APPLICATION OF CLASSDOJO TO MANAGE AND MOTIVATE STUDENTS IN ONLINE CLASSES DURING COVID-19 PANDEMIC

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Abstract: The COVID-19 pandemic has prevented teachers and students from normal onsite education activities such as going to school, having face-to-face classes, however, many schools have developed strategies of teaching and learning online. Institutions comprising schools and centers have momentarily transferred their traditional courses to online courses. This six-week research conducted in Bac Lieu High School included forty grade-12 students and one hundred grade-10 students. The study aimed to explore the effectiveness of using the ClassDojo tool to manage and enhance remote learning of teachers as well as students' parents and support long-term learning for students. Additionally, a set of questionnaires was carried out on students' opinions about their learning experience. The outcome gains the students' motivation in online learning due to the attractive atmosphere and rewards or compliments of teachers. Moreover, teaching students healthy and positive habits early on will not only allow them to learn in a safer classroom atmosphere, but it will also build strong and lasting learning habits within the students.

Keywords: online teaching and learning, motivation, management, ClassDojo

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1. Introduction

The COVID-19 pandemic has accelerated the widespread adoption of online teaching and learning, despite its development dating back to the 1990s. The global impact of the pandemic has necessitated the rapid implementation of online education as a viable alternative to traditional in-person instruction. According to Sun and Chen (2016), online education-related studies and models have been evolving for years. Before the spread of COVID-19 in the world, most of the studies focused on high schools or universities, while primary school and secondary teachers were still inexperienced in emergency remote education (Lestari and Gunawan, 2020). The strategies of transferring online education have been developed to prevent the spread of the COVID-19. Many high schools, education foundations, as well as colleges or universities, preferred to close down face-to-face teaching activities. Moving traditional activities to the online environment permits flexibility in teaching and learning as well. Luckily, there are various educational technology tools available to teachers to deal with the specified-classes challenges imposed by the COVID-19 pandemic (Rodrigues, Almeida, Figueiredo, & Lopes, 2019). Furthermore, some tools can be used to assess remotely or motivate learners during this new process. Studies have demonstrated the advantages of Computer Assisted Language Learning (CALL) to motivate learners. Daniels (2004) conducted a study with fifth-grade students and used the "Power Writing" program to motivate them to write. The results obtained showed a breakthrough in their motivation. Another way teachers can foster students' participation and, at the same time, motivate them to learn is using gamification. Games proved their "remarkable motivational power" (Dicheva, Dichev, Agre, & Angelova, 2015, p. 75).

2. Literature Review

Because of the COVID-19 pandemic, teachers and students are forced to conduct online teaching and learning regardless of their level of knowledge and preparation for it. This research explored the ways that the teachers designed their teaching activities and conducted their online teaching courses. Consequently, Google Meet is used as a means for teachers to connect or teach the students online, in which teachers and students are present at the same time and exact site to interact with others through the computer screen. It is proven that it enables the interaction between the teachers and the students to ask suspicions and help them to solve the problems immediately. During the online class environment, students can decrease their motivation to learn (Inoue, 2007). The lack of face-to-face interaction, body contact, and facial expression are elements that might cause this demotivation. Consequently, a more motivated student will be more successful in the online class than a less motivated student (Hsu et al., 2019; Nelson, Oden, and Williams, 2019). This circumstance happens because "the learning environment also influences human motivation" (Baber, 2020, p. 287). A study conducted by Adams, Randall, and Traustadóttir (2015) found out that online students presented less positive learning outcomes, affected by a lack of motivation than face-to-face students.

ClassDojo is a classroom management web-based system that works with gamification. This app rewards students with virtual points when they perform positive behavior during the class. First, teachers set up a class. Second, they enroll all of their students in this class. Third, the app automatically gives each student an avatar. However, each learner can customize their avatar and choose the one that best describes them. Finally, the app is ready to be used. Figure 1 shows one class example provided by the app/ webpage.

Figure 1: ClassDojo Example

The use of ClassDojo in education has grown lately (Cetin and Cetin, 2018; Krach, McCreery, and Rimel, 2017). More than 35 million teachers, parents, and students have used this app for educational purposes (Friedemann, Baumbach, & Jantke, 2015). Maclean-Blevins and Muilenburg (2013) researched the efficiency of ClassDojo on teacher praise for student behavior. By the end of the study, they concluded that students increased positive behavior and decreased negative behaviors. Lin (2014) used ClassDojo and another app to assess classroom participation and performance. She found out that students were comfortable being assessed using both gamification apps and were motivated to participate more. Almost all of the studies focused on using ClassDojo to enhance positive behavior in class, a few worked with ClassDojo and sparked classroom participation, and almost none of them worked with ClassDojo and online classes.

