GIRLS

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VNIVERSIDAD D SALAMANCA
CAMPUS DE EXCELENCIA INTERNACIONAL

GIRLS

Generation for INNOVATION, RESILIENCE, LEADERSHIP and SUSTAINABILITY

THE GAME IS ON!

VNiVERSiDAD D SALAMANCA

Politécnico de Coimbra

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UTCB Technical University of Civil Engineering Bucharest

AELCLÉS

maristas Colegio Champagnat Salamanca

UVAQ UNIVERSIDAD VASCO DE QUIROGA

Continuous evaluation through Socrative

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Universidad de Salamanca

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Life is what happens

while your teacher corrects the exam

Reflection:

What do you like least about your teaching job?

INTRODUCTION

Tools to energize Didactics in Education

WHAT IS SOCRATIVE?

- *Socrative* allows the teacher to get immediate feedback from all students
- Response through their mobiles, tablets, laptops, etc.
- Once a question is formulated by the teacher, the system captures the answers of the students and instantly generates graphs or statistics.
- Is a free distribution program.

WHAT IS SOCRATIVE?

Socrative recibes the name of the Socratic method.

It allows to ask questions and view student´s responses in real time.

COMPATIBILITY

Available applications:

- *iOS (Apple)*
- *Android*
- *Chrome*
- *Windows*
- *Kindle*

Recommended mobile operating systems:

- *iOS +5*
- *Android 4+*

Recommended browsers:

- *Chrome*
- *Safari*
- *Firefox*
- *Internet Explorer 8+ (compatible)*

INTRODUCTION

Requirements:

- ✓ Availability: on line.
- ✓ Internet conexión: Yes.
- ✓ Instalation on PC: no.
- ✓ License type: free versión and “pro” version.
- ✓ Web: https://www.socrative.com/

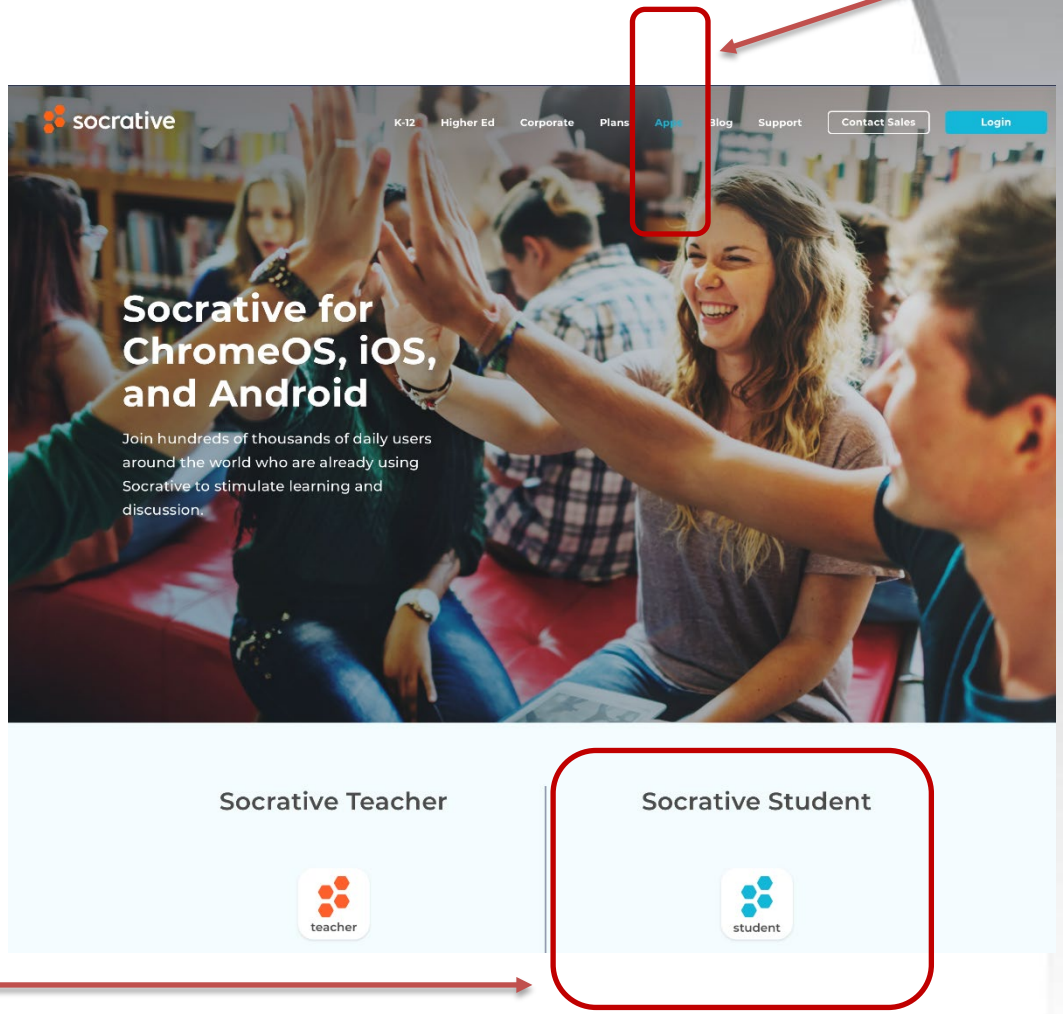
ACCESS AS A STUDENT

Herramientas para dinamizar la Didáctica en Educación

ACCESS AS A STUDENT

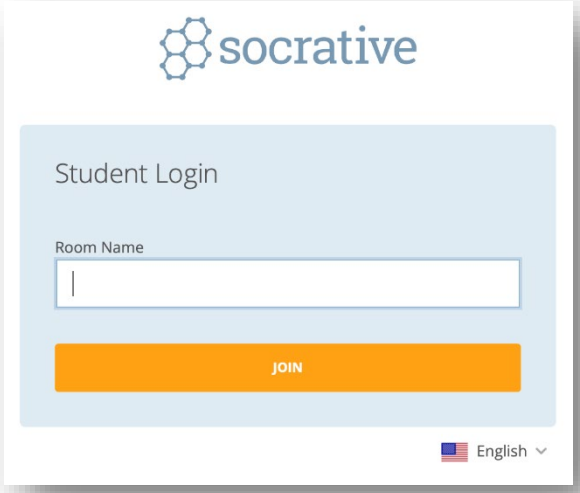
Two modalities:

1. On line: https://b.socrative.com/login/student/
2. Downloading application

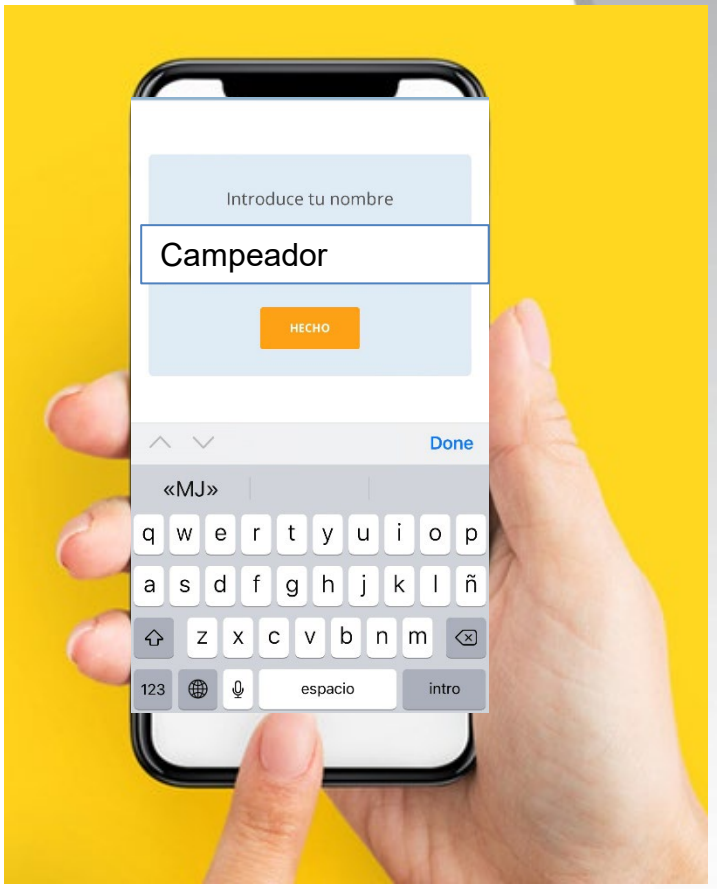


ACCESA AS A STUDENT

Each student must enter the "**Room Name**" indicated by the teacher to access to the launched quizz . At this case: MDM



At the next window, student must enter their identifier: name, ID, Avatar

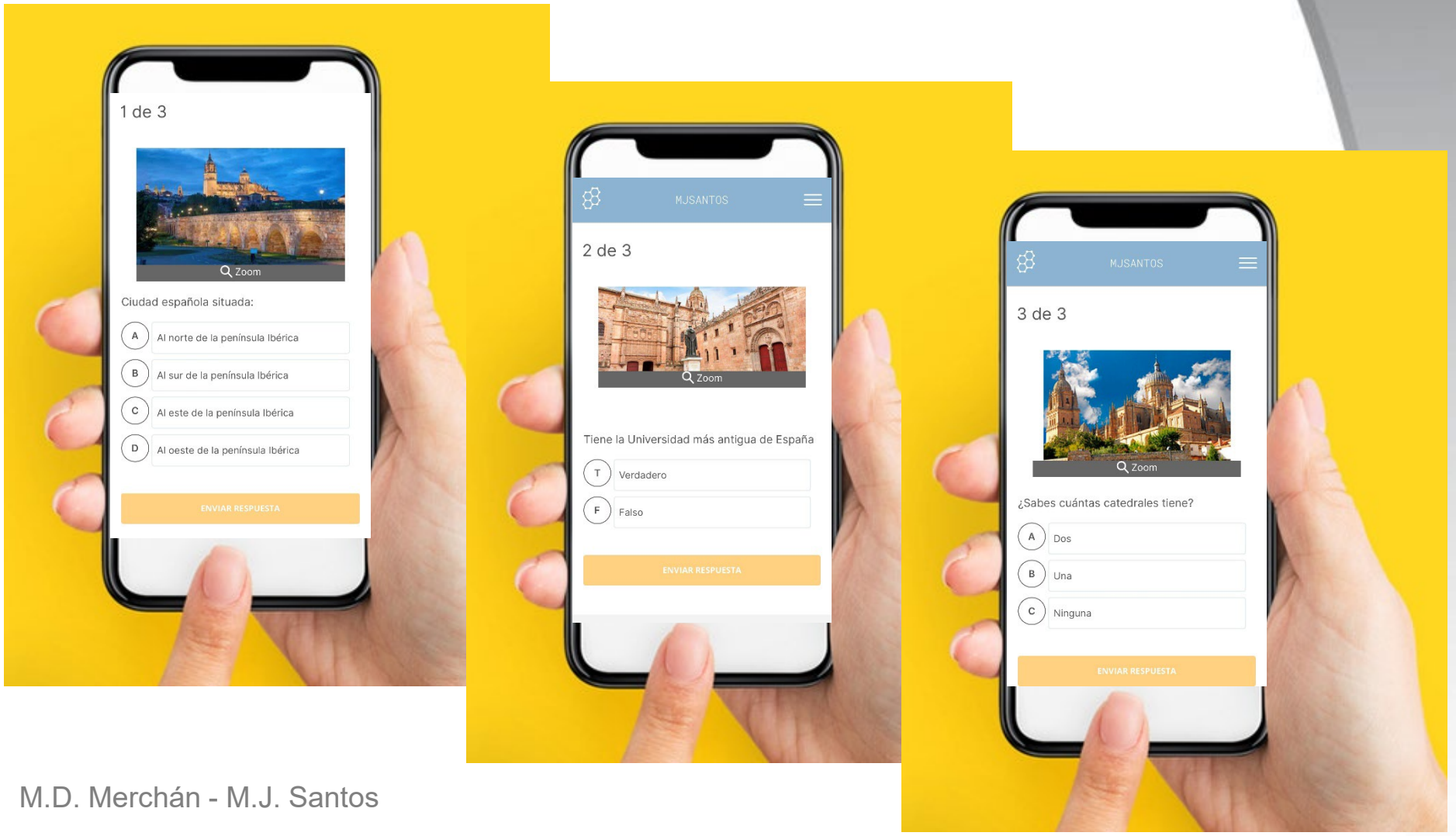


TIP: Last name and first name in capital letters and without tildes: you will have the report ordered.

