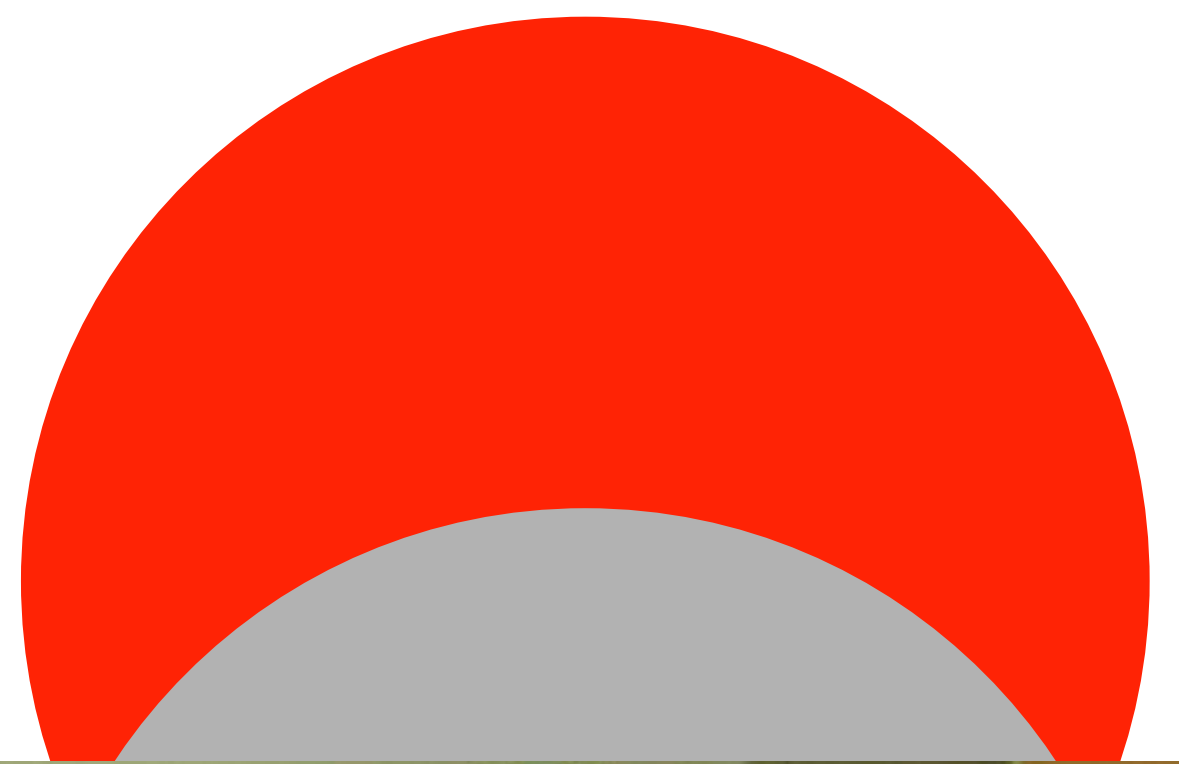
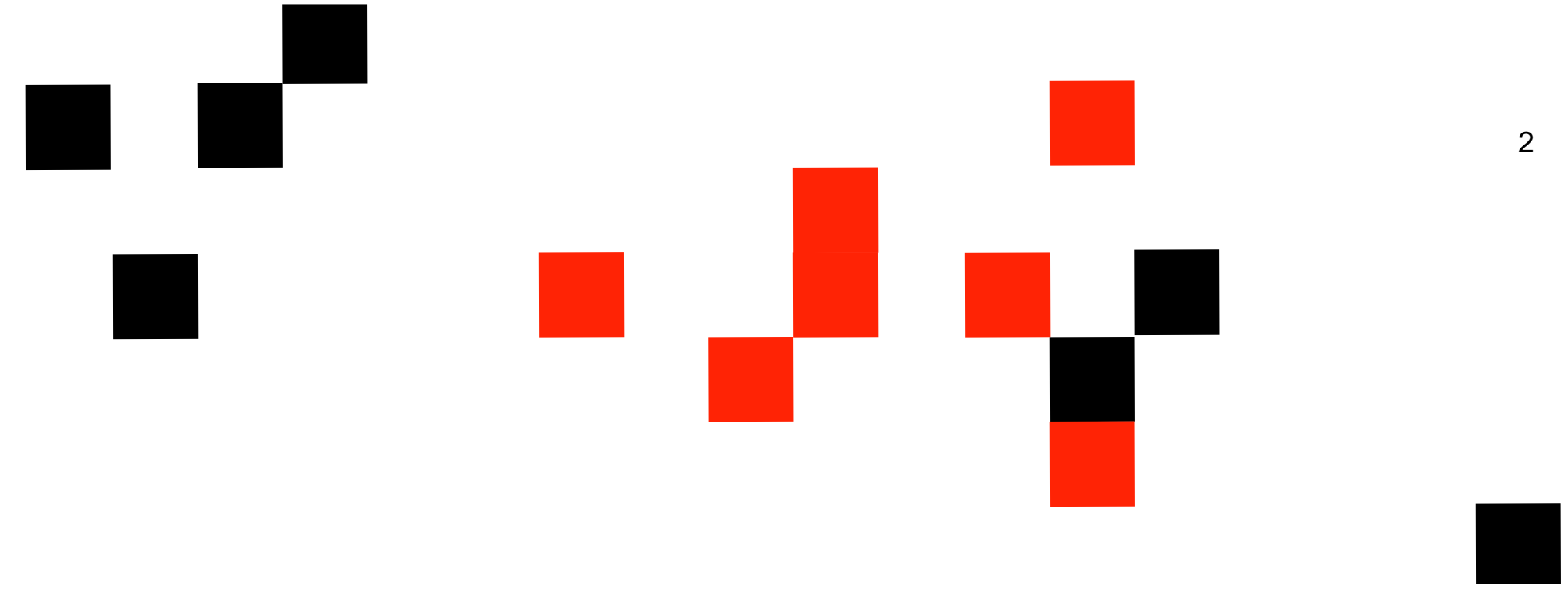


Too school for cool?  
Or a useful tool?  
Using points to encourage participation.



**Rachel Hunt**



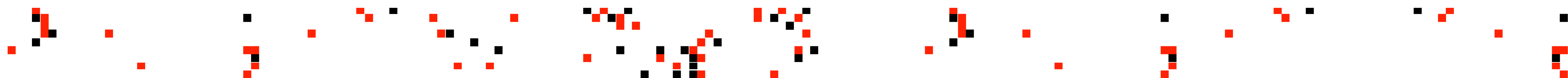
## What do other teachers say?

"I don't feel like we're making a difference."

"It takes two to tango and I'm tangoing alone"

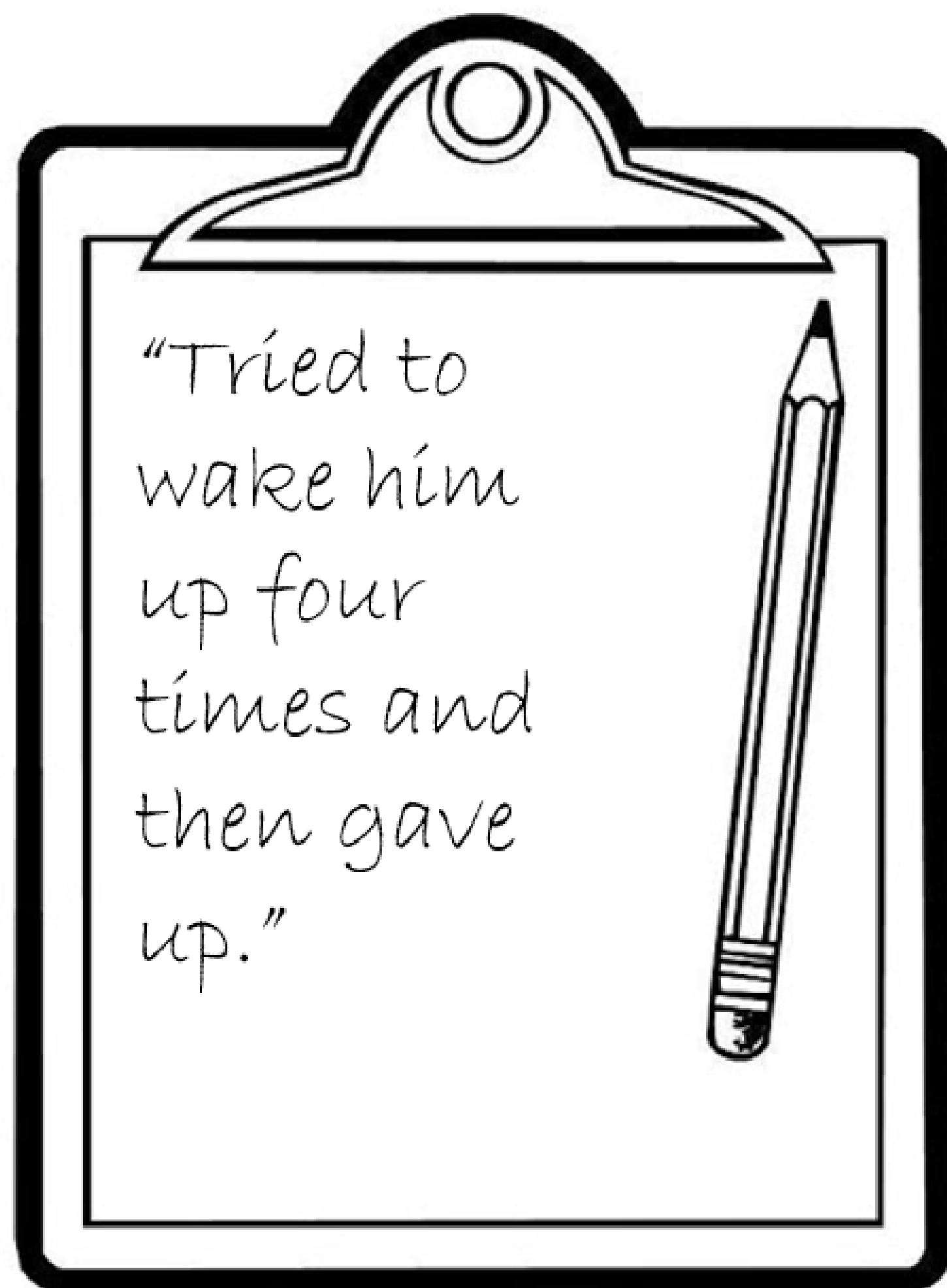
"Teaching nowadays is like performing in a pub – some people are paying attention, some are on their phones, some are chatting, some are wandering in and out; some are even asleep."