ClassDojo is used to manage the classes. Class Dojo is also a tool that allows the instructors to provide feedback to parents on students' behavior by positive or negative points in class. The parents are easier to get the information of the class as well as their school experiences. According to Bao (2020), teachers should increase students' learning skills by challenging questions. Hence, creative activities and exercises should be delivered through Class Dojo as students' tasks.According to Prensky (2001), technology is a major part of students' lives, and their academic training requires an introduction to the uses of technology. The teachers can use digital technologies

everywhere and they are bringing many exciting opportunities for schools, impacting what, where and how education is delivered (Garret, 1991).

2.1. What is Class Dojo and how does it work?

ClassDojo is an online classroom-management system that helps teachers record and track their students' behaviors in real time, while also giving the students and their parent's instant feedback. The app is designed to help individual students, as well as entire classes, identify areas for improved behavior and set related goals. With the ClassDojo app, the teacher is able to consistently accomplish several goals at the same time and they include, but are not limited to: 1. Improve Behavior 2. Share the Data and 3. Save time. No data entry is required to track behavior. The data is saved and tracked automatically and you can pull up a class progress on a weekly or monthly basis. You can add points easily and effortlessly, and the students are engaged because they each have a cute cartoon character assigned to their name. Since the app gives the students real-time feedback, they naturally strive to better themselves and gain more and more points.

Parents are quickly notified, and due to the fact that the students can track their own progress at home, this boosts their engagement in wanting to succeed. One of the most useful and important features is that teachers can also send messages to student's parents to notify them of any information or to update them on what is going on in school. Likewise, parents can keep in contact with their child's teacher through the app as well. With the ClassDojo app, teachers help students succeed by increasing communication and understanding between the classroom and the home. ClassDojo is an app that can be downloaded to any smartphone and it is free or the students can use it directly online, consequently saving teachers time by being able to award points on the go. Wherever the teacher and students are; whether it is in the hallway, on a field trip, in the cafeteria, and anywhere else, the app is easily and readily accessible. Teachers do

not need to carry around clipboards or take too much time away from teaching in order to use its functions.

In summary, the literature review highlights the challenges and opportunities presented by online teaching and learning during the COVID-19 pandemic. It emphasizes the importance of motivation and engagement in online classes and explores the effectiveness of ClassDojo as a classroom management system. ClassDojo enables teachers to track and reward student behavior, communicate with parents, and save time by providing a convenient and accessible platform for managing classroom activities.

3. Research questions

I am going to explore the question: "*How can the use of ClassDojo effectively motivate and manage high school students' learning of English?*". To response, there are three sub-questions as follows:

- *What specific strategies can teachers implement through ClassDojo to motivate and manage high school students' learning of English?*

- *In what ways can the use of ClassDojo contribute to the improvement of students' learning skills in English?*

- *How does the implementation of ClassDojo by teachers encourage and support students' efforts in learning English, both inside and outside the classroom?*

4. Methodology

This research adopts a case study design with a mixed-method approach, combining qualitative and quantitative methods to examine the experiences of tenth-grade and twelfth-grade students at Bac Lieu High School during their English classes. This type of research allows for an in-depth exploration of a phenomenon within its specific context, utilizing diverse data sources (Baxter, Jack, et al., 2008, p. 544).

The study involves a total of 40 grade-12 students and 100 grade-10 learners, making it the first time these students have experienced online classes. Since September 2021, in response to the COVID-19 pandemic, the school has implemented a new mode of instruction, necessitating online interactions three times a week through the Google Meet platform. The research examines the effectiveness of this online learning modality and explores the impact of using Class Dojo, as depicted in Figure 2, which illustrates the topics covered each week and the classes where ClassDojo was utilized.

By focusing on Bac Lieu High School and the specific context of English classes, this research contributes to the understanding of online learning in the field of English language education. The study aims to provide insights into the students' experiences, perceptions, and achievements in this new mode of instruction. Through the collection and analysis of both qualitative and quantitative data, the research seeks to inform pedagogical practices, curriculum development, and the effective integration of technology in English language teaching.

Given the unique circumstances of the COVID-19 pandemic and the transition to online learning, this research has the potential to offer valuable insights not only to Bac Lieu High School but also to other educational institutions facing similar challenges. By examining the implementation of online classes and the use of ClassDojo, the study aims to contribute to the ongoing discussions and advancements in online education during these unprecedented times