Tools to Dynamize Didactics in Education:

Socrative

ACCESS AS A STUDENT



M.D. Merchán - M.J. Santos

Resultados del test

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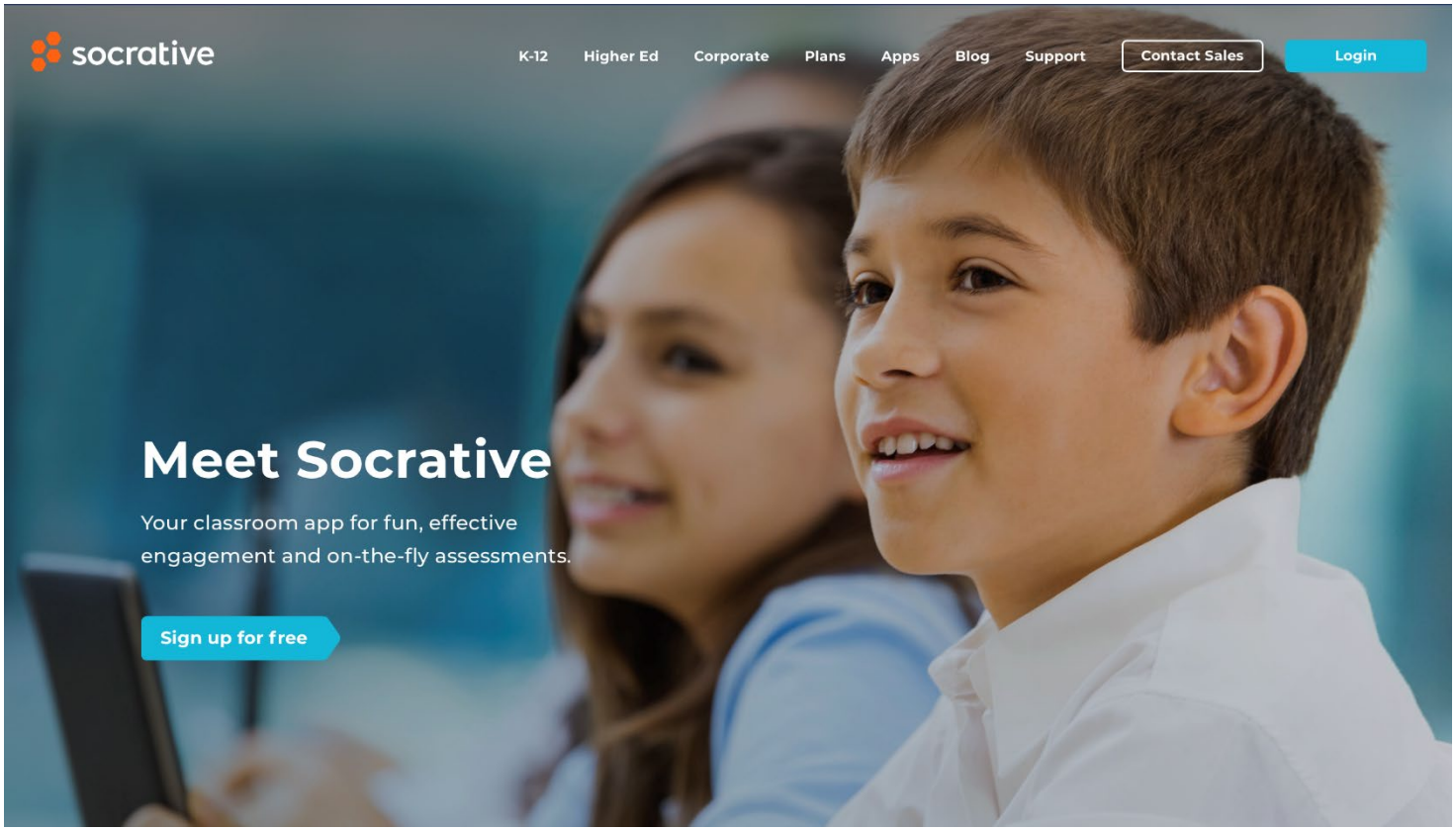
ACCESS AS TEACHER

Tools to energize Didactics in Education

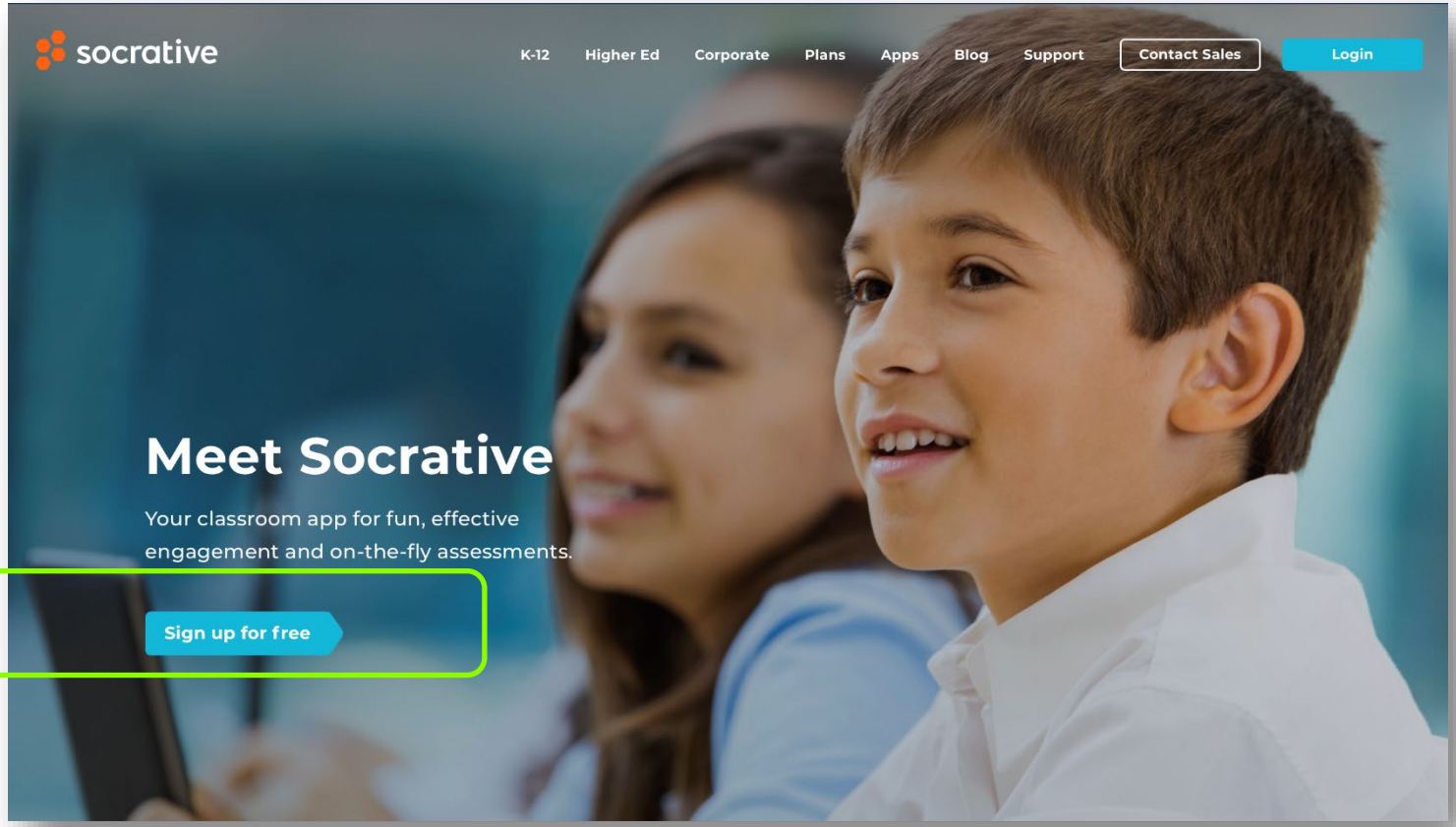
ACCESS

Access: https://www.socrative.com/#login

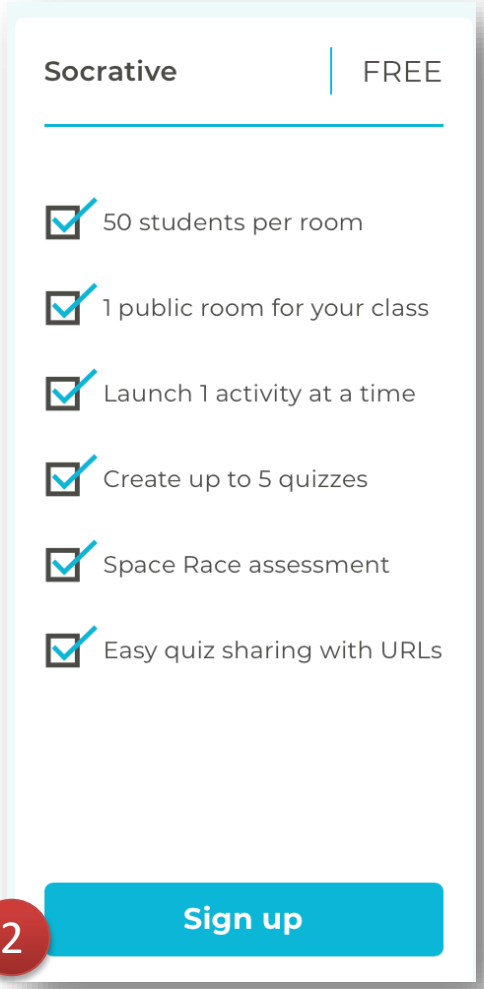


ACCESS AS TEACHER

Acceso: https://www.socrative.com/#login

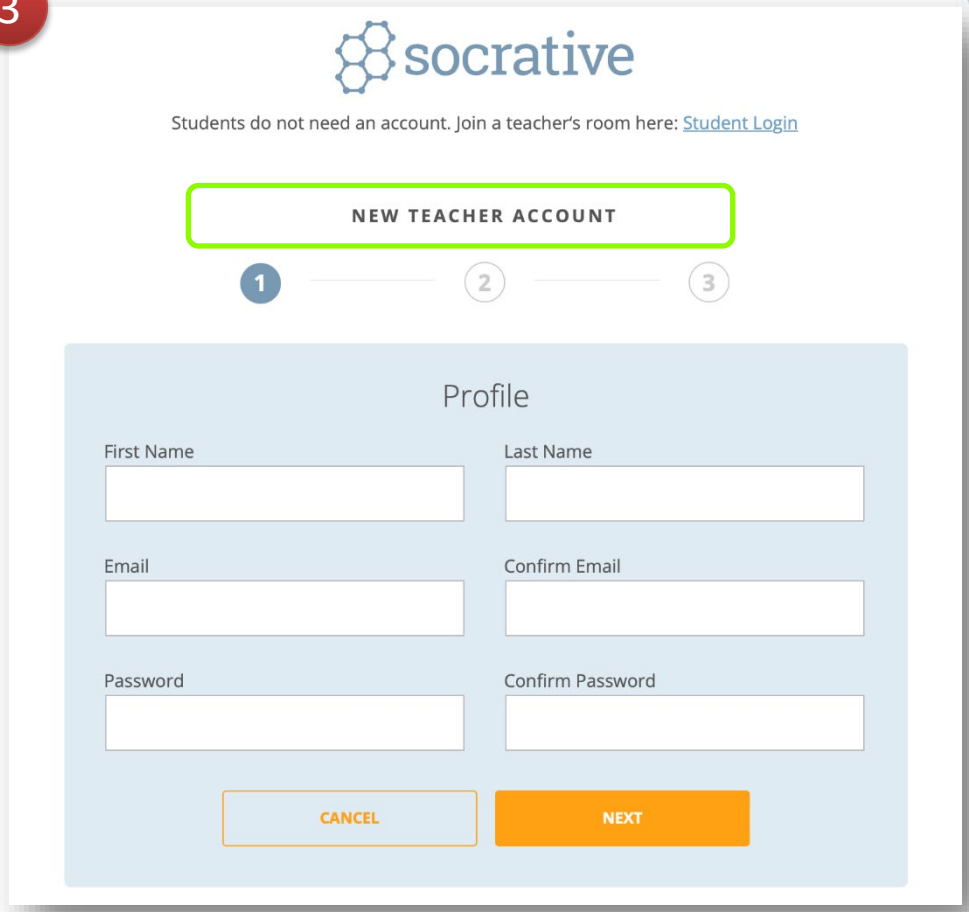


ACCESS AS TEACHER



2

3



Fill in with your personal information.