"Foundation kills me every time. I feel like I need a term off to recover."

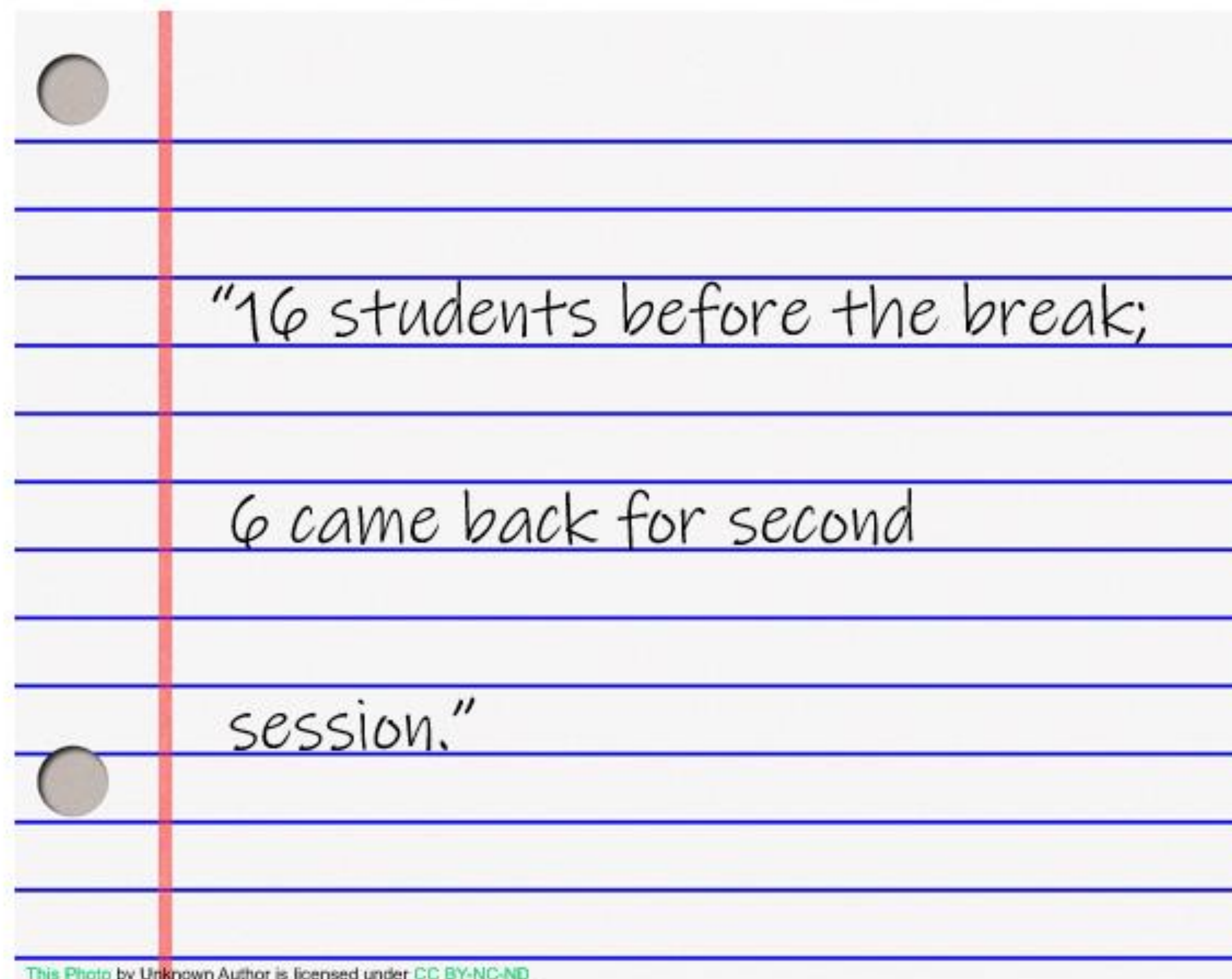




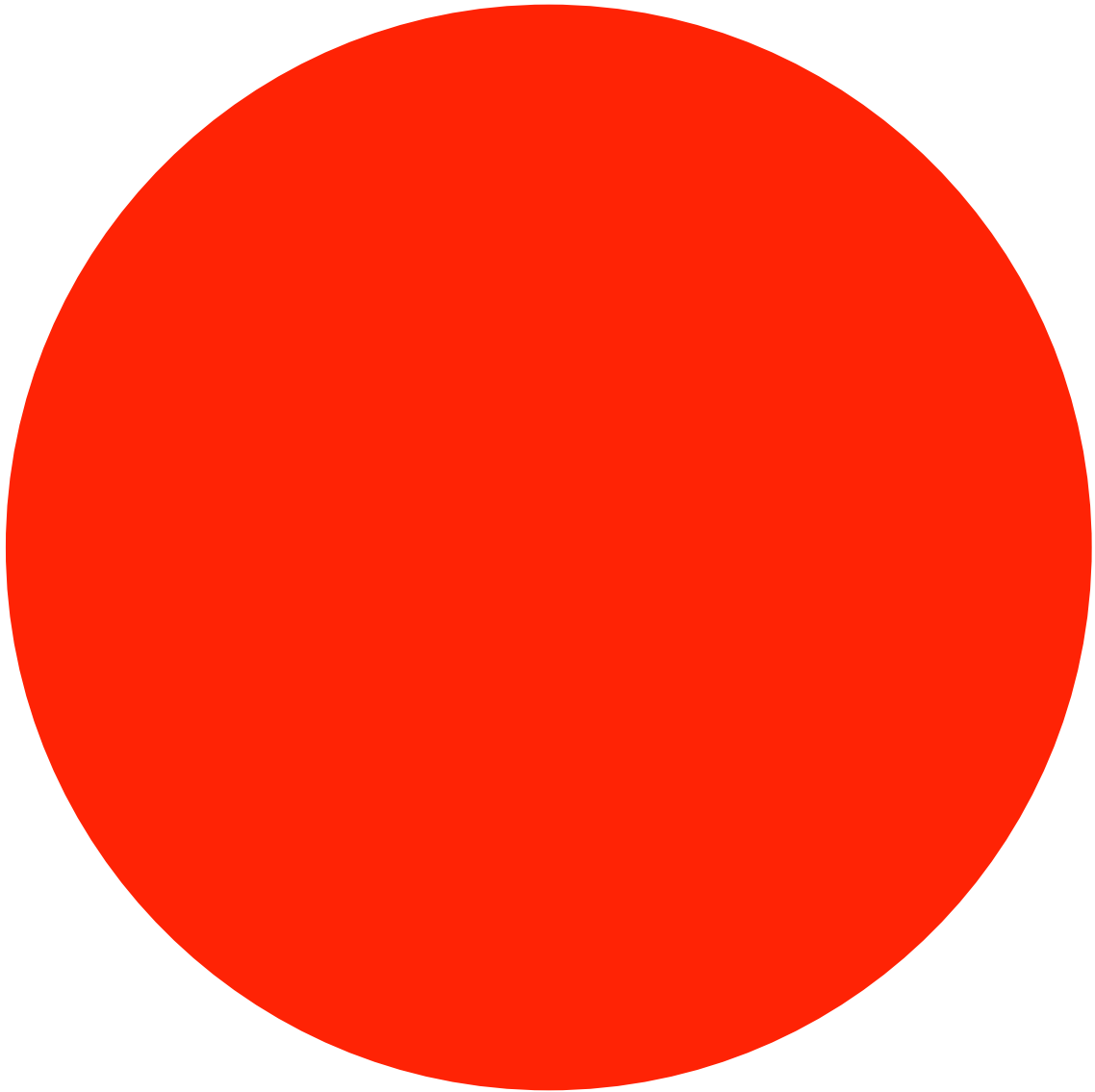
And ... notes to class teachers from relief teachers.



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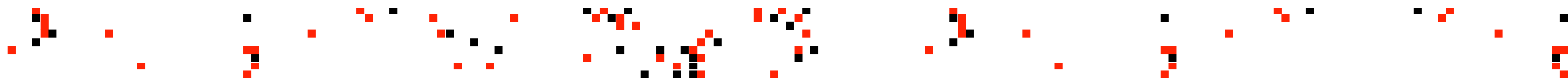


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# The AR Project

- How can I encourage the behaviours I want to see?
- How can I get my students to engage and participate in class?
- Will it make a difference if I use a points system to encourage participation?



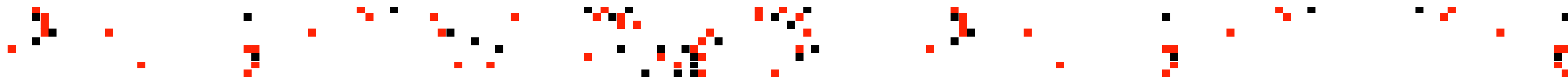
## Ready to build an amazing classroom community?

