

## Article Critique using Kahoot ©

(see this link for an overview of this lesson plan)

<https://www.youtube.com/watch?v=YAEGBTfeixg&feature=youtu.be>

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|------------------------|---|
| Prerequisite Knowledge | <ul style="list-style-type: none"> <li>• Knowledge of critiquing various sections of quantitative and qualitative studies (method, sampling, findings, discussion, conclusion)</li> </ul>   |
| Learner setting        | Classroom   |
| Strategy type          | Game  |
| Time                   | <p>Faculty Prep: 1 hour</p> <p>Delivery with students: 2 hours--can increase or decrease amount of time based on number of questions posted.</p> <p>Evaluation: based on number of questions posted</p>   |
| Learning objectives    | <ul style="list-style-type: none"> <li>• Select appropriate critique methods for the method, findings, discussion and conclusions aspects of a qualitative studies</li> <li>• Compare and contrast critiquing qualitative studies with quantitative studies</li> </ul>  |
| Materials/Resources    | <ul style="list-style-type: none"> <li>• One smart phone/lap top/mobile device per team to provide responses</li> <li>• Optional prize for winning team (candy bar, apple, EC point, etc.)</li> <li>• See steps for link to Kahoot</li> </ul>   |
| Overview               | Working in teams, students select appropriate answers to questions related to qualitative study articles, and discuss why that answer was appropriate while also competing with other teams. Students also discuss how that aspect of the critique compares with critique strategies for those sections of a quantitative study |
| Steps                  | 1. Select 2 qualitative research articles (for example, one grounded theory and then either phenomenology or ethnography). See  |

suggested articles in additional materials at end of lesson plan.

Have students read article before coming to class.

2. Design 3 to 5 multiple choice or true/false questions per section for each article. Include terminology and areas to critique such as purposive sampling, saturation, semi-structured interviews, focus groups, naturalistic observation, rigor, transferability, themes, data analysis, use of demographics or tables in the study to display findings, outliers, limitations, etc. and any other terms specific to qualitative research.
3. Create free Kahoot account at <https://kahoot.com/>
  - a. Click on sign up
  - b. Click on “As a teacher”
  - c. Follow prompts (school, user name, email address, password) to create account.
  - d. Click on three lines in purple box to create a new Kahoot, then click on New K!
  - e. Upload questions into Kahoot (after creating an account). Label each question by author: question. (see attachment for sample questions). Set time for each question to 120 seconds.
4. Show class how to do Kahoot with a practice quiz. Use non class related content for quiz (such as local college mascots, names of songs and artists, etc.) Remind students that points are not just based on being correct, but on speed in which they answer questions.
5. Once class is comfortable with using Kahoot, start on quiz on articles.
6. After each question is answered, discuss why Multiple Choice options were either correct, or incorrect.
7. After discussing answers to each question, ask how the critique would be different for a quantitative study. For example: after

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|------------|--|
|            | <p>discussing Kahoot question about purposive sampling, ask about different types of sampling for quantitative studies (convenience, random, random stratified, etc.)</p> <p>8. Allow approximately 5-7 minutes per question for discussion, and 2 minutes for students to answer each question.</p> |
| Materials  | <p>Each team needs one person with a smart phone or lap top to provide response to question using Kahoot website (<a href="https://kahoot.com">https://kahoot.com</a>).</p> <p>Suggest also having a small prize for the winning team (candy bar, apple, EC point, etc.)</p>                         |
| Evaluation | <p>Low stakes, informal using scores on Kahoot</p>   |

Article Critique Using Kahoot: Sample questions and articles (correct answer bolded)

**Article 1** (phenomenology)

Hallrup, L., Albertsson, D., Tops, A., Dahlberg, K., & Grahn, B. (2009). Elderly women's experience of living with fall risk in a fragile body: A reflective lifeworld approach. *Health and Social Care in the Community*, 17(4), 379-387.

Question 1: Sampling Question: What type of sampling is used in this article?

1. Purposive
2. Theoretical
3. Random
4. **1 & 2**

*Discussion: Does the fact that these women were already in a fall and fracture prevention program skew the data?*

The informants were 13 women aged 76–86, living in their own homes in rural areas. The women had a high risk of fall and fracture, due to their gender, high age and a history of fragility fractures (Cummings et al. 1995, Albertsson et al. 2007). All the women had participated in a voluntary hip fracture prevention programme since 2002.

The women underwent a heel bone mineral density scanning, and were given the scanning results in a letter together with written fall and fracture preventive advice, such as daily outdoor walks, physical training at home or in group.... The informants were selected by purpose sampling to create variation in both number of clinical hip fracture risk factors (Albertsson et al. 2007), walking capacity, mobility change and degree of participation in the fracture prevention programme. Women in wheelchairs, those who only walked indoors or had obvious memory impairment were excluded. Fifteen women were contacted by telephone in 2004 (by D.A.), and 13 of them agreed to participate.

Ask if there are any other questions related to the question and options in the Kahoot question.

Question 2: True or False: A reflective lifeworld approach is appropriate for this study.

**TRUE**

*Discussion:* Reflective lifeworld research illustrates the world as experienced prior to any theories devised to explain it (Dahlberg et al. 2001). The lifeworld is to be investigated in its own terms, without reference to any external criteria of 'how it is' (Ashworth 1996).

Question 3: How is sampling in a qualitative different from a quantitative study?

1. Random & large sample size
2. **Known to researcher, small sample size**
3. Multiple sites and random
4. Single site and not known to researcher

*Discussion:* Difference from quantitative includes small size, from one site, no randomization. Ask why additional information about sample provided? (Transferability)

Also discuss why sampling is different in qualitative and quantitative studies, and how that impacts critiquing the studies.

**Article 2** (grounded theory)

McMillan, L., Booth, J., Currie, K., & Howe, T. (2014). "Balancing risk" after fall-induced hip fracture: The older person's need for information. *International Journal of Older People Nursing*, 9(4), 249-257.

Question 4: True or False: The tables and graphs in this study make this a mixed method study. **FALSE**

*Discussion:* what are the characteristics of a mixed method study? What are the advantages and disadvantages of a mixed method study?

Question 5: Knowing more about the details about participants (age, gender, etc.) allows for

1. Generalizability
2. Rigor
3. Randomization
4. **Transferability**

*Discussion:* Why is transferability important in qualitative studies? How is it different from generalizability in quantitative studies? How else can you ensure rigor in a qualitative study? In a quantitative study?

Question 6: Steps for data quality in this study included (select all that apply)

1. **Recording interviews and questions from a previous study**
2. The researchers dressed well
3. **Participants that could speak to the topic**
4. The participants were smart

*Discussion:* why is data quality important in qualitative studies? Why is it important in quantitative studies? How can you critique for it in either type of study?