ACCESS AS TEACHER

- Teacher must register in: https://b.socrative.com/login/teacher/

(with email and password).

- The teacher visits: https://b.socrative.com/login/teacher/

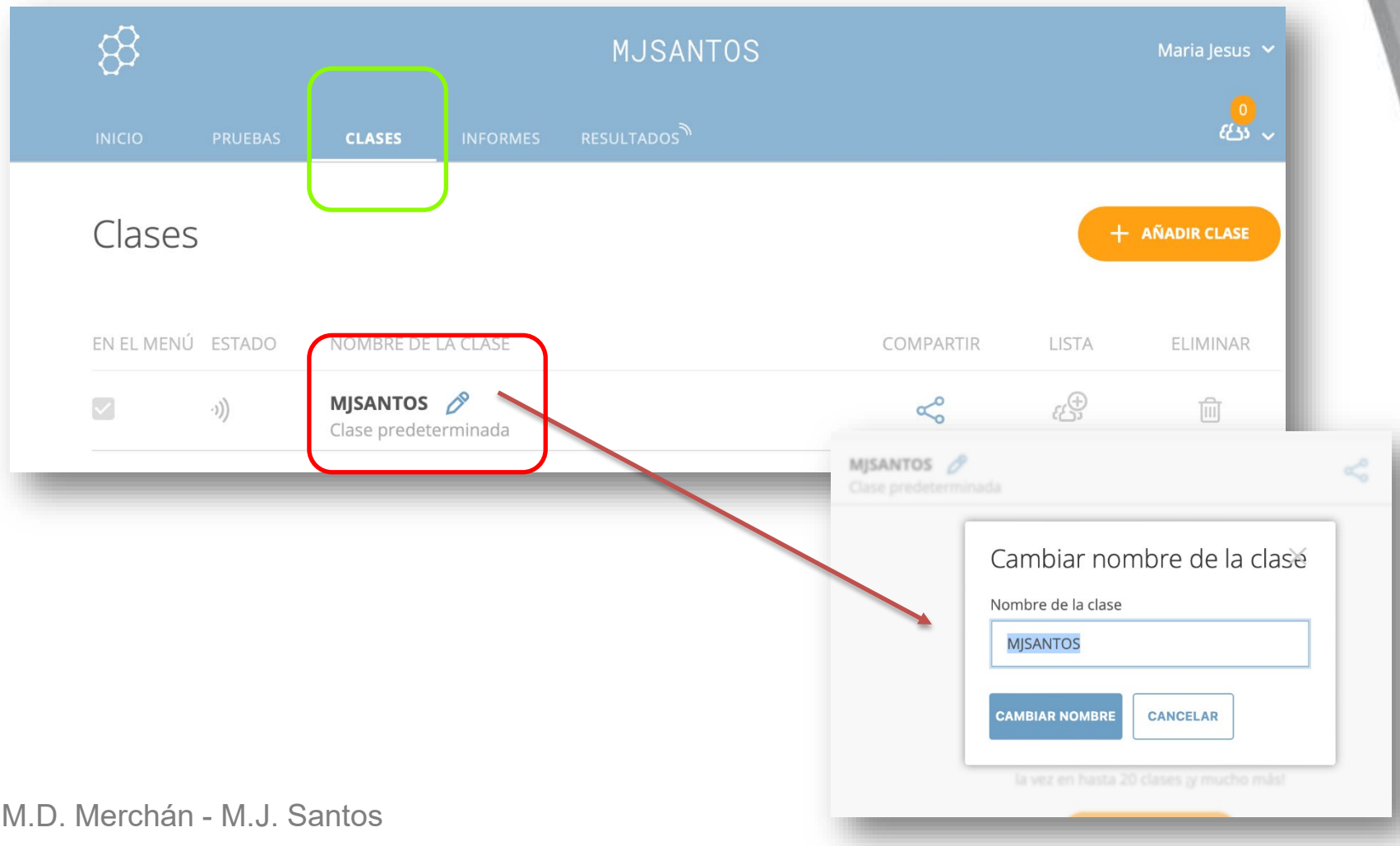
Or uses the *Socrative Teacher App* for iOS or Android on his Tablet or mobile phone.

- *Socrative* assigns a "***Room Number***" that the teacher can change and choose another (MDM).

Access the profile ("***My profile***") at the top right of the home screen, by clicking on the username.

Editing "Profile" allows, among other possibilities, to change the language and change the name of the class.

To change the name of the class ("***Room Name***") by customizing it:



CREATING A QUIZ

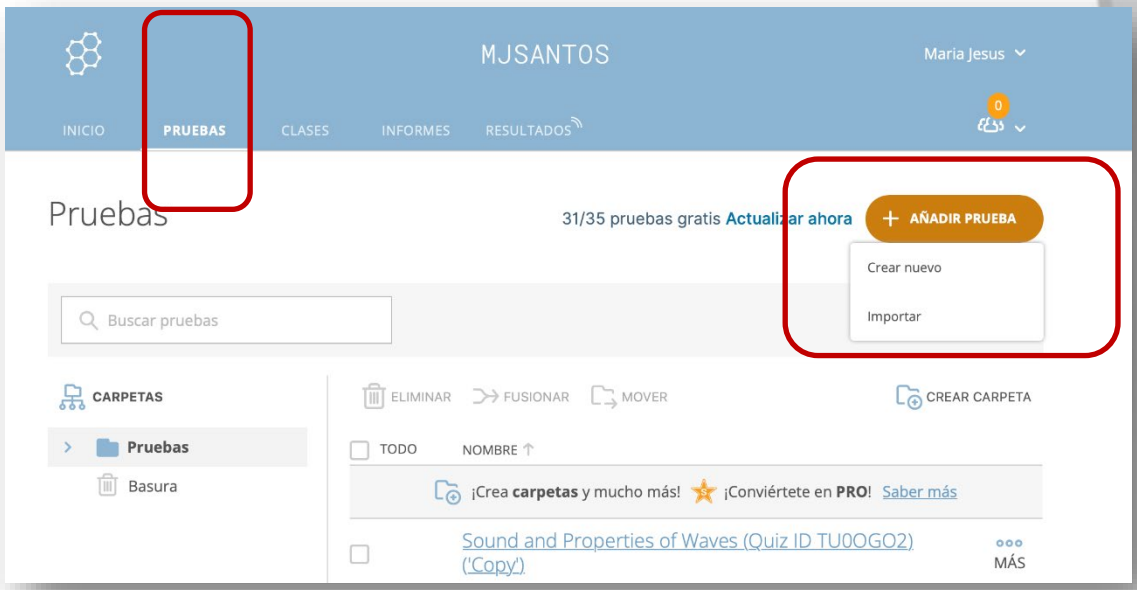
Tools to energize Didactics in Education

CREATING A QUIZ

To create a quiz, in the application as a teacher, you must access the "**Tests**" Tab.

At the upper part, click on "***+Add Test***".

Clicking on this option displays a window with two possibilities: "**Create new**" and "**Import**".



"Create new" is selected to start creating a first questionnaire.

As a first exercise you can do a simple quiz, for this you must include:

1. Quiz title.
2. Think four true/false questions.
3. Save each one (indicating the correct answer).

If you want to **grade the question**, according to its type, you must do the following:

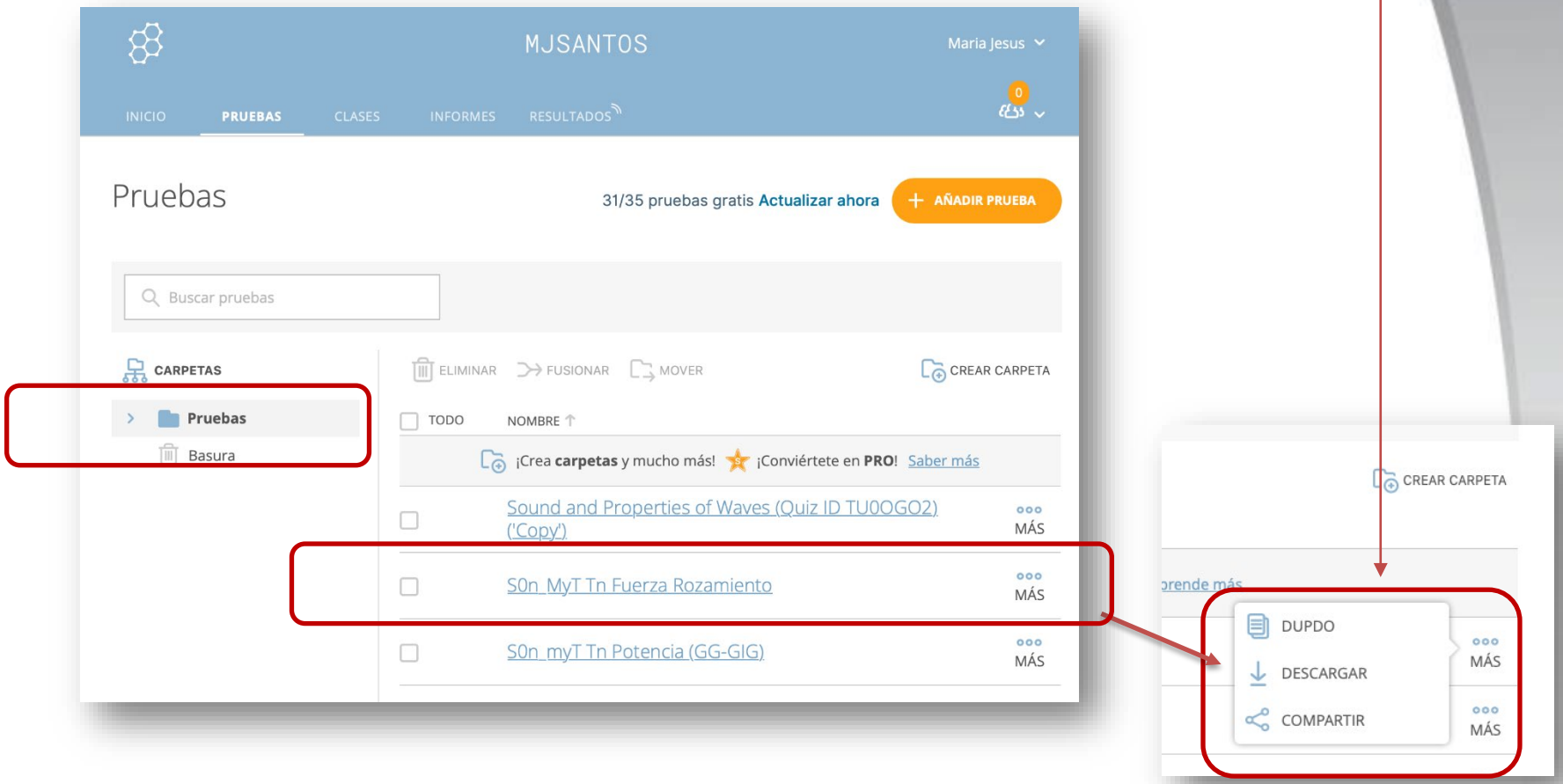
- Multiple Answer: Check the cell next to the correct answer(s) (above). Socrative allows you to choose multiple correct answers. Students will have to select all the correct answers to be considered good..