4.1. Participants

The study involved a total of forty grade-12 students and one hundred grade-10 students from Bac Lieu High School. These participants were selected to examine the effectiveness of online learning improvement through the use of tools that can be created and

managed by teachers and their colleagues. The students in the research were the students the author was offered to teach so it was easily conducted with the aim of the students' improvement.Over a period of six weeks, the study focused on investigating the impact of these tools on student motivation, interaction, and attention in the online learning environment, aiming to create an engaging and attractive atmosphere for the students. The findings from this study shed light on the potential benefits of utilizing such tools in enhancing the quality of online education.
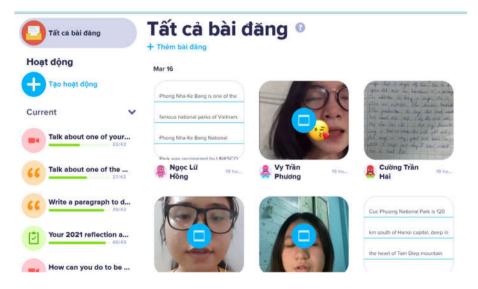

Figure 2: The topics each week

5. Data collection & Analysis

5.1. Data analysis (Quantitative data)

The data collection process for this study spanned six weeks of classes and utilized eight instruments within the ClassDojo app/ webpage. These activities in Portfolio of ClassDojowere carefully designed to address the research questions, collect relevant data, and ensure the validity and reliability of the findings. One particular

instrument employed was a rubric used in each class to assess student participation. To measure the effectiveness of the intervention, pre and post-tests were conducted using the grades obtained on the first and last days of the study.

The collected data was subjected to statistical analysis, with the calculation of p-values (Gehlbach & Robinson, 2018) and Cohen's (Thalheimer & Cook, 2002) to determine the significance and effect size of the observed changes. During the pre-test phase, the distribution of student performance levels was as follows: 45 percent of students were classified as below average, 35 percent as average, 12.5 percent as fair, and 7.5 percent as good (based on the statistics at the beginning of the school year).

Following the implementation of the intervention, the post-test results indicated improvements in student performance. The distribution of performance levels in the post-test showed a decrease in the percentage of students classified as below average to 12.5 percent (a 32.5 percent decrease). Additionally, there was an increase in the percentage of students classified as average to 50 percent (increase15 percent), as well as an increase in the percentage of students classified as fair to 22.5 percent (increase 10 percent). Moreover, the percentage of students classified as good increased to 7.5 percent (increase 5 percent), and 2.5 percent of students achieved an excellent level (a significant increase).

These findings suggest that the implementation of the ClassDojo app/ webpage had a positive impact on student participation and performance. The statistical analyses provide evidence of the effectiveness of the intervention, with notable improvements observed across various performance levels. These results support the potential value of using the ClassDojo app/ webpage as a tool to enhance student engagement and academic outcomes in the classroom.

Table 1: Results of Pretest and Posttest

Pretest & PostTest	Excellent(9-10)		Good (8-8.9)		Fairly (6.5 – 7.9)		Average (5 -6)		Weak (0 – 4.9)	
	N	%	N	%	N	%	N	%	N	
Pre			9	7.5	15	12.5	42	35	54	45
Post	3	2.5	15	12.5	27	22.5	60	50	15	12.5

5.2. Data analysis (Qualitative data)

The students in this study actively participated in interviews and completed a questionnaire to provide their opinions on using the ClassDojo app in the classroom. Each interview lasted for approximately ten minutes, during which all participants were asked a series of questions to gather their feedback. The data collected from the interviews was analyzed using a categorization method based on Holliday (2005).

The questionnaire consisted of five questions, and the students' responses were categorized into six options: Not Mentioned, Strongly Disagree, Disagree, Agree, Fairly Agree, and Strongly Agree.

Table 2: *Findings*

	Not mention	Strongly Disagree	Disagree	Agree	Fairly Agree	Strongly agree
Question 1	7 %	2 %	6 %	27 %	36 %	23 %
Question 2	7 %	2 %	0 %	22 %	13 %	57 %
Question 3	7 %	1 %	3 %	42 %	20 %	28 %
Question 4	7 %	1 %	0 %	17 %	37 %	39 %
Question 5	7 %	0 %	0 %	20 %	5 %	68 %

The table above demonstrates that a significant majority of students, 85%, expressed a greater interest in learning English when using ClassDojo. The students strongly believed that they could learn more effectively and positively with the app/ webpage, both in the

classroom and at home, as indicated by 91% of the students. Additionally, 90% of the students reported feeling motivated when using ClassDojo. It is evident that the more positive points they received, the more motivated they became. Furthermore, 90% of the students stated that the app's portfolio feature helped them better understand the lessons. Lastly, 93% of the students expressed a liking for the rewards and compliments provided by the teachers through the app.