*ClassDojo is a beautiful, safe, and simple communication app for teachers, parents, and students.*

- \* Teachers can encourage students for any skill, like “Working hard” and “Teamwork”*
- \* Teachers can bring parents into the classroom experience by sharing photos etc*

*ClassDojo helps teachers build a positive classroom culture by encouraging students and communicating with parents.*

*ClassDojo is free for everyone, and K-12 teachers, parents, students, and school leaders in over 180 countries have joined. It works on all devices.*





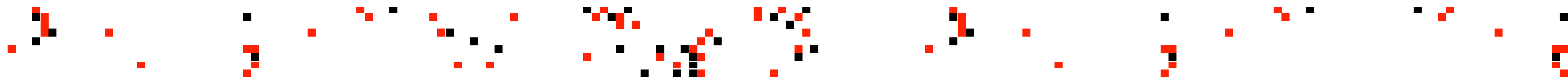
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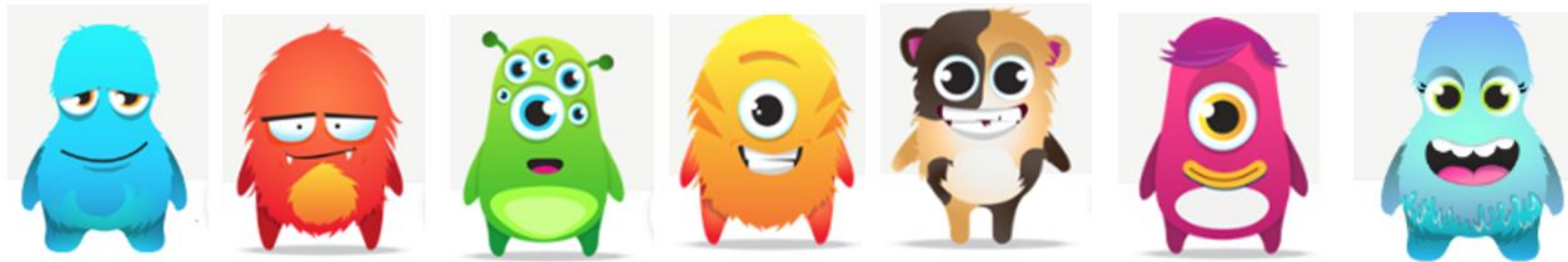
*ClassDojo helps teachers build a positive classroom culture by encouraging students and communicating with parents.*

*ClassDojo is free for everyone, and K-12 teachers, parents, students, and school leaders in over 180 countries have joined. It works on all devices.*

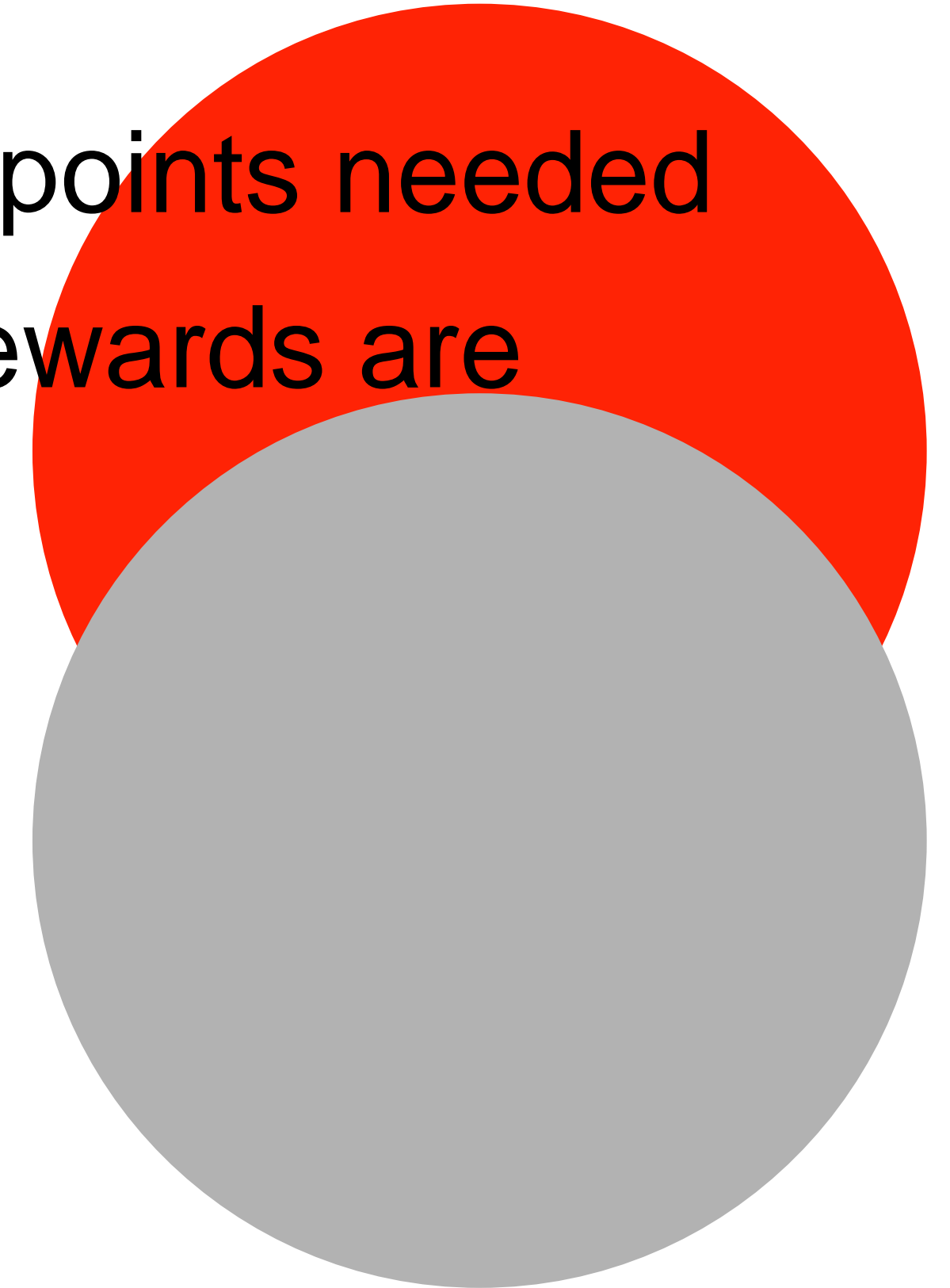


# How does it work?

- Teacher creates an account:
  - Add students to a class
  - Decide on target behaviours
- Students download the app.
- Students customise their monsters (avatars).



- Students & teacher negotiate the rewards:
  - Number of points needed
  - What the rewards are



Students who participate do the following:



1

Listening



1

On time



1

Speaking  
English



1

Participating



1

Phone away



1

Working hard



1

Ready to work



# Rewards for 100 points (individual student)

“Short trip”

“Candy”

“get a nice gift.”

“Sleep”

“Luna Park”

“Bring Australian food”

“Lunch with teacher”

“Go to the zoo”

“Kindle”

“Rachel bring me a cake”

“Noodles!”

“Louis Vuitton”

“You cook a nice food for us ...”

“FOOD”

“less class”

“Stickers”

“Get yummy cake”

“Book”

“Spending one day having fun in class together”

Spend time in class having fun together

Rachel will cook food  
Lunch with teacher

Noodles

Australian food

Listen to a song

Candy

Kindle

A book

Cake





# Rewards for 1000 points (whole class)

“Cake”

“Watermelon cake”

“Fine dining”

“Picnic”

“Having lunch or diner together”

“Donuts”

“McDonalds”

“KFC”

“Trip to The star”

“Go to the museum”

“having 1 hour free and eat some food together”

“Make easy question in speaking test”

“cheese cake”

“Cinema”

“More cake”

Having lunch or dinner together  
Having 1 hour free and eat some  
food together