- True/False: the correct answer must be marked when preparing the quiz.

- Short Answer: questions will be graded only if the teacher writes at least one. It is marked as correct only if the student writes **exactly** what the teacher wrote as an answer (Application: problem solving).

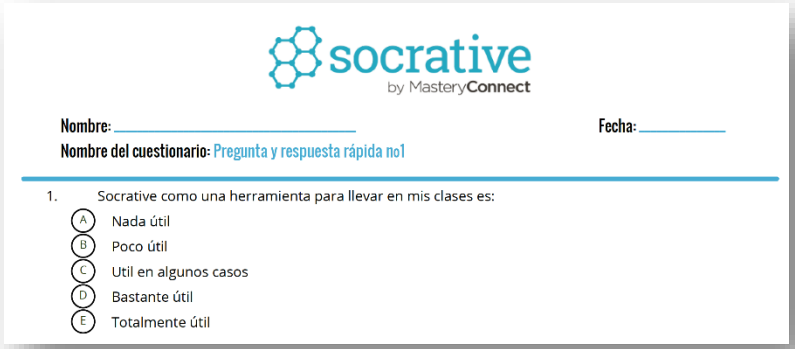
To finish, click on **"Save and exit".** That appears at the top right of the screen.

One interesting possibility is that a quiz can always be **re-edited**, changed, duplicated, downloaded and shared.



To do this, starting from the initial screen of Socrative, you have to open the **"Tests"** tab, and once you have selected a specific questionnaire, you can:

- **Duplicate ("Copy"):** make a copy of a questionnaire, which can be modified later.
- **Download:** allows you to download the questionnaire in pdf format, to print on said paper. It is useful for situations where there is no Wi-Fi:

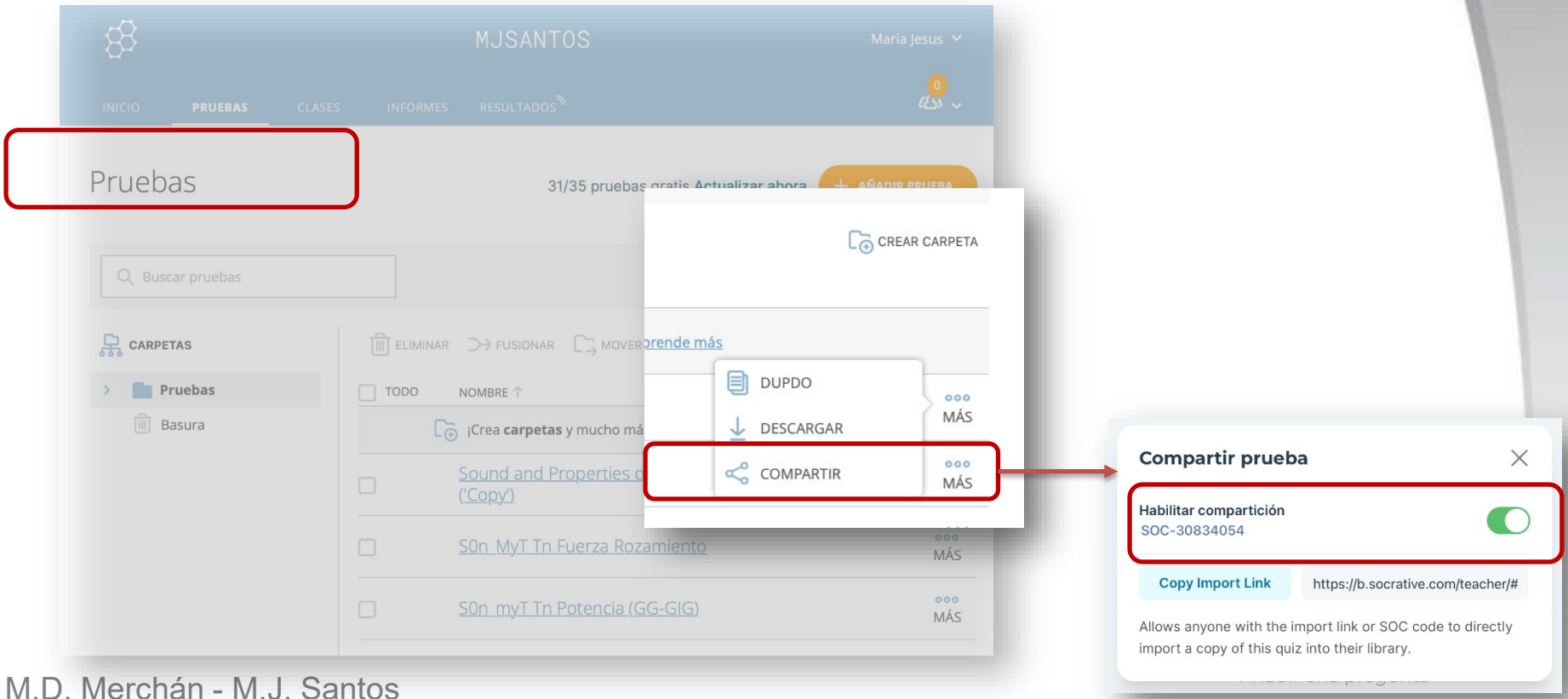

socrative
by MasteryConnect

Nombre: _____ Fecha: _____

Nombre del cuestionario: Pregunta y respuesta rápida no1

1. Socrative como una herramienta para llevar en mis clases es:
   - (A) Nada útil
   - (B) Poco útil
   - (C) Util en algunos casos
   - (D) Bastante útil
   - (E) Totalmente útil

- **Share**: Opens a new window where you can copy a link. Teachers with the link will be able to have a copy of the selected test. To do this, you must "Enable sharing" (this option will be explained in detail later).



❑ Edit a quiz

through the pencil icon located in the upper right part of it.

Options:

- **delete** the question (garbage can)
- **change question order** (up and down arrows)
- **duplicate** question.

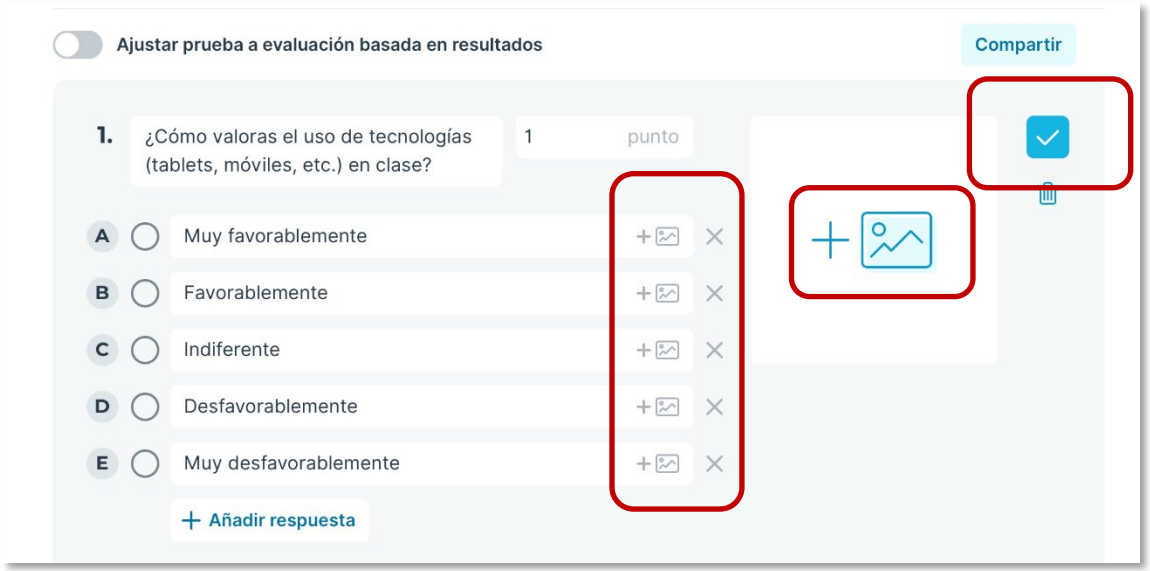
❑ Edit a quiz

By clicking the pencil icon at the top right of a question, you can:

Modify text of both questions and answers and add new ones.

Insert image for both questions and answers by clicking on the icon and selecting the corresponding image.

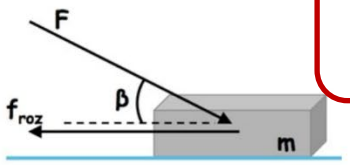
To save, click on the tick-shaped icon.



❑ Edit a quiz

Equations

1. Un bloque de masa m se empuja sobre una superficie rugosa por medio de una fuerza F que forma un ángulo β con la horizontal tal y como muestra la figura de la derecha.
El bloque experimenta una aceleración a hacia la derecha.
¿Cuál es la magnitud de la fuerza de rozamiento froz que se opone al movimiento?

