

Relation between Nursing Students' Attitude toward Kahoot Game as Web-Based Assessment Tool and Academic Engagement

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Abstract

Background: Game-based learning as Kahoot game has attracted considerable attention from educators aiming to enhance student motivation and engagement in classes. The incorporation of gamification is deemed crucial for elevating student participation in lectures, as enjoyable lessons captivate students' attention. **Aim:** The study aims to assess relation between nursing students' attitude toward kahoot game as web-based assessment tool and academic engagement. **Research design:** A descriptive correlational research design was utilized. **Setting:** This study was conducted at the Faculty of Nursing, Benha University, Qalubia governorate, Egypt. **Subjects:** Included simple random sample of 68 fourth year nursing students. **Tools of data collection:** Two tools were used to collect data; Kahoot Game Attitude Questionnaire, Academic Engagement Questionnaire. **Results:** The results showed that, (88.2%) of the nursing students had positive attitude regarding Kahoot game and (85.3%) of them had high academic engagement level **Conclusion:** There was a statistical positive significant correlation between nursing students' attitude toward using kahoot game and academic engagement. **Recommendations:** Developing educational workshops for nursing students about Kahoot game as web based assessment tool and developing a training program for academic teaching staff on how to create Kahoot game quiz.

Keywords: Academic engagement, Kahoot game, Nursing students, Web based assessment tool

Introduction:

Web-based assessment tools as Kahoot game are revolutionizing the educational landscape by providing flexible, efficient, and interactive means to evaluate nursing student learning. These tools offer a wide range of functionalities, from automated grading and instant feedback to data analytics and personalized learning pathways. They enable educators to create diverse assessment types, including quizzes, assignments, and surveys, which can be accessed anytime and anywhere. This adaptability is particularly beneficial in accommodating different learning paces and styles (Pascu, 2024).

Assessment through digital media is

considered a mixture of methodologies in order to motivate students. Many sources of innovation that are more active, innovative and can create dynamic in classrooms. One of the technology based learning assessment media that teachers can use is the Kahoot application. Kahoot is a free assessment tool that has increased its popularity it is a force that stimulates progress, involvement and interest among students (Martínez-Jiménez, et al., 2021).

Kahoot game is the tool that enable academic staff members to assess students' understanding formatively in greater achievement and cause of permanence of knowledge. Educators can use Kahoot as convenient feedback in teaching and learning

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to measure the short-term learning acquisition of students and satisfaction using Kahoot. At the higher level, the use of kahoot affects the students' attitude for learning and assessment **(Makhdum, et al., 2023)**.

Kahoot is a sample of a gamified student response system that gained significant acceptance, having a user base over 70 million individuals globally. Kahoot is also utilized for the creation of quizzes, evaluation of students' comprehension, a support of educational topics. Kahoot involves game design features, including graphics, music, noises, points, and competitive leaderboards, to enhance student motivation and build a lively and competitive learning environment. Kahoot recently added a video feature to its website, meaning that teacher can add YouTube video to the question **(Kurniawan, et al., 2024)**.

There is growing recognition of the importance of understanding nursing student engagement and the problem of disengagement in higher education. Investigating factors affecting engagement and disengagement can provide insights into nursing student performance, progression and retention. Assessment of engagement is potentially useful when evaluating the quality of student learning experiences and making decisions about resource provision, course content and delivery **(Mat Husin, & Azmuddin 2022)**.

Academic engagement is a cognitive-affective-behavioral state of satisfaction and motivation that aids students to achieve success in students' studies and deal with academic challenges. In addition, some studies indicate that it is an essential variable in school dropout, because it drives the student towards learning, as well as a moderating factor of stress, anxiety and depression **(Martinez, et al., 2024)**.

Kahoot gamification significantly affects student motivation and engagement. By using Kahoot game, students feel the excitement and a competitive spirit which can increase their motivation to study. adrenaline rush of competing with classmates, seeing the rankings on the scoreboard, and being rewarded for the highest achievement awakens a strong intrinsic passion. In addition to, Kahoot gamification effectively increases student motivation and provides a fun and interactive learning experience. Also, Kahoot can encourage student engagement. **(Kollo, et al., 2024; Tandiono, 2024)**.