McDonalds / KFC

Cake

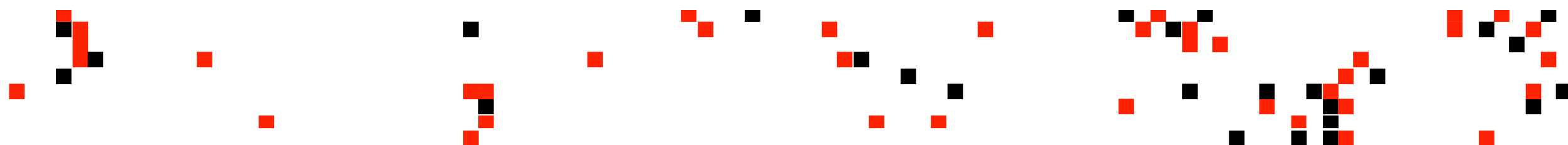
Picnic

Go to the museum

Cheesecake

Donuts

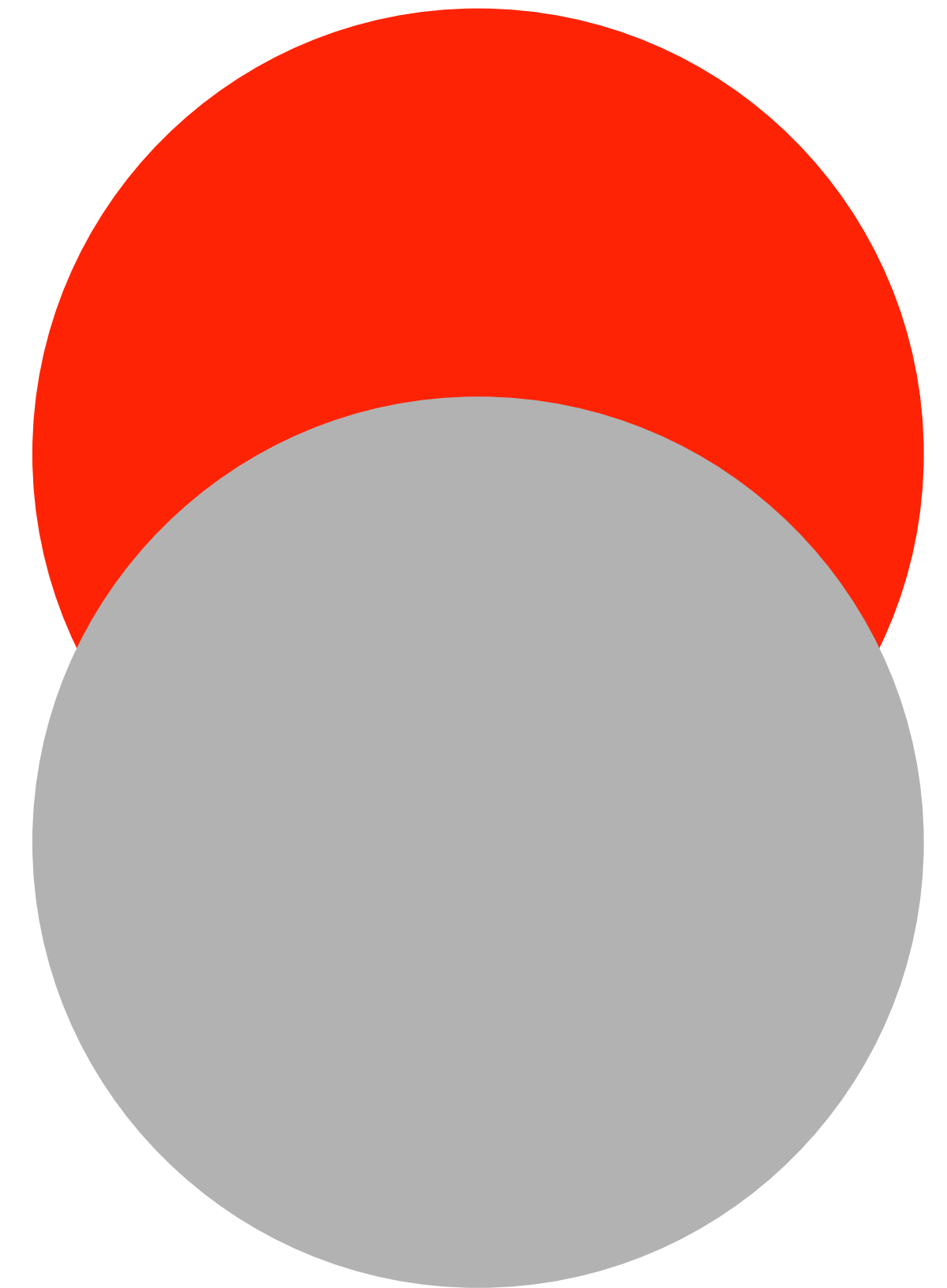
Cinema





# How important is it to involve students in negotiating rewards?

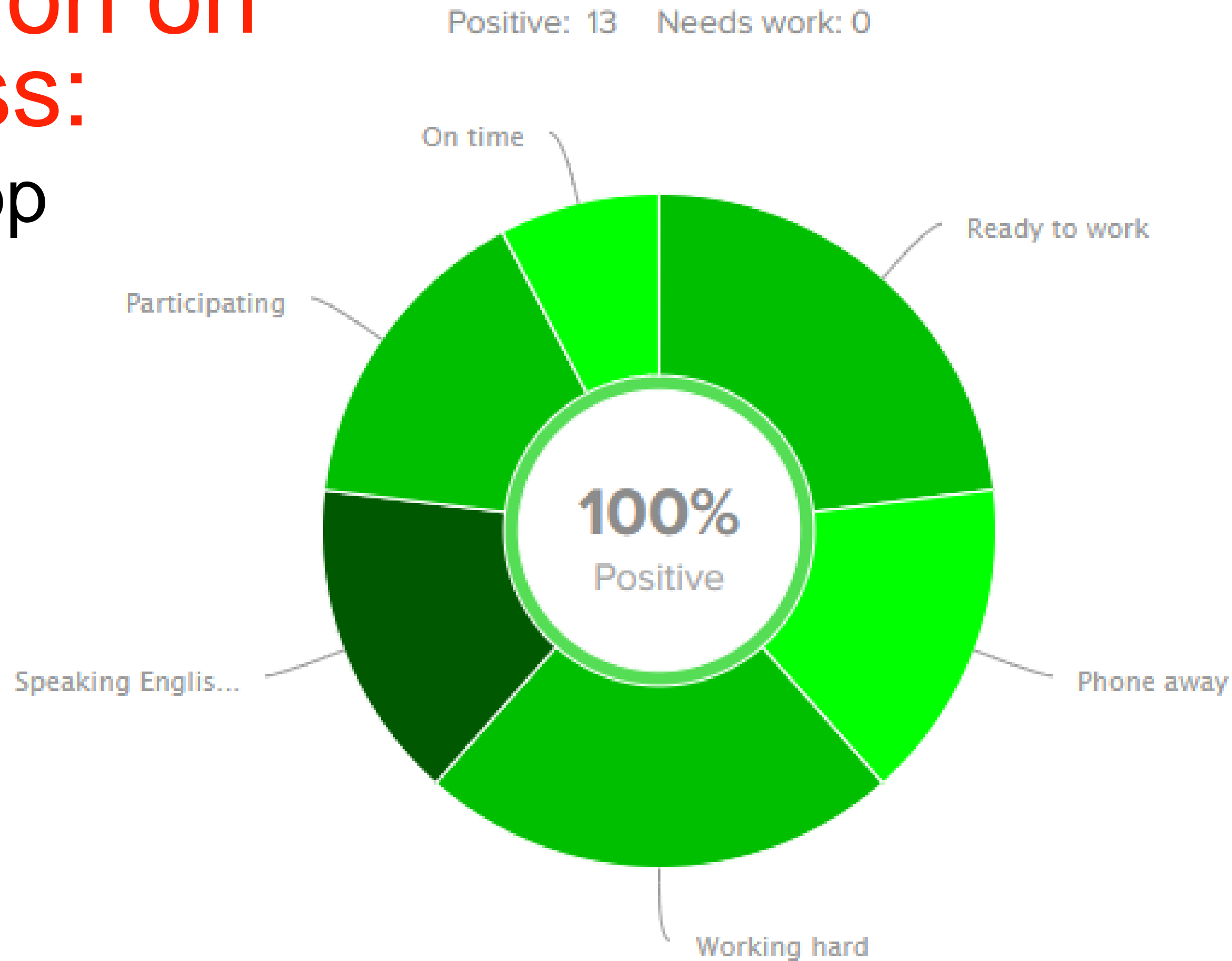
- Giving students some control ... may foster feelings of ownership and agency, which may lead to greater participation (Graham 2006)
- Learner initiative, participation and involvement in instruction represent an important aspect of classroom interaction (Garton 2002)
- Learners' perceptions about their own level of participation may be shaped by the degree of control they believe they exercise over processes and outcomes in the classroom (Trent 2009)



# How important is it for students to set their own goals and reflect on their progress?

- Reflection is ... a means of monitoring learning and encouraging the learner to manage themselves and their learning more effectively (Thorpe 2000)
- [Reflection] brought about a level of self-awareness and realization that laid a foundation for subsequent growth (Travers et al. 2014)
- When students study to achieve a specific goal, they become more autonomous and effective (Munezane 2015)
- When ... the goal is important and attainable, they are more likely to be committed to it (Munezane 2015)

# Reflection on progress: The app



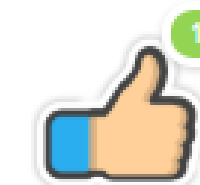
+1 awarded to [redacted] for Speaking English

31 Jul 2018 by Rachel Hunt



+1 awarded to [redacted] for Participating

31 Jul 2018 by Rachel Hunt



+1 awarded to [redacted] for Ready to work

31 Jul 2018 by Rachel Hunt



+1 awarded to [redacted] for On time

31 Jul 2018 by Rachel Hunt



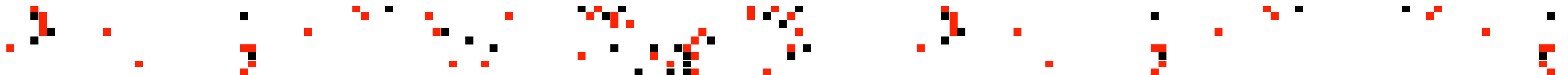
+1 awarded to [redacted] for Working hard

30 Jul 2018 by Rachel Hunt



+1 awarded to [redacted] for Participating

30 Jul 2018 by Rachel Hunt

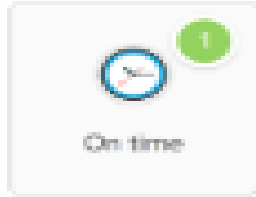
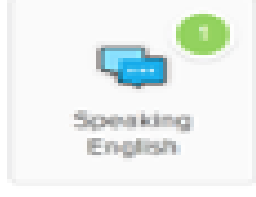


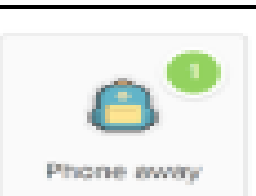
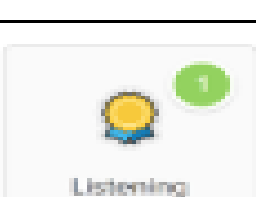


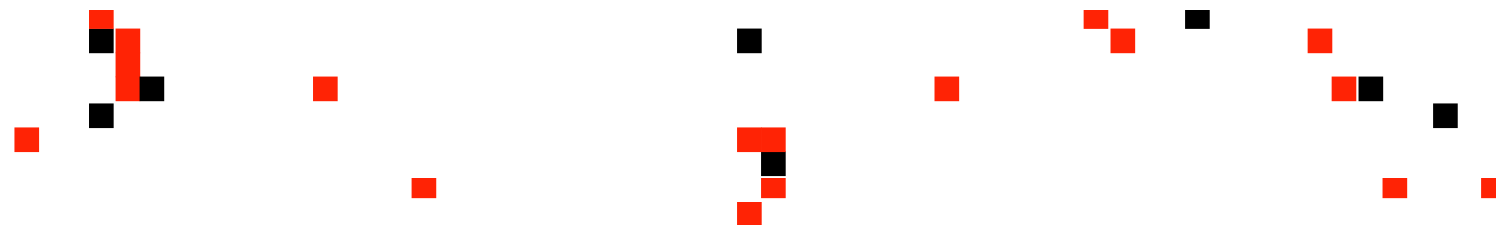


# Reflection on progress:

## The grid

Name: ..... Class: .....

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
 On time									
 Speaking English									
 Working hard									
 Participating									
 Phone away									
 Listening									
TOTAL:									



## Reflection on progress & goal setting: Journals

(week 3)

I got 13 points last week in total. Four points for each phone away and listening. I have lost 2 points for being class on time. So the aim of week 4 is to attend class on time

I think I not achieve my goal, because I often pay more attention in my phone, this will cause some knowledge not to learn.

For week 4 I got 5 pts for working hard, but 0 pt for speaking English & phone away lol. Try to get pt for this > in this week.



I will keep hard working in this week, and try to not be late in everydays.

these are good goals! It's great to see you making an effort to be on time for class. Do you think Class Dojo points are motivating you to participate more in class?