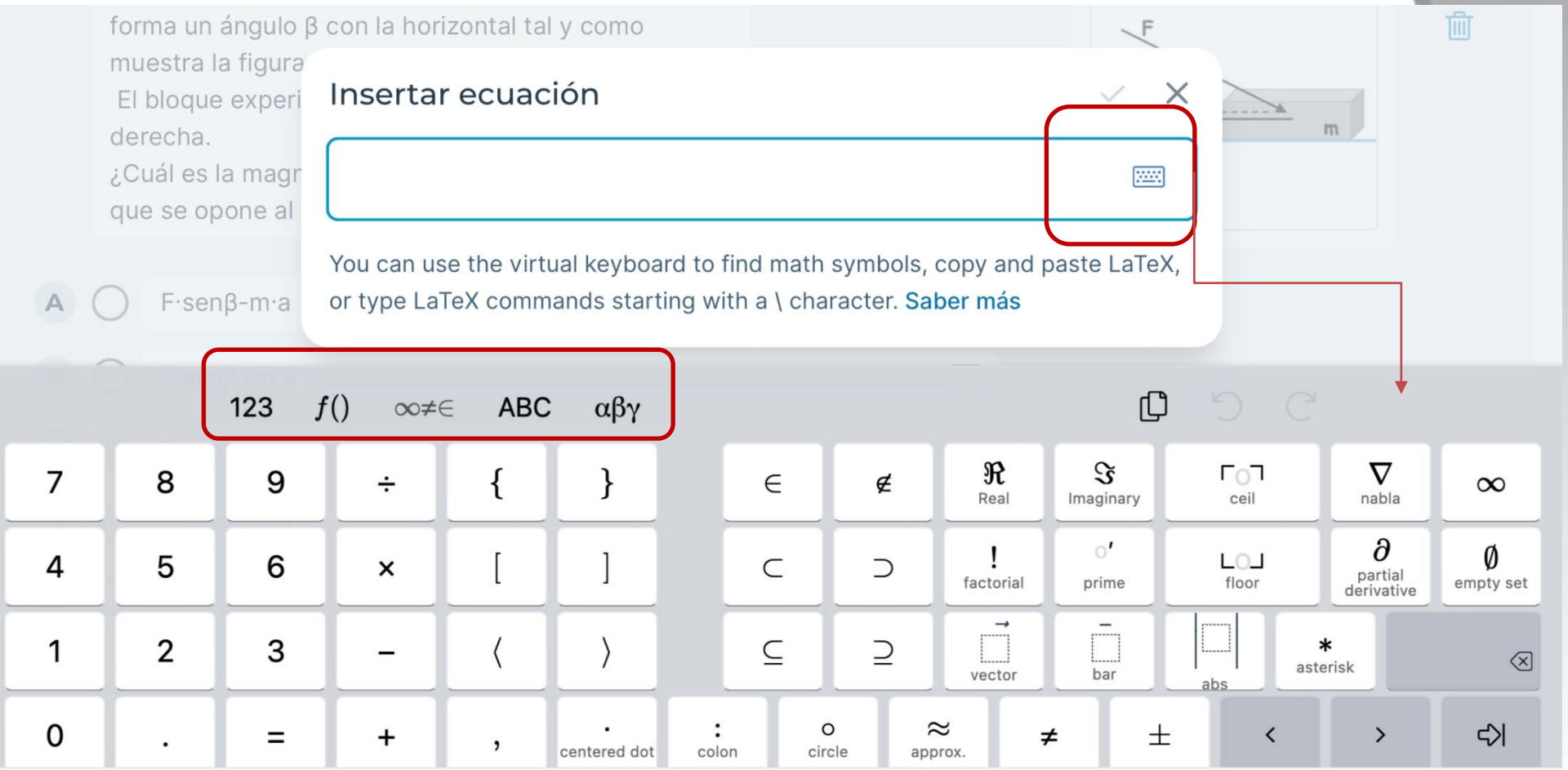


A F·senβ-m·a
B F·senβ+m·a
C F·cosβ-m·a
D F·cosβ+m·a
E ma

A ◯ B *I* U x_2 x^2 Insertar f_x F·senβ-m·a

❑ Edit a quiz

equations



❑ Edit a quiz

Equations

socrative

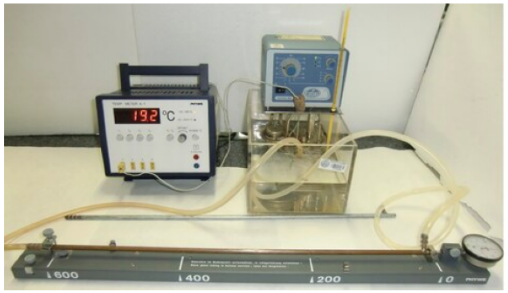
Nombre _____
Fecha _____

Prática dilatación lineal de sólidos

Puntuación _____

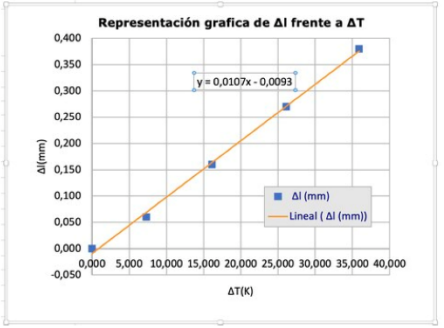
1. ¿Qué ocurre cuando se calienta una varilla?

(A) Se alarga
(B) Se queda igual
(C) Se curva
(D) Se encoge



2. ¿Cómo podemos calcular el coeficiente de dilatación lineal de una varilla de longitud inicial l_0, siendo a la pendiente de la recta obtenida al representar Δl frente a ΔT

(A) $\alpha_l = a \cdot l_0$
(B) $\alpha_l = l_0 / a$
(C) $\alpha_l = 1/(a \cdot l_0)$
(D) $\alpha_l = a / l_0$



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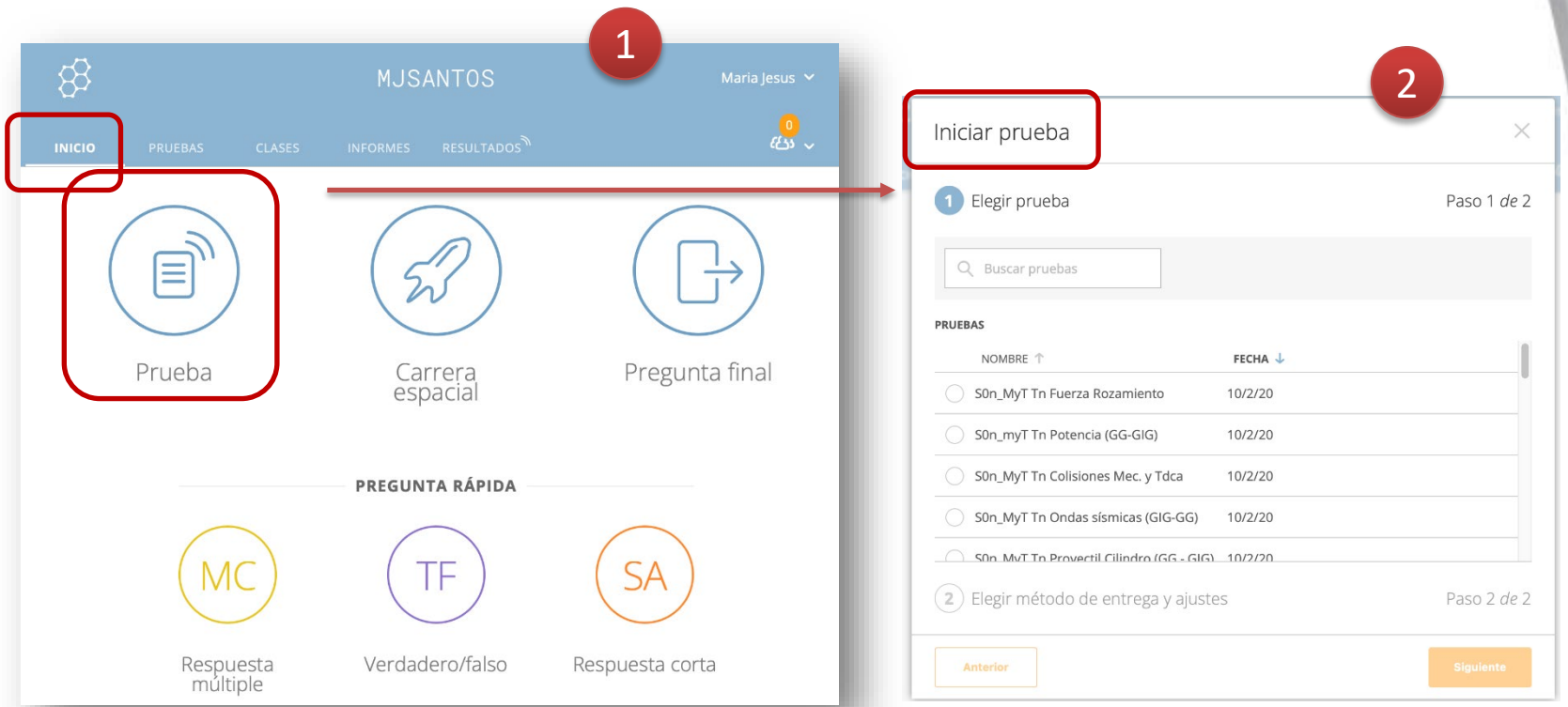
LAUNCH A QUESTIONNAIRE

Tools to energize Didactics in Education

Once a quiz has been created, it is time for students to answer the questions.

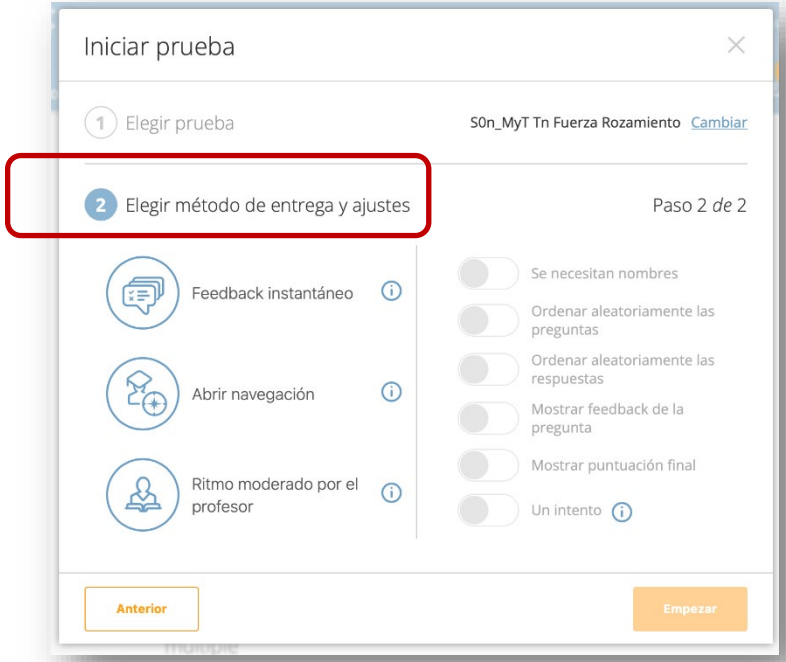
To **launch a quiz** you must access *Socrative* as a teacher.

In the "Start" control panel, select "Test" and the "Start Test" window is displayed.



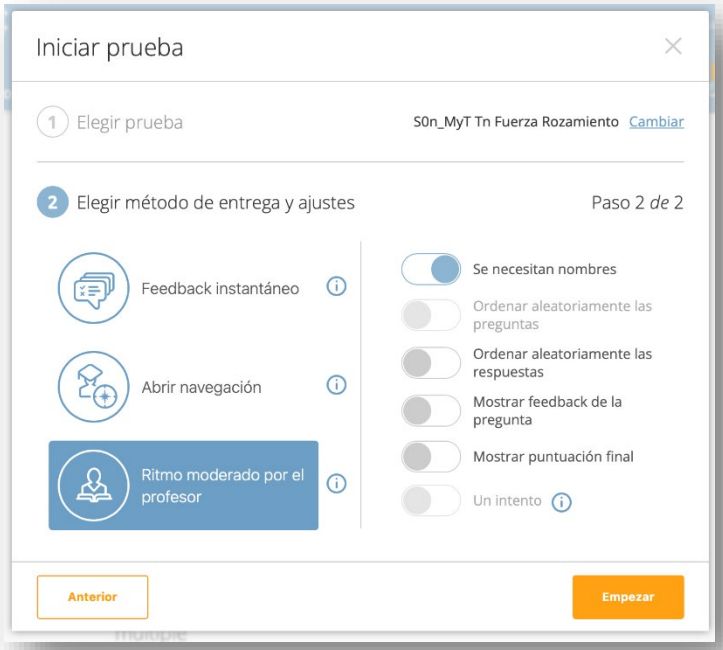
Some steps must be followed:

1. **"Choose test"** (click on the selected test and click "next").
2. **"Choose delivery method and settings".** For each configuration, a series of options are automatically generated:
   - Instant feedback
   - Open navigation
   - Paced by the teacher



Tools to Dynamize Didactics in Education:

Socrative



"Paced by the teacher" The teacher marks the time of each question to move on to the next one.

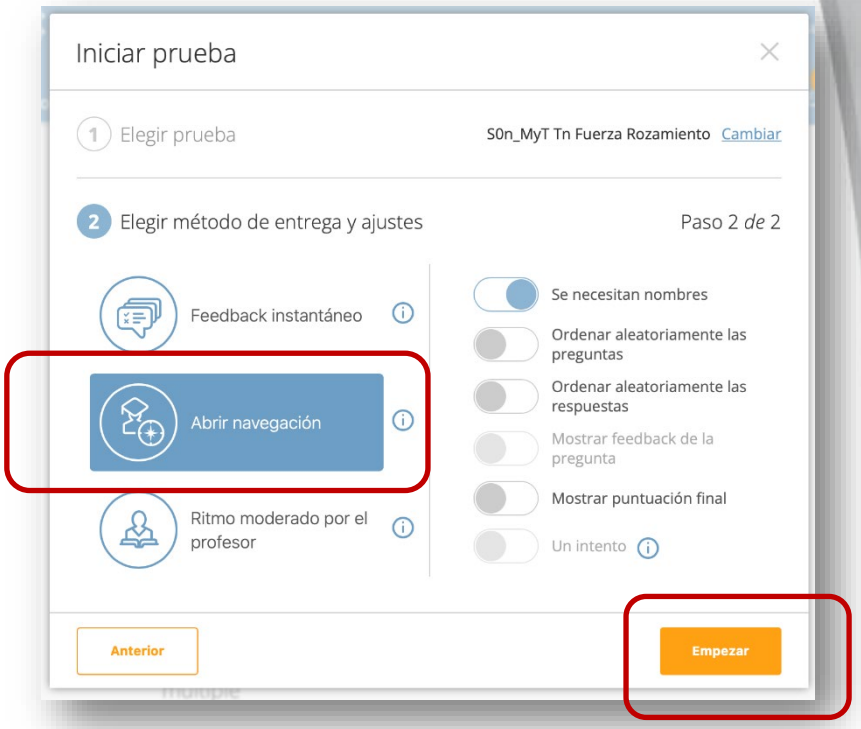
It requires students to enter their names.

