

## Using Socrative Application as Student Smart Response System (SMS) in a Real-Time during COVID-19 Pandemic: University Lecturers' Acceptance and Attitudes

**Mark Treve**

PhD Candidate and a Lecturer, School of Languages and General Education, Walailak University, Thailand

Email: trevemark@yahoo.com

---

### ABSTRACT

This classroom observation explored university instructors' attitudes toward Socrative online teaching tools, and a student smart response system (SRS) in real-time during the Coronavirus Disease 2019 (Covid-19) school closure at Walailak University (WU). The Covid-19 pandemic has disabled lecturers at WU from doing face-to-face learning. The pandemic has forced everyone to switch to online learning. Among the different applications that have been deployed during this period are Socrative, Microsoft Team, Edmodo, and other e-learning programs. In this study, the researcher focused on the proprietary e-learning application called Socrative. WU's administration opted to use Socrative due to its supposedly high levels of reliability and effectiveness. In the face of the Covid-19 school closure, educational technology devices play a significant role in digital learning. The researchers sampled 4 lecturers at WU regarding their acceptance and attitudes towards Socrative application as an online teaching tool and real-time feedback system were examined during the peak period covid-19 pandemic in Thailand. The findings revealed that Socrative is indeed a useful tool that educators can use to improve digital learning outcomes such as learning engagement particularly online sessions.

### Keywords

Digital learning, lecturer's acceptance, Covid-19 pandemic, real time feedback, Socrative

---

### Introduction

The use of technology has so far been considered as an integral part of many institutions in 21st century modernization programs, the purpose of which is to update the way how they facilitate teaching and learning experiences (Luu & Freeman, 2011). ICT gives educational institutions the opportunity to improve themselves, and become competitive, in terms of outcomes like student enthusiasm, and academic achievements (Roblver & Wiencke, 2003).

The Covid-19 pandemic has created a crisis in many spheres of life, education no less. The stay-at-home guidelines, physical distancing, movement restrictions, and total lockdowns (Nicola et al., 2020; Pak et al., 2020; Seetharaman, 2020) have affected the ability of educational institutions to operate optimally. These challenges have led to innovations in the delivery models, with many institutions using online platforms such as Microsoft Team, Edmodo, and other e-learning programs as the primary channels through which they engage with their students, as well as perform evaluations and assessments (Ahmed et al., 2020).

Socrative offers the kind of innovation that would be beneficial during the Covid-19 crisis to facilitate learning despite the challenges (Nawalaniec, 2015). However, implementing the technology without understanding the attitudes of the lecturers would be unwise. Insights from the Technology Acceptance Model indicate that the two critical factors that influence the intention of an individual to adopt new technology are the perceived ease with which they can use the technology as well as their perceptions about the usefulness of the technology (Charness & Boot, 2015; Portz et al., 2019). There is an informational gap regarding the opinions and attitudes of the lecturers on the use of Socrative as a student smart response system. In addition, its use in the context of Covid-19 has not been studied. These information gaps need to be addressed before the application is used as a smart response system.

### Methods and Procedures

During the period when the schools were closed as a result of the COVID-19 pandemic, all the English language lecturers teaching general English classes at the Walailak University were required to explore digital learning platforms through which they could teach and communicate

with their students. This requirement was in preparation for the plans by the university to migrate from face-to-face teaching to digital learning. Socrative is the platform that is considered by most English lecturers because of its reliability and effectiveness.

Most of the English language lecturers at Walailak University use the same materials when teaching. In addition, the lecturers taught using Pacing, a platform that was prepared for the Walailak University language department for online teaching during the COVID-19 school closure. The instructors created an online quiz bank on the Moodle platform. This is a learning platform that is designed to provide educators, administrators, and learners with a unitary booming, secure, and integrated system through which they can create and participate in bespoke learning environments. However, this platform's main challenge is that it does not facilitate real-time responses by the education stakeholders. This study sampled four senior lecturers from the languages department to explore their perceptions about its suitability for use during the Covid-19 pandemic period.

The study used a qualitative methodology and a case study research design. The researcher sampled four senior lectures from the languages department at Walailak University's School of Language and General Education. The data collection tool used was an unstructured interview schedule. This tool was appropriate to allow the researcher to explore different themes as they arose during the interview. One of the four senior lecturers sampled for the study withdrew their participation. Therefore, three lecturers participated in the data collection exercise. The interview was performed online using the Socrative online platform. The three senior lecturers were given the names of the rooms in which they would sit while answering the interview questions on Socrative. At the time of the data collection, the researcher launched the platform and provided the questions to the participants. The researcher monitored the application and the responses of the participants that were relayed in real-time. The researcher provided additional questions where there were necessary to add to the probative value of the interview. The new questions were relayed to the

participants in real-time, allowing for continuity. The participants marked their responses as complete upon completion.