Yes, it always ~~is~~ makes me wake up earlier, cause I'm ~~not~~ really care about the mark, I don't want to be the lowest mark in the class. 😊 See you on Wednesday

In the last two weeks, I <sup>just</sup> got 1 point on 'On time' and 1 point on 'Listening'. Compare with another goals, I will try to improve skill on 'On time' 'Listening' and 'Speaking'. In addition, I will be more carefully on in the next quiz.

it was great that you were on time today! Revising the vocab & grammar will help you improve your test score 😊 How are you feeling about your English classes? How will you get more Dojo points?

Thank you Rachel. I will focus on the vocabulary and grammar more. I consider I can learn more skills and knowledge in English classes. Additionally, we have a HD teacher teaching us. 😊 And I will be on time and improve my learning in the future to get more points in Dojo. Good to hear, - you're doing well. Keep it up!



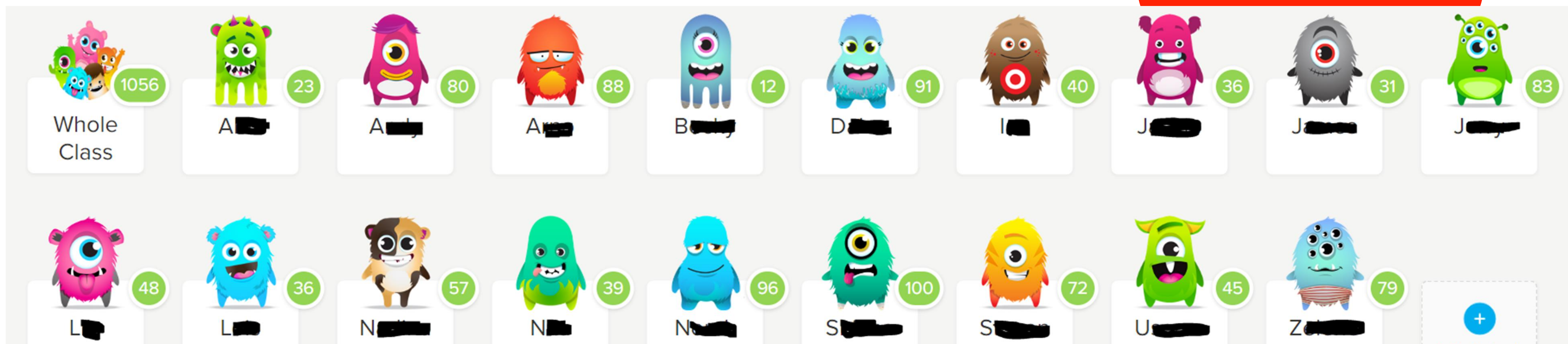
# AR Cycle 1

## The approach:

- Keep points private (don't show on screen to whole class)
- Only give positive points

## The adjustments:

- Needed to clarify meaning and expectations
- Sometimes it's necessary to show points on the WB





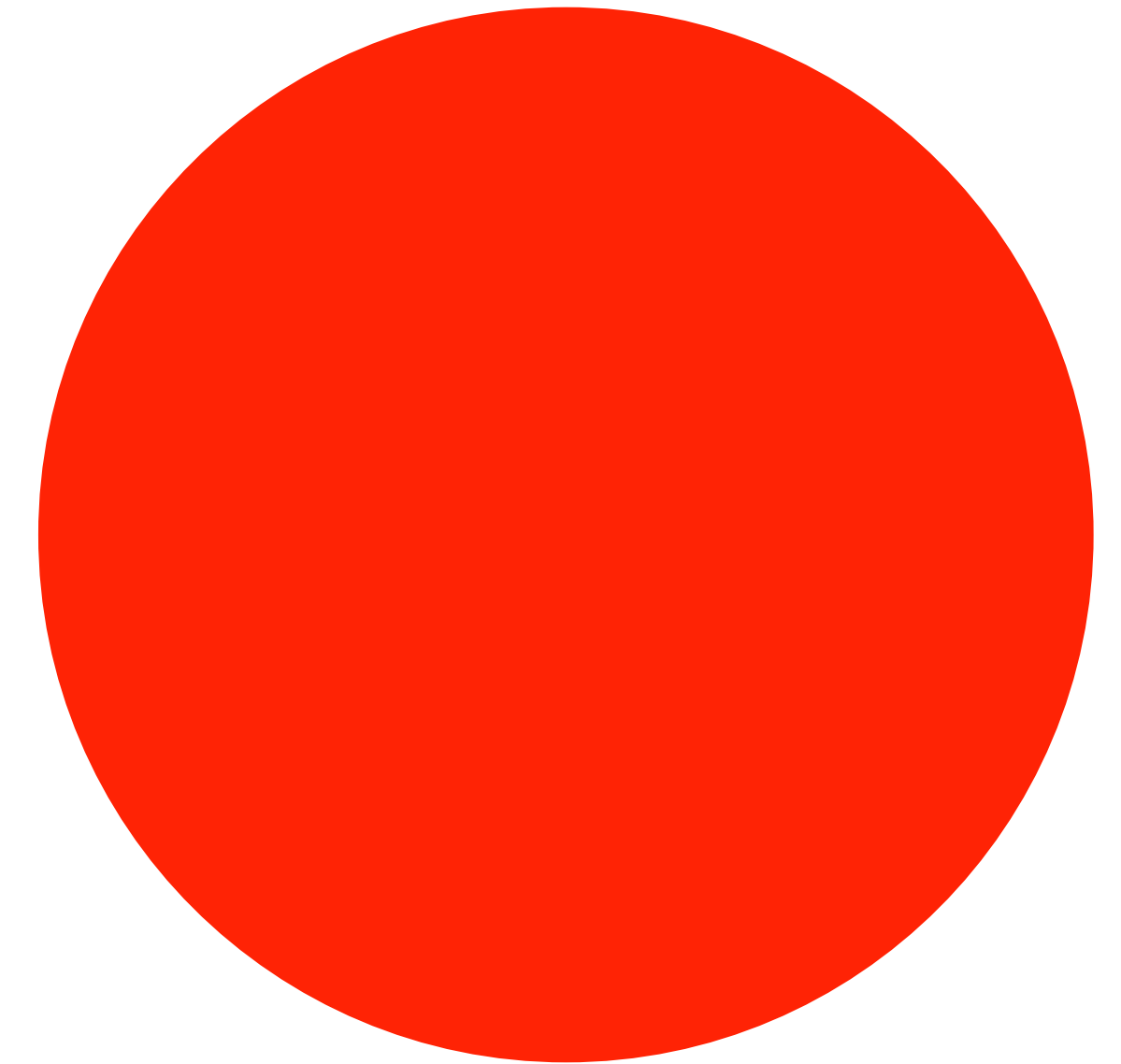


# AR Cycle 1



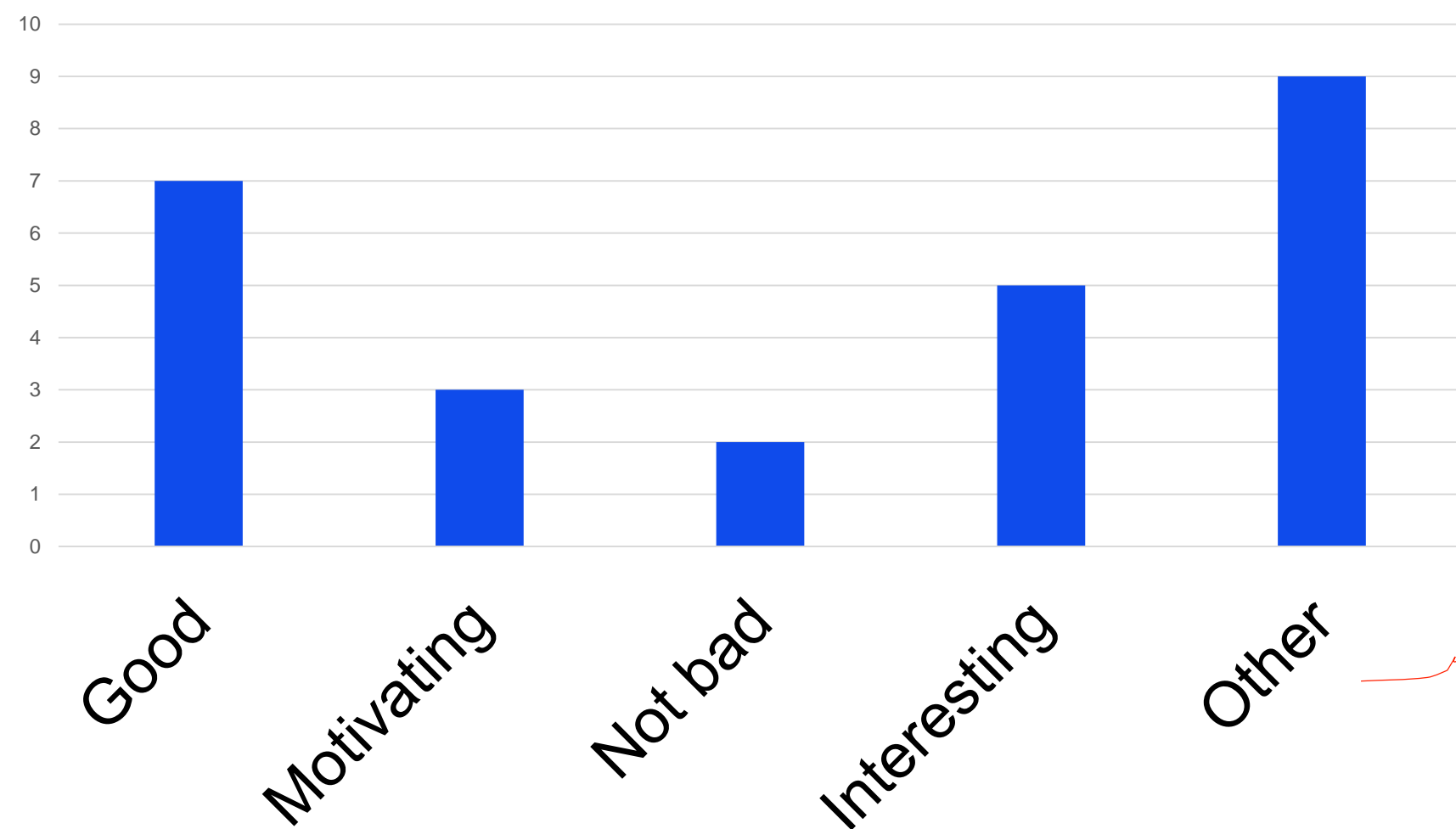
## The data:

- Survey at end of week one
- Survey at end of week four (mid-course)
- Students' written reflections and goals



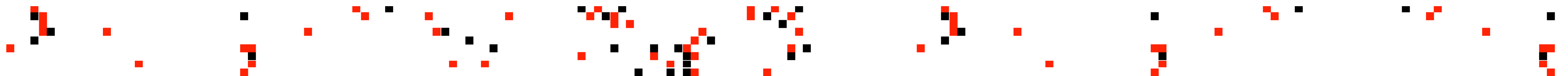
# Week 1 Survey

How do you feel about Class Dojo? [Open qu]

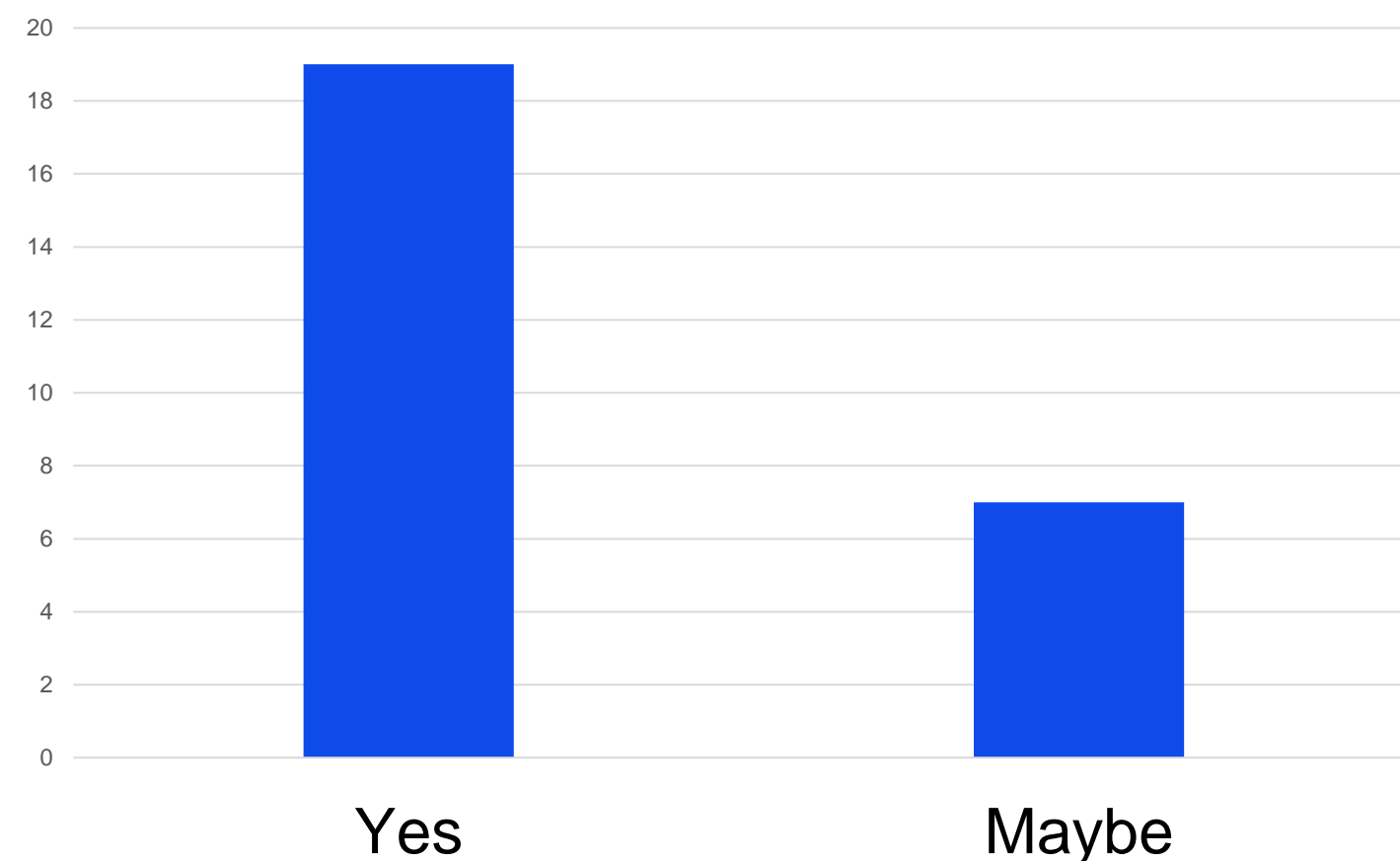


## Other?

- Excellent / Meaningful
- Nice / cute / Happy / I like it
- That's fantastic which is grading my class activities either is good or bad where I have to improve.
- i think it can make me more participate in class
- Class dojo make the student ...more consentraddion on study.... ! Make us happy when we got the full mark

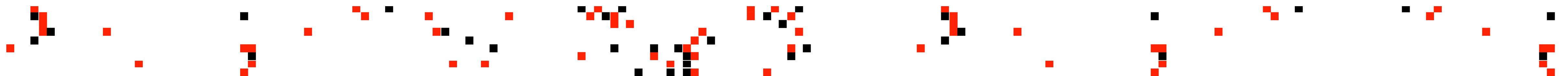


Do you think Class Dojo  
will help you participate  
more in class? [Open  
qu]



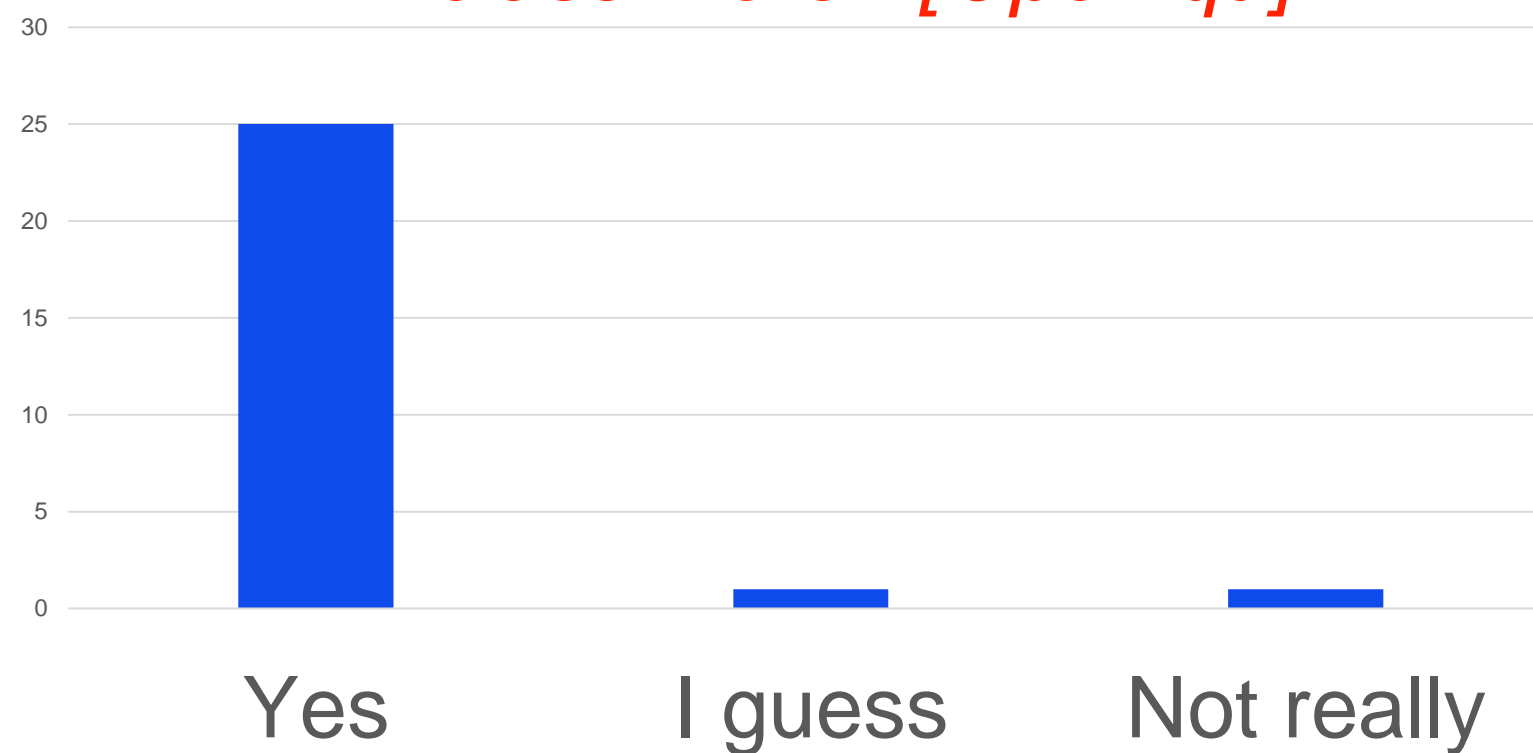
Why?