In the first option **"Instant feedback"** once the student answers the question, it is indicated which is the correct answer. The student's identification is also required.

Launching in **"Open navigation",** which is the second option, the application messes up the questions and answers. The teacher marks the total time of the quiz, not by questions.

The next step would be "Start".

Now it would be the turn of the students to take the test.



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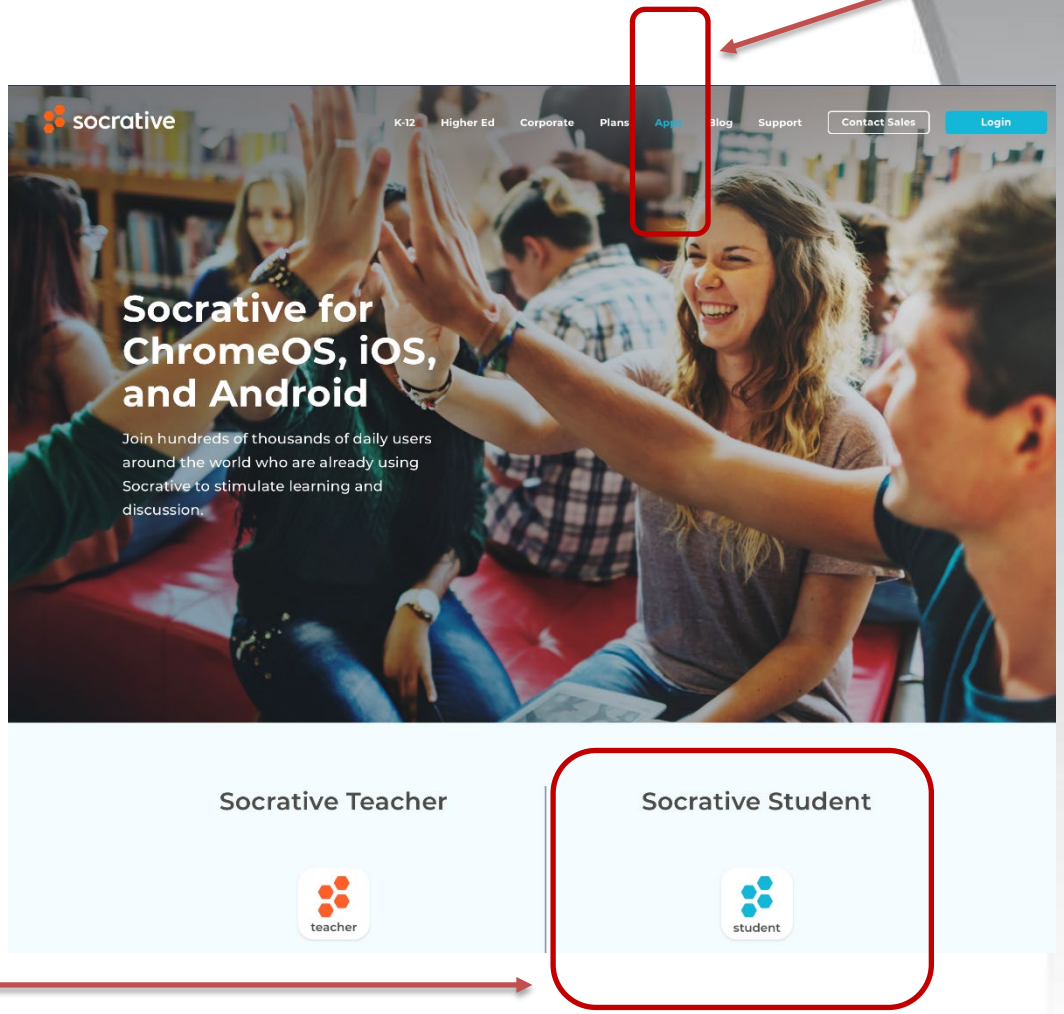
ACCESS AS A STUDENT

Tools to energize Didactics in Education

ACCESS AS A STUDENT

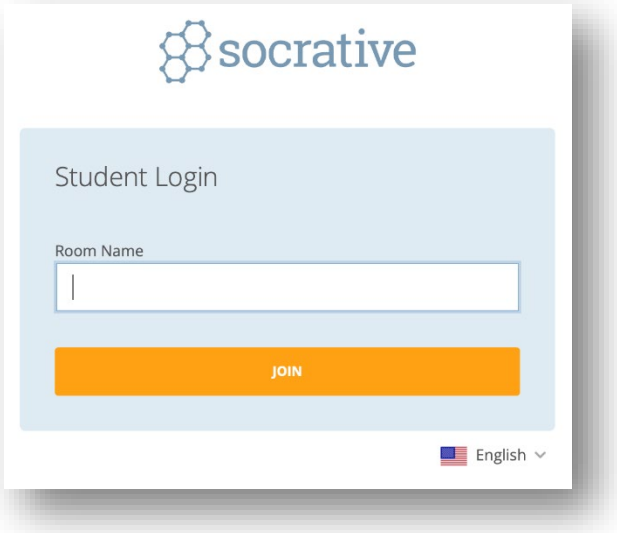
Two posibilities:

1. Go to the page https://b.socrative.com/login/student/
2. Download the app



ACCESS AS A STUDENT

Students must enter the "Room Number" indicated by the teacher to access a specific questionnaire.



Another window will appear in which students must identify themselves by their full name, ID, or an avatar.

Students respond through their mobile, tablet or PC.

INTERACTION STUDENTS-TEACHER

- The teacher asks a question.
- Students respond through their mobile, tablet or PC.
- The teacher can see the number of students who have answered, as well as the text of the answers (or the options chosen).
- The teacher can see/display the results obtained in the quiz.

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TASK

Tools to energize Didactics in Education

TASK

- ❑ Create a quiz on a topic of interest to you.
- ❑The quiz must have one question of each type (at least 3 questions).
- ❑Also add the correct answer so it can be automatically corrected.
- ❑Include images.
- ❑Share it among the participants via Moodle.
- ❑Send us the pdf of that quiz (mdm@usal.es).

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REPORTS

Tools to energize Didactics in Education

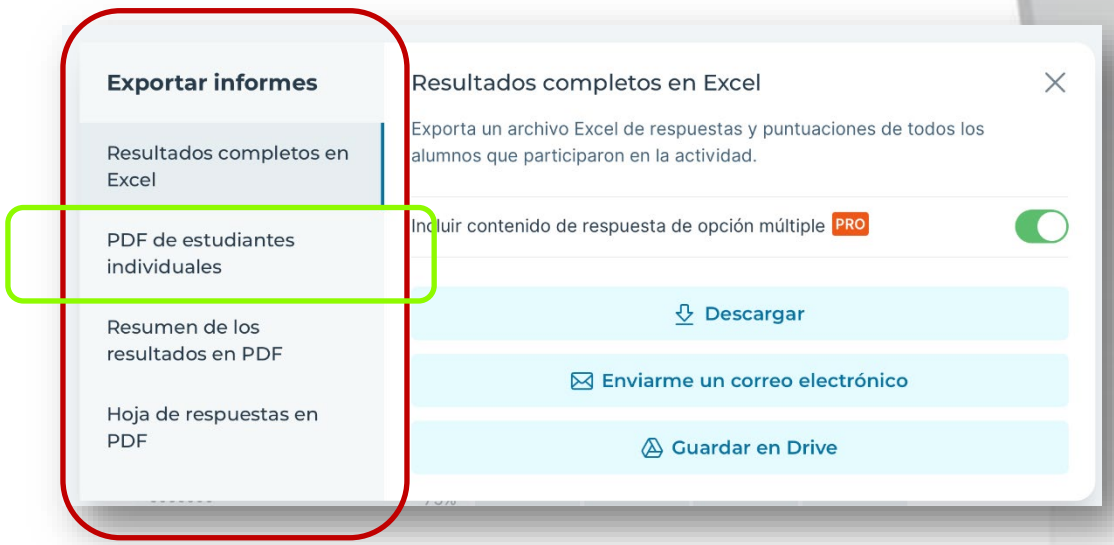
REPORTS

Socrative Socrative stores the results of the questionnaires in an **Excel** sheet, and they can be viewed and manipulated as desired.

To do this, from the **"Reports"** tab, select the desired questionnaire.

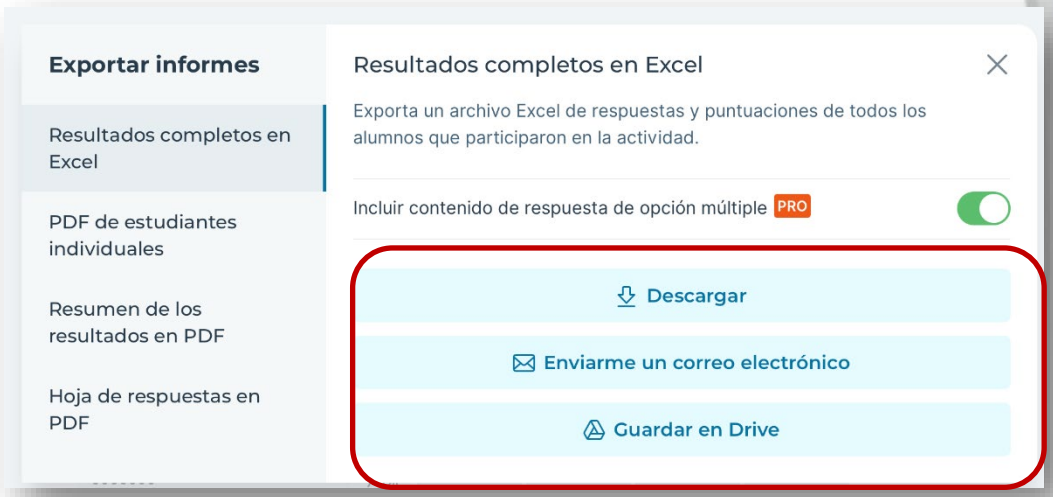
There are several possibilities: What report do you want to get?

- Excel of the whole class.
- Individual pdf of one or more students.
- Results of one specific question in pdf.
- You can also select all three, and consult the information in each one of them.



REPORTS

- Through which channel do you want to obtain the report?
  - **By email** (to the email with which the *Socrative* account was created).
  - "**Download**" to the computer.
  - "**Save in Drive**" for this option you have to access from the beginning through the Gmail account. An advantage of this option is that the information is stored in the cloud and can be accessed from anywhere. The mail of the students and professors of the University of Salamanca is from Gmail and unlimited storage space is available in Drive.



REPORTS

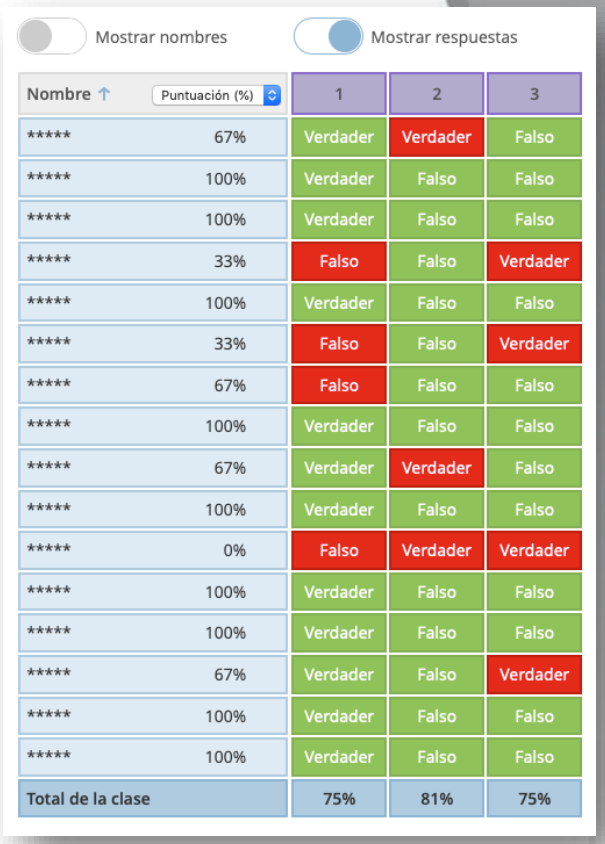
In this spreadsheet you can see, for each question, the answers of all the students, the percentage of correct answers for each of them as well as the percentage of correct answers according to the question, which gives information of the knowledge of the group in real time.