Significance of the study:

Formative assessment is particularly designed to provide performance feedback, to improve and hasten learning. The most effective formative assessment when it is integrated into teaching and learning activities to provide students with ongoing, timely, specific, and actionable feedback. The information technology advancement has given rise to novel approaches as Kahoot game which allow teachers to create a variety of game-based activities such as quizzes, surveys, and conversations in which students compete against one another which foster students' engagement and motivation **(Utami, 2023)**.

From the researcherss work area, found that the traditional methods of formative assessment as class discussion that used during lectures not effective enough to have students' feedback from the learning. So, the study aimed to assess nursing students' attitude toward kahoot game as web-based assessment tool and its relation to academic engagement.

Aim of the study:

The study aimed to assess relation between nursing students' attitude toward kahoot game as web-based assessment tool and academic engagement.

Research questions:

1. What are the nursing students' attitude levels toward the kahoot game?
2. What are the nursing students' academic engagement levels?
3. Is there a relation between nursing students' attitude toward kahoot game and their academic engagement?

Subjects and method

Research design:

Descriptive correlational research design was used to achieve the aim of the present study.

Study Setting:

The current study was conducted in six academic departments at Faculty of Nursing, Benha University, Qalupia governorate, Egypt; Medical - Surgical Nursing, Obstetrics and Gynecological Nursing, Pediatric Nursing, Community Health Nursing, Nursing Administration and Psychiatric Nursing Mental Health.

Study subjects:

The subjects of the present study were a simple random sample of (68) fourth year nursing students out from (612) nursing students who were enrolled in the Nursing Administration course. All selected students owned smart mobile devices and were registered in the second term of the academic year 2023–2024, at the Faculty of Nursing, Benha University. The sample size was calculated via the Cochran formula;

$$n = \frac{N \cdot p(1 - p)}{(N - 1) \cdot \frac{B^2}{Z^2} + p(1 - p)}$$

Tools of data collection:

Two tools were used to collect data as the following:

Tool I: Attitude Questionnaire:

It was developed by the researchers based on review of related literatures (Mat Husin, & Azmuddin, 2022; Nuri, et al., 2022; and

Topu, 2023). It included 29 items to assess nursing students' attitude toward Kahoot game. Divided into 3 dimensions distributed as follows; Usefulness of Kahoot game in learning (13 items), Ease of using Kahoot game (6 items) and finally Enjoyment and motivation from Kahoot game (10 items).

Scoring system:

The scoring system was calculated according to a three-point Likert scale ranges from: Agree (3 points), uncertain (2 points) and disagree (1 point). The total score was ranged from (29-87). The attitude levels were determined as the following: Positive attitude regard kahoot game: If the percentage score was ($\geq 60\%$) which equal (≥ 52 scores). Negative attitude regard kahoot game: If the percentage score was ($< 60\%$) which equal (< 52 scores) (Kruse et al., 2022).

Tool (II): Academic Engagement Questionnaire

It was developed by the researchers based on review of related literatures (Community College Survey of Student Engagement, 2018; Gargallo, et al., 2018; Delfino, 2019 & Sobhy et al., 2024). It included 31 items to assess nursing students' academic engagement. Divided into 4 dimensions distributed as follows; Behavioral engagement (9 items), Cognitive engagement (10 items), Active and collaborative learning (7 items) and Interaction between students and faculty teaching staff members (5 items).

Scoring system:

The responses were scored on a three points Likert Scale as follows; Always (3 points), sometimes (2 points) and never (1 point). Total academic engagement score was ranged from (31- 93). Academic engagement levels were determined as the following: High academic engagement level: If the percentage score was $> 75\%$ of total scores which equal (> 67 scores). Moderate academic engagement level: If the percentage score was 60 -75% of total scores which ranged from (56-67 scores).

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Low academic engagement level: If the percentage score was < 60% of total scores which equal (<56 scores) (Irvine,2020).

Ethical consideration:

Prior to the conduction of the study, ethical written approval was obtained from the scientific research ethical committee at Faculty of Nursing, Benha University with research code (REC-NA-D 1).

Oral consent was obtained from each student in the study. The researchers explained the aim of the study to and informs that the participation is voluntary and the right to withdraw from the study at any time. Also nursing students were informed that the obtained data were be used for the study purpose only.