- I want to get a gift or reward from Rechal.
- no reason / no why just like this app
- Maybe don't like it any more
- Motivate / it's interesting
- Coz I always want to get more scores than X
- i want do best / i want got lots of star
- Reminds me on time
- Dojo can let me see what point I had get and let me know how far I achieve to the aim point.
- Because it can help me become active

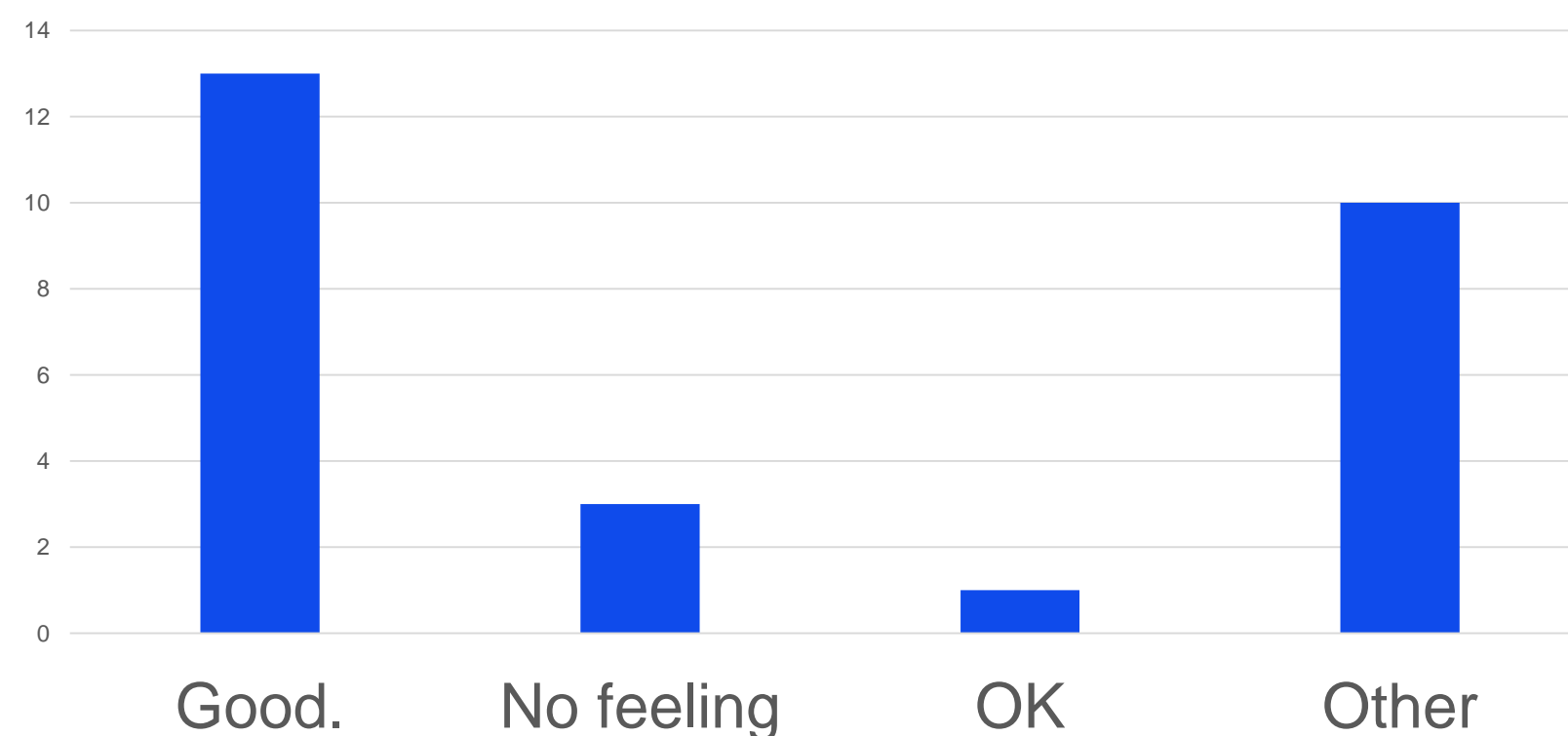


# Week 4 (mid-course) Survey

Do you think Class Dojo is helping you to participate in class more? *[Open qu]*

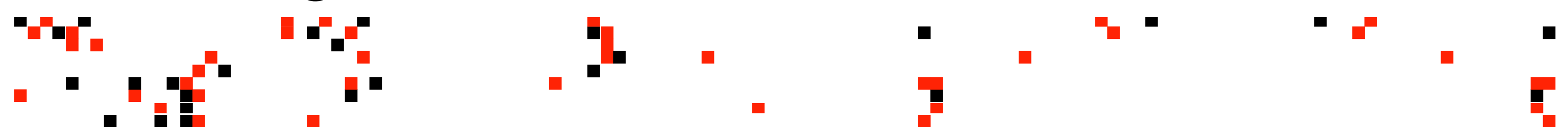


How do you feel when the teacher shows everyone's points on the board? *[Open qu]*



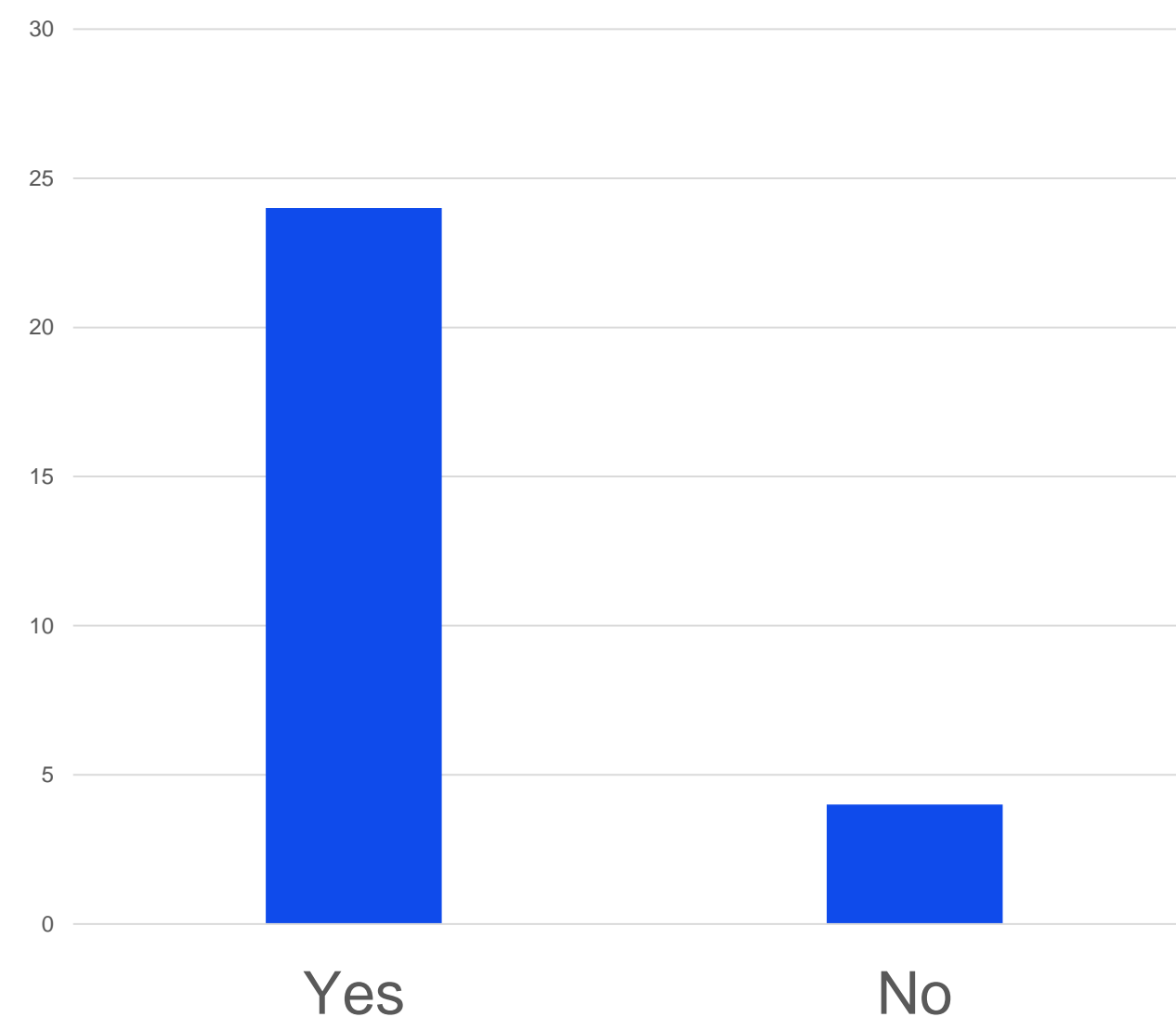
## Other?

- take a note
- It's okay (may feel little bit pressure)
- hope I am not to bad.
- It make me try harder to beat my opponents.
- exciting
- It's important for everyone
- It can help me a lot / it's helpful
- Ummm, till now not that much stisfied
- I can know someone's point that make me working hard