Los nombres de los estudiantes	Puntuación total (0 - 100)	Número de respuestas correctas	El resultado de un producto escalar de dos vectores es una magnitud vectorial	El momento de un vector respecto de un punto es una magnitud vectorial	La derivada respecto del tiempo de v(t)=4t3 es: 12t2	La integral respecto del tiempo de v(t)=4t3 es: 12t2
A	100	4	False	True	True	False
A	100	4	False	True	True	False
A	100	4	False	True	True	False
C	100	4	False	True	True	False
Ig	75	3	False	False	True	False
Is	100	4	False	True	True	False
J	50	2	True	False	True	False
J	100	4	False	True	True	False
J	100	4	False	True	True	False
J	100	4	False	True	True	False
J	100	4	False	True	True	False
J	100	4	False	True	True	False
L	75	3	False	True	True	True
L	25	1	False			
L	75	3	False	False	True	False
M	75	3	True	True	True	False
S az	100	4	False	True	True	False
U	75	3	True	True	True	False
clase de puntuación	86,1%	3,44	83,3%	77,8%	94,4%	88,9%

REPORTS

Another way to obtain the reports is in graph format by means of "See graph" in which the summarized information of the group appears.

The results are presented both by students (horizontal percentages) and by question (vertical percentages). In green the correct answers. In red those that have failed.



Nombre	Puntuación (%)	1	2	3
*****	67%	Verdader	Verdader	Falso
*****	100%	Verdader	Falso	Falso
*****	100%	Verdader	Falso	Falso
*****	33%	Falso	Falso	Verdader
*****	100%	Verdader	Falso	Falso
*****	33%	Falso	Falso	Verdader
*****	67%	Falso	Falso	Falso
*****	100%	Verdader	Falso	Falso
*****	67%	Verdader	Verdader	Falso
*****	100%	Verdader	Falso	Falso
*****	0%	Falso	Verdader	Verdader
*****	100%	Verdader	Falso	Falso
*****	100%	Verdader	Falso	Falso
*****	67%	Verdader	Falso	Verdader
*****	100%	Verdader	Falso	Falso
*****	100%	Verdader	Falso	Falso
Total de la clase		75%	81%	75%

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SHARE AND IMPORT TESTS

Tools to energize Didactics in Education

SHARE AND IMPORT TESTS

An interesting tool that Socrative presents within the philosophy of **collaborative work** for a group of teachers, is to share questionnaires with other users of the program.

- There is the possibility of offering your own questionnaire so that another teacher can work with it or modify it, according to their needs, **"Sharing".**

- It is also possible to obtain a copy of a questionnaire from another teacher or **"Import"** a test.

An identifier is needed for each questionnaire, which is a set of letters and numbers called **“SOC”** (SOCrative Identifier).

SHARE AND IMPORT TESTS

In the "Tests" tab, a test opens and, within it, the **"Share"** option (top right).

A new sale emerges: **“Share test”**

Clicking on **"Enable sharing"** we can see the "SOC" of said test.

This allows anyone with the Link or SOC code to import a copy of this test and add it directly to their library.

To import you must have a teacher account in *Socrative*.

enter the "SOC" of the questionnaire that interests you. Click on "Import test" and th

Socrative

SHARE AND IMPORT TESTS

To import a questionnaire, you must access the "Tests" tab.

In the upper right part the click the option **“Add Test” .**

Displays a window with two possibilities: “Create new” and “Import”.

Enter the "SOC" of the questionnaire that interests you.
Click on "Import test" and the test would already be in our "Tests" folder.

SHARE AND IMPORT TESTS

SOC-45188770

Select SOC of the Salamanca example, or any of your classmates and click on "Import test".

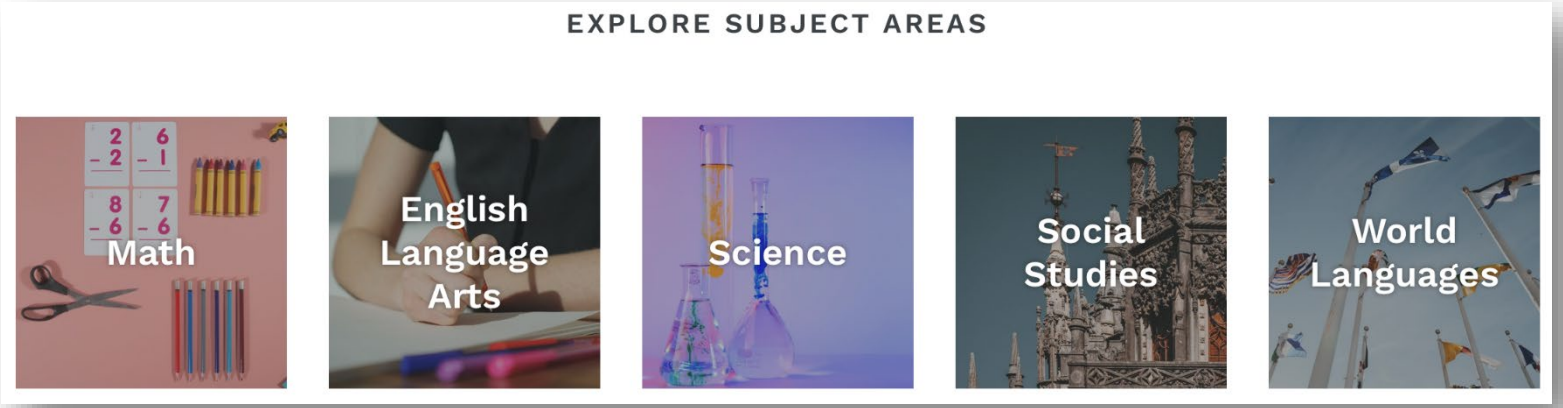
It will appear in your Socrative test list, appended to the end "Copy".

SHARE AND IMPORT TESTS

You can also find quizzes to use in a list of shared quizzes from *Socrative*:

https://quizshop.co

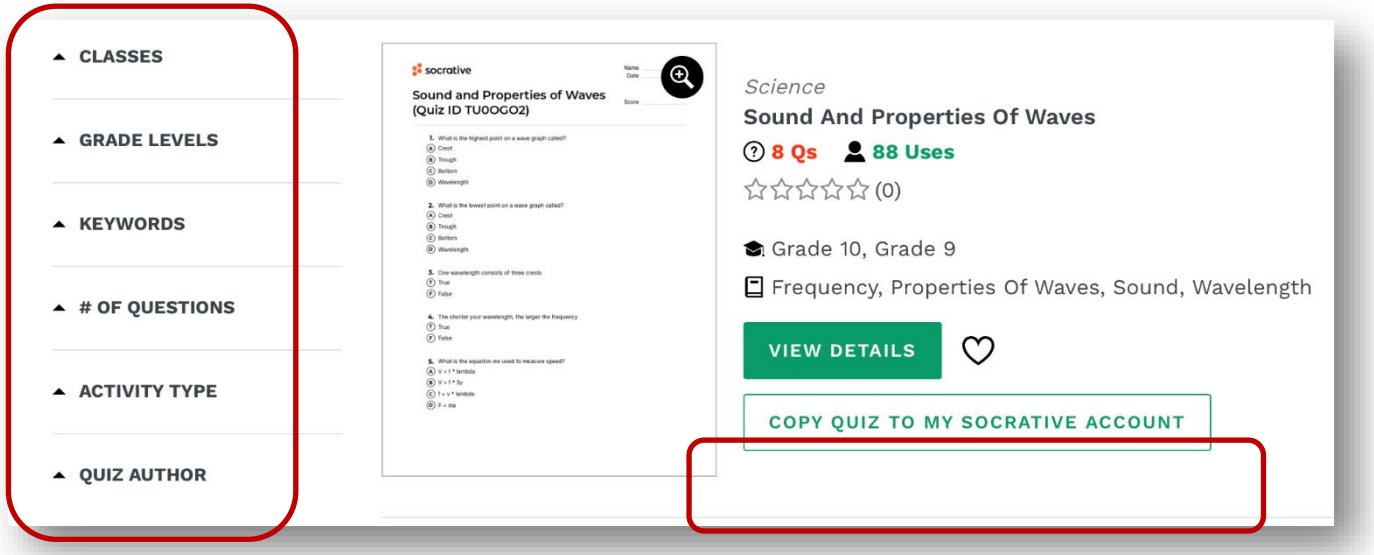
You can do a search by topic of interest:



SHARE AND IMPORT TESTS

Let's select, For example, *"Science".*

A side menu (left) appears with possible keys to focus the search: topic, level, keywords, type of activity, number of questions and author.



The selected quizz can be imported by clicking on *"Copy quiz to my Socrative Account"* and it appears in your quiz library.

There is a limit to the number of tests to import if you don't have the PRO-version.

SHARE AND IMPORT TESTS

Se puede también **compartir** un cuestionario desde de la pantalla inicial de *Socrative*. Para ello, se abre la pestaña "Pruebas", y, una vez seleccionado un cuestionario en concreto, se hace clic sobre la opción "**Compartir**".

Aparece una ventana, en la que además del "SOC" del test, se genera el enlace a dicho formulario.

Al hacer clic sobre "***Dupdo***" se copia dicho enlace y se puede pegar en un correo u otro medio para su difusión. A la persona que se le envía dicho correo, tendrá en sus "Pruebas" una copia del test en cuestión.

SPACE RACE

Tools to energize Didactics in Education

SPACE RACE

One of *Socrative*'s interesting options is the possibility of launching the quiz or test through a "Space Race" competition, represented with a rocket.

SPACE RACE

The Space Race allows to establish a team competition between the students of the class. Each team is identified with a color.

The Space Race can be used to work in groups and to collaborate to answer the questions.

The response time and the number of correct answers of the team are valued.

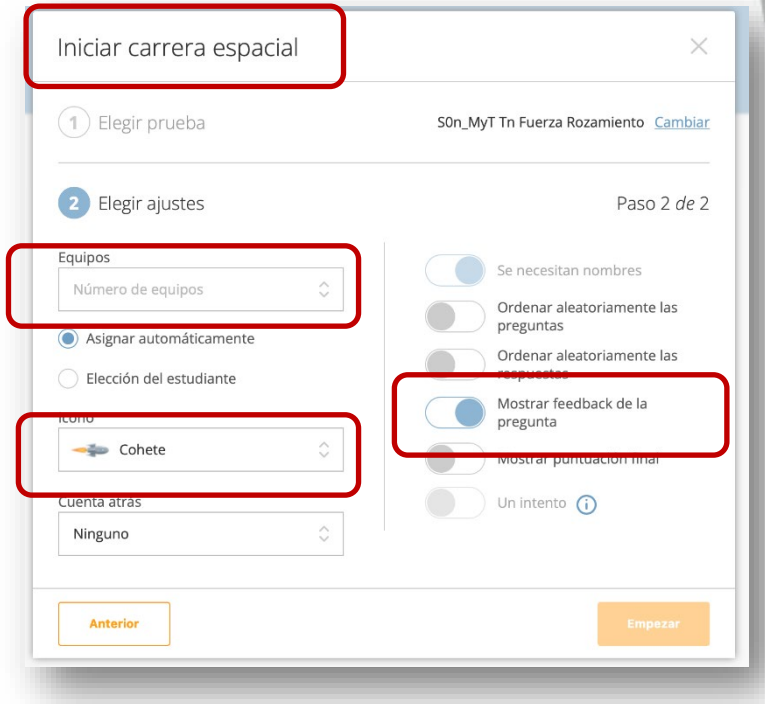
To launch a Space Race follow the steps:

- From the home screen click on “Space Race”
- Select the quiz you want to present as a Space Race.