Also written approval was obtained from the vice dean of students and education affairs, head of nursing administration department of Faculty of Nursing, Benha University through official letters.

Tools validity:

It took one month (January 2024). The tools of study were tested for validity through distribution of the tools to a jury of five experts from the field of Nursing Administration and Nursing Education consisting of two professors and two assistant professors of Nursing Administration from Tanta, Benha and Ain shams Universities and one assistant professor of Nursing Education from Cairo University).

Pilot study:

Pilot study took first week of February (2024) to assess tools clarity, applicability and to estimate the time needed for collection of each tool. It was done on (7) fourth academic year nursing students representing 10% of study subjects. In the light of the pilot study analysis, no modification was done so, study subjects were included in the study.

Reliability of the tools:

Tools of data collection were tested for internal consistency using Cronbach's Alpha coefficient. Kahoot Attitude Questionnaire

was **0.965**, Academic Engagement Questionnaire was **0.951**.

Field work:

Data collection was done on last 3 weeks of February 2024 to assess nursing student attitude toward using kahoot game and nursing students' academic engagement. At the beginning, the researchers welcomed the fourth year nursing student's, gave a brief description of the study and aim of study.

The researchers collected tools (attitude toward kahoot game, academic engagement electronically by link done via google forms; (attitude questionnaire

<https://forms.gle/ztG8CtbQMRiQYrYi6>

And , academic engagement questionnaire (<https://forms.gle/6zD8uufnaxQLT3zB6>).e

The time required for attitude questionnaire was around (5-10) and academic engagement questionnaire was around (10-15) minutes.

Data was collected daily and the average number of responses per day ranged between (3-4) responses from nursing students.

Statistical analysis:

Data were verified prior to computerized entry. The Statistical Package for Social Sciences (SPSS) version 26.0 was used for that purpose, followed by data analysis and tabulation. Descriptive statistics were applied (e.g., mean, standard deviation, frequency and percentages. Pearson correlation coefficients were used for investigation of the correlation between variables. The P- value is the probability of error that indicate significance of results through observed difference. A significant level value was considered when $p < 0.05$.

Results:

Table (1); Shows that, more than half (58.8%) of nursing students had 21 years old with $\bar{X} \pm SD$ 21.51 \pm 0.74. Regarding to gender, the majority (80.3%) of them were female. In relation to marital status, most of them

(94.1%) were unmarried and more than half (52.9%) of them living in rural areas.

Figure (1): Displays that the majority (88.2%) of nursing students had positive attitude levels toward using kahoot game.

Table (2): Clarifies that, the highest mean percent (88.2%) of nursing students' attitude was related to was related to ease of using kahoot game, followed by enjoyment and motivation from Kahoot game (85.1%), and usefulness of kahoot game in learning (84.1%).

Figure (2): Displays that the majority (85.3%) of nursing students had high

academic engagement levels.

Table (3): Shows that, the highest mean percent (93.9%) of students' academic engagement was related to behavioral engagement, followed by active and collaborative learning (93.2%), cognitive engagement (92.9%) and interaction between students and faculty teaching staff members (91.7%).

Table (4): Displays that, there was a statistical significant positive correlation between nursing students attitude toward using kahoot game and academic engagement ($P \leq 0.05$).

Table (1): Frequency distribution of studied nursing students' personal data (n=68)

Personal data	No	%
Age		
21 years	40	58.8
± 22 years	28	41.2
$\bar{X} \pm SD$	21.51±0.74	
Gender		
Male	10	14.7
Female	58	85.3
Marital status		
Married	4	5.9
Unmarried	64	94.1
Residence		
Urban	32	47.1
Rural	36	52.9