In addition to the interviews and questionnaire, the researcher maintained a teaching journal in every class, documenting notes and observations about the class. Ethical procedures were followed throughout the study, including obtaining consent from parents and the school. Only voluntary students were allowed to participate. Figure 3 provides a demonstration of the instruments used in the study and their respective goals.
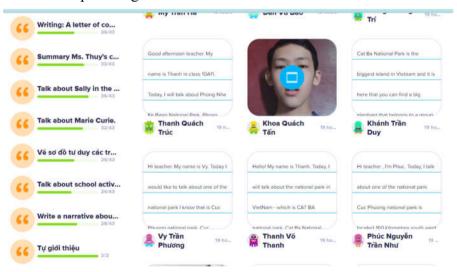

Figure 3: Demonstration of instrument or goals

6. Discussion

The findings presented in this study demonstrate the positive impact of the ClassDojo app/ webpage on students' behavior. By using a point-based system similar to a token economy, the app

effectively incentivizes desired behaviors while discouraging undesired ones. The visual and engaging nature of the app, with attractive graphics and a fun tracking system, immediately captures students' attention. This motivates them to accumulate points in order to unlock rewards associated with those points. The tangible values assigned to the points, such as items from a treasure box or extra recess time, provide clear incentives for students to meet the teacher's expectations. It is evident from the study that students actively strive to earn ClassDojo points and pay increased attention to their behavior in order to do so. The immediate and positive behavior changes observed, including in challenging students like Thanh Thanh, indicate the efficacy of the point system in the app. Thanh Thanh's positive response, driven by the desire to earn more points and gain special privileges, highlights the effectiveness of the rewards system in motivating students.

While the ClassDojo app appears to be effective in improving student behavior, it is important to consider potential limitations and implications. The reliance on a point system and external rewards may inadvertently undermine the development of intrinsic motivation and character-building. Students may become more focused on earning points rather than understanding the inherent value of good behavior. It is crucial to strike a balance between external rewards and fostering a genuine understanding of the importance of positive conduct. Additionally, the study mentions that the app's exercises help students broaden their knowledge and improve their English skills. However, it would be beneficial to explore the quality and effectiveness of these exercises in facilitating meaningful learning experiences. It is essential to ensure that the app is used as a complement to active teaching methods, rather than a substitute for teacher-student interaction and varied instructional approaches.

While the ClassDojo app can be a useful tool, it should be accompanied by strategies that promote intrinsic motivation and character development. Teachers should engage in discussions with

students about the reasons behind desired behaviors, emphasizing the values and personal growth associated with positive conduct. Moreover, it is crucial to foster a sense of community and collaboration rather than solely focusing on individual rewards. The app's benefits can be maximized by utilizing it as part of a comprehensive approach that includes various teaching methods and encourages students to take responsibility for their own behavior.

Striking a balance between external rewards and intrinsic motivation is indeed important when utilizing the ClassDojo app. While the point system may provide initial motivation, it is vital to ensure that students understand the intrinsic value of good behavior and foster a sense of personal responsibility. Incorporating discussions and reflections on values and character-building can help achieve this goal. Additionally, using the app as a supplement to diverse instructional approaches will create a more holistic and engaging learning environment. By considering the limitations and implications of the app, educators can optimize its benefits while addressing potential challenges.

7. Conclusion and Implications

This study conducted the instructional strategies for online learning during the COVID-19 outbreak. These strategies can be implemented in Bac Lieu High School. These methods will support in delivering online sessions efficiently. Students had their class performance affected somehow during the COVID-19 pandemic, because they were not used to this new online modality of class or the pressure of being locked up at home. Learners decreased their motivation to learn, and, as a result, they did not participate actively in class as they were used to doing. For this reason, this study showed the importance of teachers searching for active methodologies to be used with their students.

Working with gamification has displayed in some research as good results for education. It is proven that ClassDojo can motivate

students' participation in the online classes, foster healthy competitiveness among classmates, and enhance learning and enjoyment. The findings showed that students were able to learn, interact, and have fun at the same time. One more important thing is that it is important to use the best and most positive practices in dealing with student behaviors. We should not fall into the dangerous habit of instinctively punishing students when they misbehave. In order to prevent these unwanted behaviors from happening, we need to always have an organized behavior management system in place. Keeping students safe and happy are keys to having a classroom run smoothly. Conflict and misbehavior create an atmosphere of negativity and chaos, but through teaching and encouraging positive behavior habits with positive reinforcement; only then can the optimum amount of learning take place.

Teachers should be in control of advancing the questions that allow them the opportunity to build discussion time between questions. These game-based learningare admitted as an enjoyable, free, flexible, easy, and fun way to learn English. A 21st-century educator can easily assess the students' ability to motivate them to learn English more effectively.Moreover, teachers should use ClassDojo to manage the online classes or connect to their parents to inform the positive or negative points. One more interesting thing is that teachers should deliver challenging questions or activities to students by the two integrated tools. The study is conducted in developing countries to help online education more efficiently during the pandemic.

In conclusion, while this study has shed light on instructional strategies for online learning during the COVID-19 outbreak, there is still room for further research to address the aforementioned limitations and explore new directions. By continually refining and expanding our understanding of effective online teaching methods, we can strive to optimize the learning experience for students in both challenging and ordinary circumstances.

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