

To reveal how learners are thinking, not simply whether they selected the correct answer.

### Summary

Digital quizzes often tell us what learners chose but not why they chose it. Adding a follow-up question such as *"How do you know?"* encourages learners to explain their reasoning and provides teachers with valuable insight into understanding and misconceptions.

### Key Takeaway

The answer is useful. The reasoning behind the answer is even more useful.

### Examples

- Reading: Which writer would agree? → How do you know?
- Vocabulary: Which word fits? → What clue helped you decide?
- Grammar: Which sentence is correct? → What rule helped you choose?

## Principle 4: Turn Responses into Learning Conversations

### Key Purpose

To use learner responses as opportunities for feedback, discussion, and deeper understanding.

### Summary

The learning does not end when learners submit an answer. Response patterns can reveal misconceptions, alternative interpretations, and areas of uncertainty. Discussion of responses often generates more learning than the question itself.

### Key Takeaway

Responses are not the end of an activity; they are the beginning of a learning conversation.

### Examples

- Discuss why learners chose different answers.
- Explore common misconceptions.
- Compare alternative interpretations.
- Use response data to guide feedback and instruction.

# Principle 5: Use Quizzes as a Springboard for Production

## Key Purpose

To extend learning beyond recognition and recall into speaking, writing, reflection, and application.

## Summary

A digital quiz should not necessarily be the final activity. Quiz responses can become a starting point for discussion, reflection, collaborative tasks, speaking activities, writing tasks, or project work. Production may happen inside the platform or outside it.

## Key Takeaway

Effective learning does not need to end when the quiz ends.

## Examples

**Question → Discuss → Reflect → Create → Share**

- Pair discussion
- Written response
- Short presentation
- Debate
- Roleplay
- Reflection journal
- Collaborative writing task

# The Five Principles at a Glance

| Principle | Key Question |
|---|---|
| Use Digital Quizzes Before, During, and After Learning | *Where else could this activity fit in my lesson?* |
| Design Tasks That Require Deeper Thinking | *What thinking does this question require?* |
| Make Learner Thinking Visible | *How do learners know their answer is correct?* |
| Turn Responses into Learning Conversations | *What can I discuss after learners respond?* |
| Use Quizzes as a Springboard for Production | *What could learners do next?* |

# Final Reflection

When planning a digital learning activity, ask:

**Am I simply checking answers, or am I creating opportunities for thinking, discussion, and learning?**