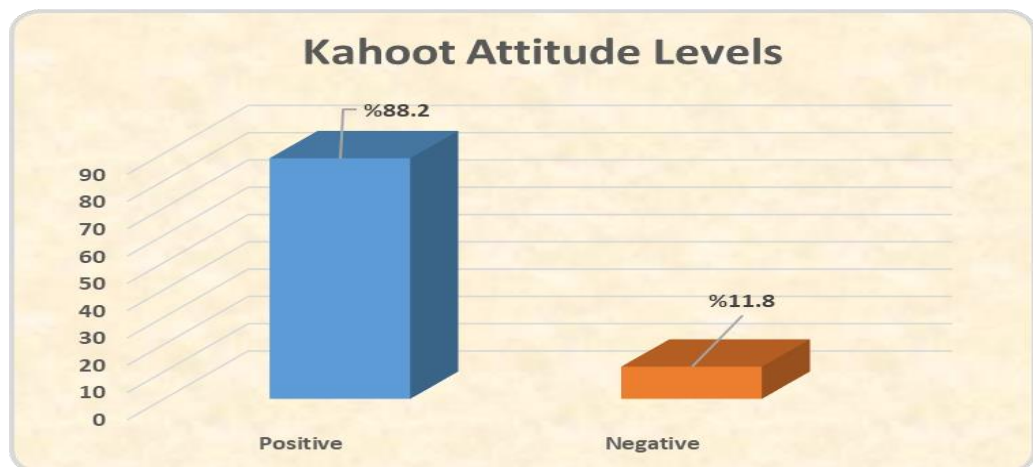


Figure (1): Percentage distribution of nursing students' attitude levels toward kahoot game

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Table (2): Ranking, total mean scores and standard deviation of studied nursing students' attitude dimensions toward using kahoot game.

Nursing students' attitude toward kahoot game dimensions	Minimum Score	Maximum Score	$\bar{X} \pm SD$	Mean%	Ranking
Usefulness of Kahoot game in learning	13	39	32.79 \pm 7.20	84.1	3
Ease of using Kahoot game	6	18	15.88 \pm 2.74	88.2	1
Enjoyment and motivation from Kahoot game	10	30	25.52 \pm 6.74	85.1	2

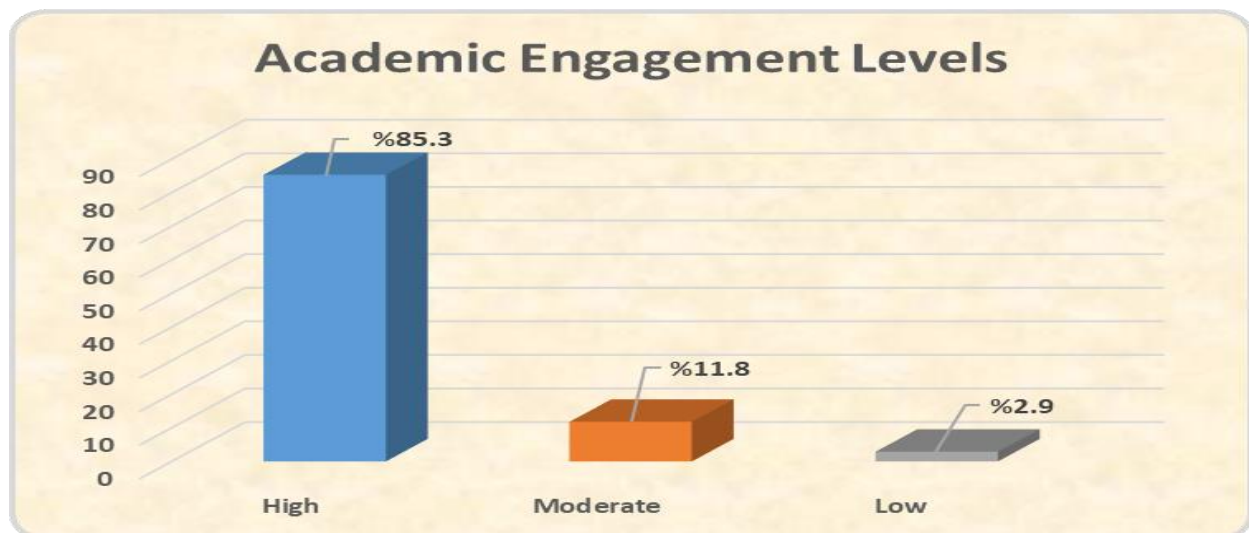


Figure (2): Percentage distribution of nursing students' academic engagement levels

Table (3): Ranking, total mean scores and standard deviation of academic engagement dimensions among studied nursing students