SPACE RACE

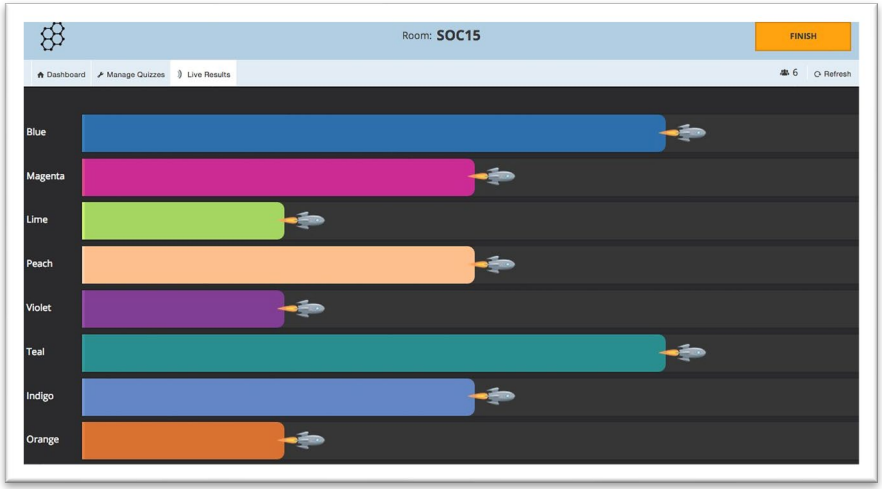
- The quiz must have graded questions, otherwise the rockets won't move.
- Select the number of teams and the icon of the race are selected.
- There are several icons, but the best known is the rocket, as shown in the figure.

- It is possible to disable "Get question feedback" popup to speed up the game.
- Click on the **Yes** (blue) to change the option to **No** (grey).



SPACE RACE

- Click on “Start” to begin the Race.
- It is important to use the projector so students can see their progress.
- Click on "Finish" to stop the race. The students see the waiting screen.
- In the figure, a image of the development of the team competition through "Space Race" presented by *Socrative*.



Students can play alone or share a device to play together.

GIRLS

socrative

VNiVERSiDAD D SALAMANCA

CAMPUS DE EXCELENCIA INTERNACIONAL

INSPIRATION

Tools to energize Didactics in Education

INSPIRATION

The possibilities for using Socrative in the classroom are numerous and varied, for example::

- The use of Socrative is especially interesting in classes with many students, since it allows the participation of the whole group by answering the same questions.
- The correction teacher's task is lightened in very large groups by obtaining the evaluation reports provided by *Socrative*.
- In the free version there is a limit of 50 students per "room" which is a problem if there are more students in the classroom. A possible solution is to generate the same questionnaire through several email accounts with different **“Room names”.**

INSPIRATION

socrative

Nombre _____
Fecha _____

Tema1_Problema6

Puntuación _____

1. En un proceso adiabático de un gas ideal, se verifica:

(A) T^(g)·P^(1-g)=cte (producto de la Temperatura elevado a gamma por la Presión elevado a uno menos gamma es constante)

(B) P·V^g=cte (producto de la Presión por el Volumen elevado a gamma es constante)

(C) T·V^(g-1)=cte (producto de la Temperatura por el Volumen elevado a gamma menos uno es constante)

(D) Todas son verdaderas

2. Temperatura a la salida de la tobera, si esta fuese ideal: T2s

(A) 398 K

(B) 312.2 K

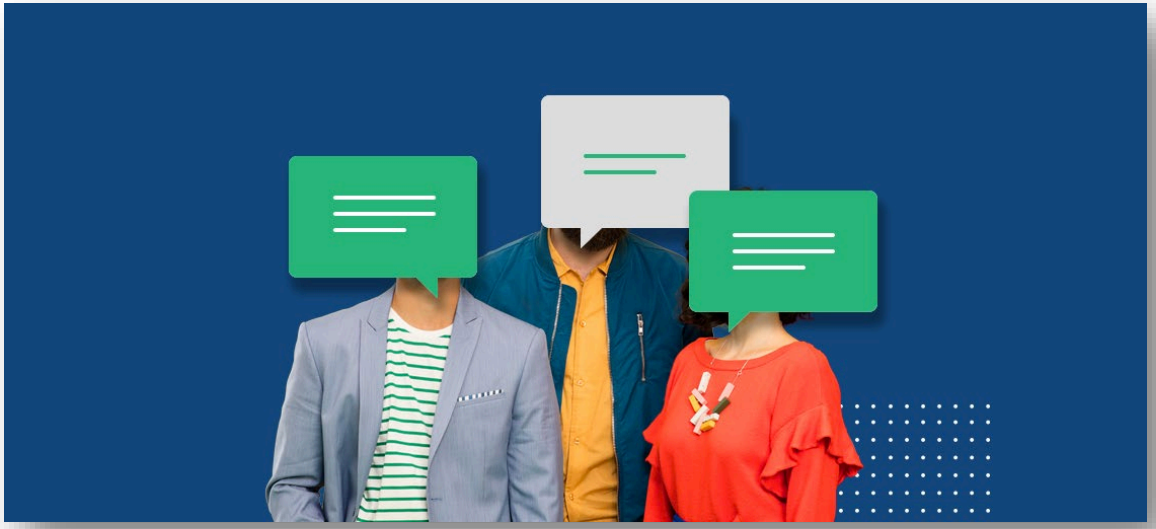
(C) 290.8 K

(D) 2811.82 K

(E) 2008.44 K

INSPIRATION

- For students who fear that "what they don't know" will be known, *Socrative* overcomes the hurdle by allowing **anonymous quizzes**.



Tools to Dynamize Didactics in Education: Socrative

INSPIRATION

socrative

Nombre _____
Fecha _____

Tema0_Problema4

Puntuación _____

1. Agua saturada (líquida) a la temperatura de 150 ºC ¿Cuál es su energía interna por unidad de masa?

(A) 631,68 kJ/kg
(B) 2559,5 kJ/kg
(C) 631,68 kJ
(D) 2559,5 kJ

2. Agua saturada (líquida) a temperatura de 150 ºC ¿Cuál es su volumen específico?

(A) 1,0905·10^3 m^3/kg
(B) 1,0905·10^-3 m^3/kg
(C) 0,3928·10^3 m^3/kg
(D) 0,3928·10^-3 m^3/kg

3. ¿Cuál es el cambio de exergía por unidad de masa en el problema 4?

(A) 39 634,3 kJ/kg
(B) -147 109 kJ/kg
(C) 502 384 J/kg
(D) 463 214 kJ/kg
(E) 463,605 J/kg

INSPIRATION

- El The use of **quick quizzes** allows you to **check knowledge** at a given time: at the beginning, in the middle or at the end of the class.

Before explaining a new concept or topic, it allows a **diagnostic evaluation** that helps the teacher to determine the degree of knowledge that their students have about it.

It catches misconceptions about the topic and helps students remember what they already know, putting them in a position to build on that prior knowledge.

INSPIRATION

socrative

Nombre _____
Fecha _____

Motor Stirling

Puntuación _____

1. Un motor Stirling realiza un ciclo termodinámico formado por:

(A) Dos isotermas alternadas con dos adiabáticas
(B) Dos isotermas alternadas con dos isóbaras
(C) Dos isotermas alternadas con dos isócoras
(D) Dos isóbaras alternadas con dos adiabáticas
(E) Dos isoentrópicas alternadas con dos isócoras

2. Un motor Stirling con regeneración, tendrá un rendimiento:

(A) mayor que el de un motor Stirling sin regeneración
(B) igual que el de un motor Stirling sin regeneración
(C) menor que el de un motor Stirling sin regeneración
(D) coincide con el rendimiento de un ciclo de Carnot que funcione entre las mismas temperaturas
(E) sin otros datos no se puede saber la respuesta

INSPIRATION

- The teacher can design strategies for the best use of the system. For example, ask the same question at the beginning and at the end to motivate learning, and have **information about the learning process of the students.**

When introducing new concepts, the teacher can go on launching questions designed in such a way that they allow him to detect if the concept has been understood or if there are aspects of it that require more explanation.

In addition, the individualized reports on each student allow you to know the evolution of each one.

INSPIRATION

- In the **laboratory**, *Socrative* questionnaires can be used in different situations. An initial test can be done to check if the students have previously read the practical report.
- When all the students carry out the same practice, **collecting the results** through *Socrative* questionnaires allows an easy comparison between them and facilitates the subsequent discussion about the discrepancies.

INSPIRATION

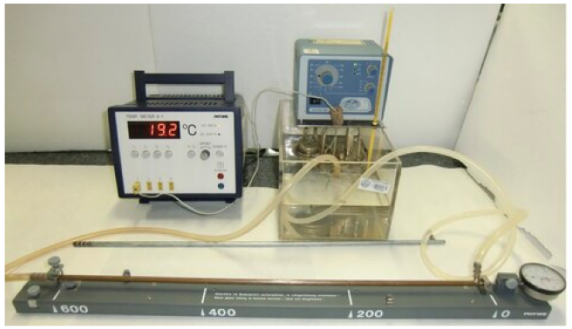
socrative

Nombre _____
Fecha _____

Prática dilatación lineal de sólidos

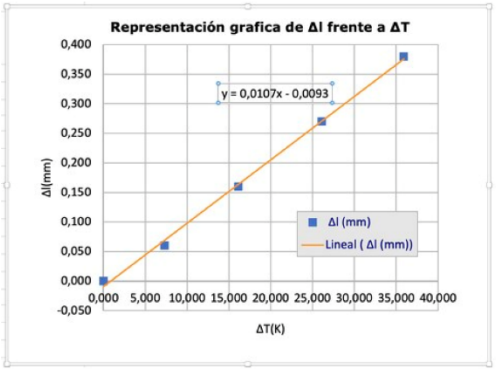
Puntuación _____

1. ¿Qué ocurre cuando se calienta una varilla?



(A) Se alarga
(B) Se queda igual
(C) Se curva
(D) Se encoge

2. ¿Cómo podemos calcular el coeficiente de dilatación lineal de una varilla de longitud inicial l_0, siendo a la pendiente de la recta obtenida al representar Δl frente a ΔT



(A) $\alpha_l = a \cdot l_0$
(B) $\alpha_l = l_0/a$
(C) $\alpha_l = 1/(a \cdot l_0$
(D) $\alpha_l = a/l_0$

INSPIRATION

- When using the **"Flipped Classroom"** methodology, *Socrative* makes it possible to evaluate the use of homework simultaneously but individually for the whole class.

After a first individual test, it is interesting to ask questions that must be answered in a group. This situation will encourage discussion within the groups, causing doubts to surface and concepts to be clarified.

INSPIRATION

- It is important that the **type of questionnaire is not always the same**, to maintain the interest that the novelty creates in the student. Thus, it is convenient to introduce from time to time "space races" that add the incentive of competition between teams.

- In any of the above situations, the list of results allows the teacher to document the continuous evaluation of their students, and on the other hand to detect the students who have attended class, without the need to spend time in **"Passing the list"**.

INSPIRATION

Finally, some suggestions for the use of Socrative are presented, drawn from real experiences in different circumstances and educational settings:

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REFLECTIONS

- It facilitates the work within the field of evaluation, which can sometimes be tedious and long.
- Learning to use this tool is very easy.
- Despite the fact that its use may generate some skepticism, the general opinion once it has been used is that it turns out to be very useful on a day-to-day basis in classes.
- To be able to use it, the use of tablets and the Internet is necessary.
- We cannot forget the characteristics of our students, since they have different learning rates.
- Socrative is not the only tool, as there are other similar ones like Kahoot, plickers, etc.

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Tools to energize Didactics in Education

BIBLIOGRAPHY

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Continuous evaluation through Socrative

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