The senior lecturers reported that they enjoy using Socrative in their lectures. It was their opinion that it is fun to teach using the Socrative application. They find it to be a beneficial tool for teaching English. A senior lecturer who had used the application for three months said: *"I use Socrative to assess my students' learning online. I see it as a new, useful, and interactive application during the COVID-19 school closure. While using the Socrative, I realized that it helps me to engage my students in the lectures. Moreover, the most crucial feature of Socrative is that it can be used everywhere, provided there is an internet connection. This flexible feature of Socrative allows the instructors to observe the students' improvement anytime and anywhere."*

The instructors share the quiz codes with their students on Socrative or use the Socrative template. It is a beneficial and user-friendly application that allows the lecturers to interact with their students in real-time. During lectures, the instructors explain the content material, and towards the end of the lecture, they ask the learners to access Socrative using their smartphones. One of the participants said: *"As a lecturer, I found Socrative very useful. It is fun for students to use their smartphones during the lesson as technology is a part of their lives. Besides, there are tons of questions prepared by other teachers around the world. It helps us offer students different exercises online."*

The application is valuable for lecturers because it allows them to monitor the progress of their students through quizzes. The platform enables the lecturers to view the responses of their students in real-time. This is a time-saving application, thereby allowing the lecturers more time to interact with the content material for the benefit of the student. On this theme, one of the participants reported: *"Socrative has changed the education atmosphere at Walailak University. It is a modern revision system, time-saving, and nature-friendly."*

### Conclusion

The findings show that the lecturers are in favor of using Socrative as a student smart response

system. Through a qualitative study using a case study research design, the researcher found that the lectures at languages department at Walailak University's School of languages and General Education were impressed by the application's user-friendliness, the ability to relay responses in real-time, its time-saving capabilities, and the fact that it facilitated student assessments through online quizzes. These findings show that the tool is appropriate for use during the Covid-19 pandemic to ensure the continued interaction with the course materials despite the challenges.

### Declaration

The author declares there is no conflict of interest associated with this research.

### References

- [1] Ahmed, H., Allaf, M., & Elghazaly, H. (2020). COVID-19 and medical education. In *The Lancet Infectious Diseases*. Lancet Publishing Group. [https://doi.org/10.1016/S1473-3099\(20\)30226-7](https://doi.org/10.1016/S1473-3099(20)30226-7)
- [2] Charness, N., & Boot, W. R. (2015). Technology, Gaming, and Social Networking. In *Handbook of the Psychology of Aging: Eighth Edition* (pp. 389–407). Elsevier Inc. <https://doi.org/10.1016/B978-0-12-411469-2.00020-0>
- [3] Luu, K., & Freeman, J. (2011). An analysis of the relationship between information and communication technology (ICT) and scientific literacy in Canada and Australia. *Computers and Education*.
- [4] Nawalaniec, N. (2015). Socratic (Snowy release). In *Journal of the Medical Library Association* (Vol. 103, Issue 4, pp. 236–239). Medical Library Association. <https://doi.org/10.3163/1536-5050.103.4.020>
- [5] Nicola, M., Alsafi, Z., Sohrabi, C., Kerwan, A., Al-Jabir, A., Iosifidis, C., Agha, M., & Agha, R. (2020). The Socio-Economic Implications of the Coronavirus and COVID-19 Pandemic: A Review. *International Journal of Surgery*. <https://doi.org/10.1016/j.ijssu.2020.04.018>
- [6] Pak, A., Adegboye, O. A., Adekunle, A. I., Rahman, K. M., McBryde, E. S., & Eisen, D. P. (2020). Economic Consequences of the COVID-19 Outbreak: the Need for Epidemic Preparedness. *Frontiers in Public Health*, 8, 19. <https://doi.org/10.3389/fpubh.2020.00241>
- [7] Portz, J. D., Bayliss, E. A., Bull, S., Boxer, R. S., Bekelman, D. B., Gleason, K., & Czaja, S. (2019). Using the technology acceptance model to explore user experience, intent to use, and use behavior of a patient portal among older adults with multiple chronic conditions: Descriptive qualitative study. *Journal of Medical Internet Research*, 21(4), e11604. <https://doi.org/10.2196/11604>
- [8] Roblver, M., & Wiencke, W. (2003). Design and use of a rubric to assess and encourage interactive qualities in distance courses. *American Journal of Distance Education*, 77-98.
- [9] Seetharaman, P. (2020). Business models shifts: Impact of Covid-19. *International Journal of Information Management*, 54, 102173. <https://doi.org/10.1016/j.ijinfomgt.2020.102173>