Academic engagement dimensions	Minimum Score	Maximum Score	$\bar{X} \pm SD$	Mean%	Ranking
Behavioral engagement	9	27	25.35 \pm 2.21	93.9	1
Cognitive engagement	10	30	27.88 \pm 3.16	92.9	3
Active and collaborative learning	7	21	19.58 \pm 1.69	93.2	2
Interaction between students and faculty teaching staff members	5	15	13.76 \pm 1.64	91.7	4

Table (4): Correlation between nursing students' attitude toward using kahoot game and academic engagement

Nursing student attitude toward kahoot game	Academic engagement	
	r	p-value
	0.274	0.023*

* A statistical significant difference $P \leq 0.05$

Discussion

Learning using Kahoot offers learning that is both challenging and fun. Kahoot's interactive quiz format allows students to think critically and find the best solutions within a limited time. Kahoot is a game-based assessment tool, encourages students to actively participate in learning through action and reflection. Kahoot game encourages students to respond quickly to questions while considering the available options. Also, live rankings and grading within Kahoot provide instant feedback to students and enhance classroom engagement (Kollo, et al., 2024).

Regarding personal data of nursing students, the study result revealed that more than half of nursing students had 21 years old. Regarding to gender, the majority of them were female. In relation to their marital status, most of them were unmarried and more than half of them living in rural areas.

Concerning nursing students' attitude levels toward kahoot game, the result revealed that the majority of nursing students had positive attitude levels toward using kahoot game.

From the researchers' point of view, Kahoot game improve understanding, retain knowledge, increase critical thinking skills, improve performance, help students to actively involved in learning, creates a safe space for students to discuss mistakes

without fear of judgment and boosts motivation and self-efficacy.

The result of present study was congruent with Cadungog-Uy (2022) who conducted study on students at CamEd Business School in Cambodia stated that almost all students like Kahoot and like to review their lessons by playing Kahoot. Moreover, the result of present study was supported by Valenca et al., (2024) who reported that the majority of students agreed that Kahoot game helped them to identify their weaknesses, express themselves, improve their thoughts.

Regarding ranking, total mean scores and standard deviation of studied nursing students' attitude dimensions toward using kahoot game, the study result revealed that the highest mean score of nursing students' attitude was related to ease of using kahoot game, followed by enjoyment and motivation from Kahoot game, and usefulness of kahoot game in learning.

From the researchers' point of view, this result can be explained through the Technology Acceptance Model, which emphasizes that when learners perceive a tool as simple and user-friendly, their attitudes toward its adoption become more positive. Once ease of use is established, students are more likely to experience enjoyment and increased motivation, reflecting the role of affective engagement

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highlighted in self-determination theory. Although usefulness in learning was ranked lowest, it still showed a positive perception, suggesting that students may value the motivational and experiential aspects of Kahoot before fully recognizing its cognitive benefits.

The result was in the same line with **Ozaras oz, (2023)** who reported in his study done on nursing students in Turkey that the nursing students found Kahoot game very easy to be used and very interesting.

The result was contraindicated with **Afi, et al., (2024)** who stated that almost all participants agreed that Kahoot game has many advantages and it is a useful tool.

Regarding nursing students' academic engagement levels, the result of current study showed that the majority of nursing students had high academic engagement levels.

From the researchers' point of view, this finding may be attributed to the interactive and participatory nature of using Kahoot as a web-based assessment tool, which fosters active involvement, concentration, and persistence in learning tasks. High engagement levels can also be explained by the stimulating environment created by game-based learning, which enhances students' interest, motivation, and sense of responsibility toward their academic performance.

This result was matched with **Ruchana et al., (2024)** who was found that the students' participation of experimental class are in the high-degree category after intervention by utilizing Kahoot. Moreover, this result was agreed **Agarwal, (2025)** who reported that students provided feedback affirming that access classes became more interesting and enjoyable with the integration of Kahoot.

Regarding ranking, total mean scores

and standard deviation of academic engagement dimensions among studied nursing students, the study results revealed that the highest mean percent of students' academic engagement was related to behavioral engagement, followed by active and collaborative learning, cognitive engagement and interaction between students and faculty teaching staff members.

From the researchers' perspective, this could be resulted from their readiness to learn new skills to facilitate their dealing with learning and improve their interaction and engagement, also indicates that students were more committed to observable behaviors such as attendance and participation, while Kahoot particularly supported teamwork and peer interaction.

This result was matched with **Ikhtiar, et al., (2024)** who stated that the majority of respondents acknowledge Kahoot's role in promoting interactive learning, emphasizing the platform's ability to engage students actively and also express agreement with the idea that the use of Kahoot motivates to participate more enthusiastically in class activities.

Regarding correlation between nursing students' attitude toward using kahoot game and academic engagement, the current study revealed that there was a statistical significant positive correlation between nursing students' attitude toward using kahoot game and academic engagement.

From the researchers point of view, the Kahoot game as web based assessment tool make a deeper understanding of information and helped to retain knowledge, increased student motivation and satisfaction which leads to increase student academic engagement.

This result was in the same line with **Makhdum et al., (2023)** who stated in their

study done on Mathematics students in private schools in Pakistan and elementary students in Lahore, that there was a significant positive correlation between students' attitude and academic engagement and showed that using kahoot in classroom does have positive effects on keeping students focused, and motivating during learning and students' satisfaction.

Conclusions:

The results concluded that, the majority of nursing students had positive attitude toward using kahoot game, the majority of nursing students had high academic engagement level. Also there was a statistical significant positive correlation between nursing students' attitude toward using kahoot game and academic engagement.

Recommendations:

- Developing educational workshops for nursing students about Kahoot game as web based assessment tool.
- Replicate study with more students is highly recommended to achieve generalizable results and generate more evidence on the effects of Kahoot game as web based assessment tool.
- Integrating kahoot game into the nursing curriculum as a formative assessment tool for enhancing students' academic engagement in lectures.
- Developing a training program for academic teaching staff on how to create Kahoot game quiz.

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تأثير استخدام لعبة كاهوت كأداة تقييم مبنية على الويب لبرنامج تعليمي عن التمريض عن بعد على الاندماج الأكاديمي لطلاب التمريض

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لعبة كاهوت هي أداة تعليمية وتقييمية مبتكرة تُعتبر مكملاً فعالاً لزيادة تفاعل الطلاب في مجال التمريض من خلال تحويل التقييمات إلى أنشطة تنافسية، ومشاركة نشطة، وتعزيز الدافعية، ودعم أنماط التعلم المتنوعة. **الهدف:** تهدف الدراسة إلى تحديد تأثير استخدام لعبة كاهوت كأداة تقييم مبنية على الويب لبرنامج تعليمي عن التمريض عن بعد على الاندماج الأكاديمي لطلاب التمريض. **تصميم البحث:** تم استخدام تصميم بحث شبه تجريبي مع اختبار قبلي وبعدي. **مكان الدراسة:** تم إجراء هذه الدراسة في كلية التمريض، جامعة بنها. **عينة الدراسة:** شملت عينة عشوائية بسيطة من (٦٨) طالباً في السنة الرابعة من كلية التمريض. **أدوات جمع البيانات:** تم استخدام ثلاث أدوات لجمع البيانات؛ استبيان معرفة التمريض عن بُعد، استبيان أداء لعبة كاهوت، واستبيان الاندماج الأكاديمي. **النتائج:** أظهرت النتائج أن الغالبية العظمى (٨٦,٨٪) من طلاب التمريض كان لديهم مستوى جيد من المعرفة بشأن التمريض عن بُعد في مرحلة ما بعد البرنامج مقارنةً بـ (٤,٤٪) في مرحلة ما قبل البرنامج، وكان معظمهم (٩٢,٦٪) لديهم مستوى أداء مرضٍ في لعبة كاهوت في مرحلة ما بعد البرنامج مقارنةً بـ (٤٤,١٪) في مرحلة ما قبل البرنامج، وغالبية (٨٨,٢٪) منهم كان لديهم مستوى عالٍ من الاندماج الأكاديمي في مرحلة ما بعد البرنامج مقارنةً بـ (٦٦,٢٪) في مرحلة ما قبل البرنامج. **الملخص:** كان هناك تحسن إيجابي كبير في معرفة طلاب التمريض بشأن التمريض عن بُعد وأداء لعبة كاهوت (المعرفة- الموقف- المهارات) ومشاركتهم الأكاديمية بعد تنفيذ البرنامج. **التوصيات:** دمج لعبة كاهوت في منهج التمريض كأداة تقييم تكويني لتعزيز تفاعل الطلاب في المحاضرات..