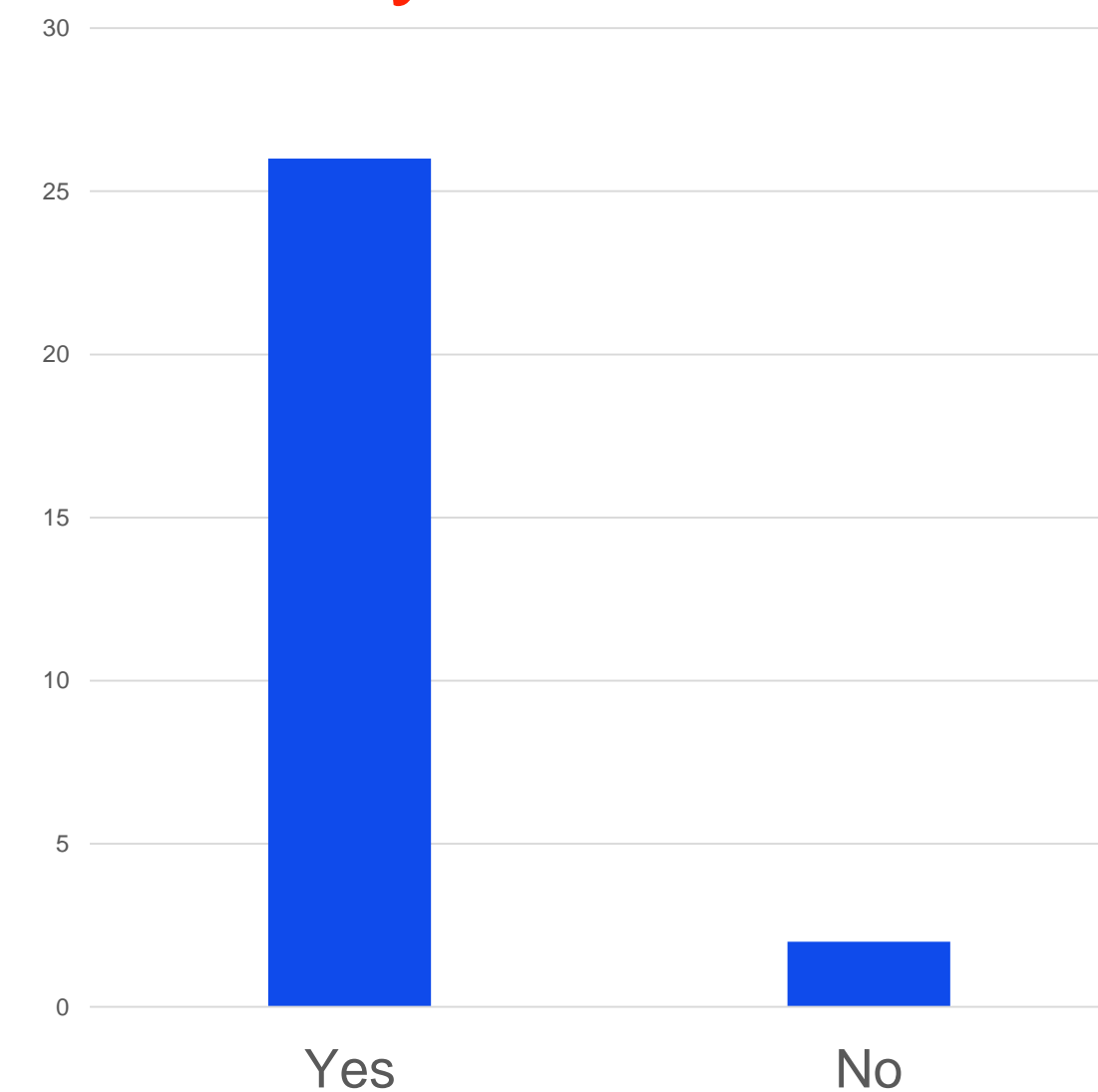




Are you more motivated to participate if you see your points on the board?

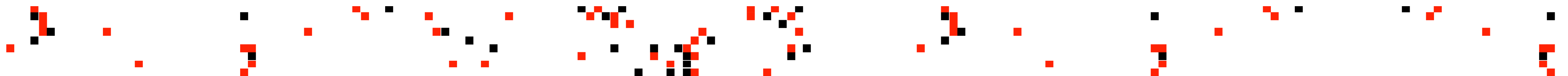


Are you more motivated to participate when you review your points every week?



How do you feel about reviewing your points every week and setting goals for next week?


- Actually it is a good thing it gives courage to achieve goals
- I feel that I can achieved my goals every week.
- Dynamic / interesting / fantastic / great / excited / important
- It's not motivating me that much
- pretty good / It's a good idea.
- I want get the points about on time
- That's good it being an example to move forward
- Let me recall the lack of this week and prepare for next week's progress.






## Cycle 2 - results

### The (revised) approach:

- 
- Continue positive points, weekly grid and reflection notes
  - Show points at start and end of class each day; allow time for students to discuss these
  - Be more explicit about awarding points – telling students what points are available before an activity
  - Added points for “Ready to work”



### The data:

- 
- Survey at end of week eight (end of course)
  - Students’ written reflections and goals

## Week 8 (end of course) Survey

How did you feel about Class Dojo at the start of the course?

- good (x8)
- Interesting (x3)
- great (x2)
- Not bad
- It a motivate app which make me try harder in class.
- Excited and new style of learning to motivate
- I was willing to know that how it work.
- happy
- fun
- nothing

How do you feel about Class Dojo now?

- good (x14)
- Interesting (x4)
- interesting - a good way to improve myself
- It still make me try studying and compete.
- Motivated
- Helpful
- Not sure it can motivate me

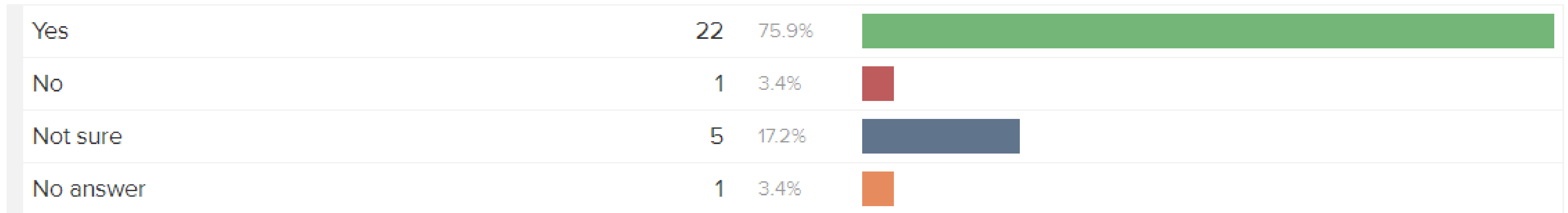


# Do you think Class Dojo has motivated you:

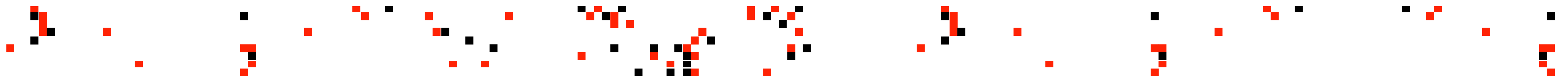
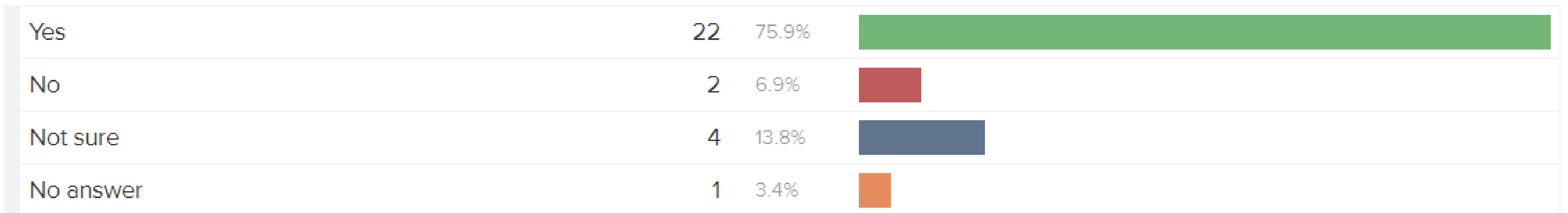
	Yes	No
to come to class on time?	22	6
to speak English in class? *	17	1
to participate in class?	26	2
to listen when others are talking to the class?	25	3
to use your phone less?	23	5
to work harder in class?	25	3
to come to class ready to work?	26	2



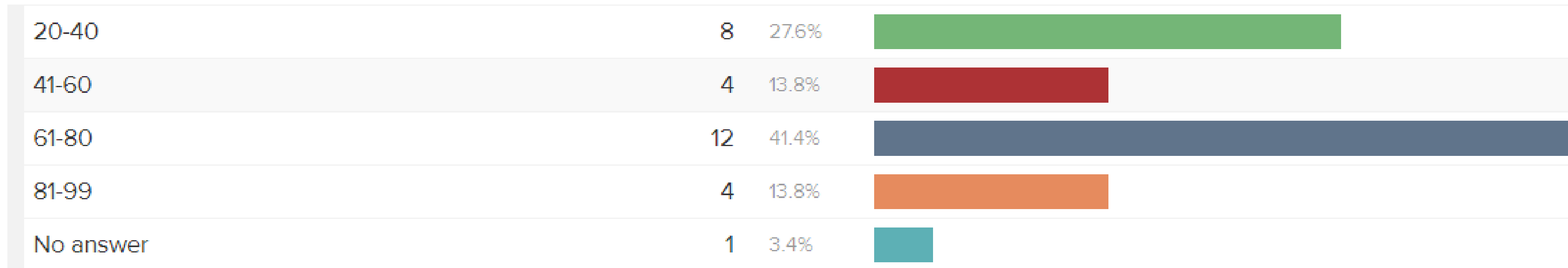
Do you feel more motivated to participate when you can see the points on the screen?



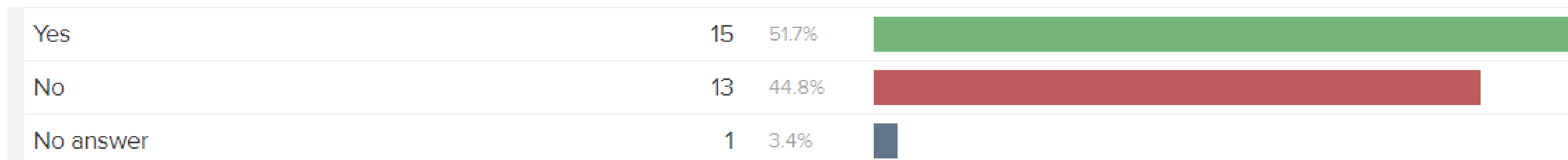
Do you feel more motivated to participate when the teacher talks about the points before the activity starts?



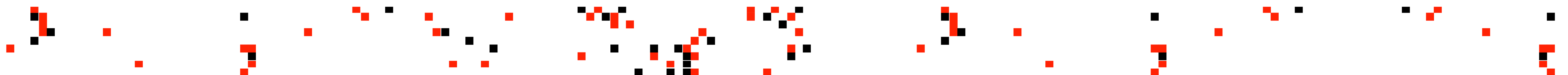
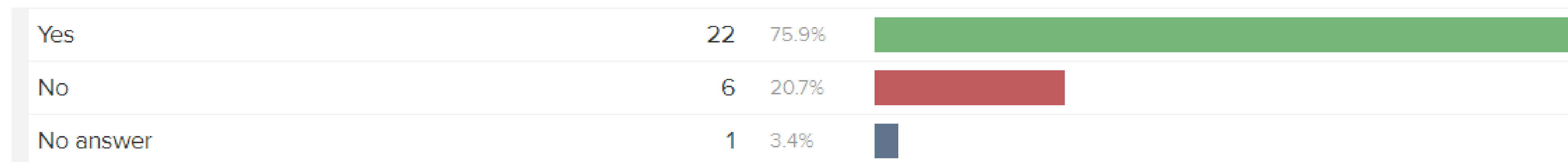
How many points do you have?



Do you think you will reach 100 points before the final class (next Friday)?

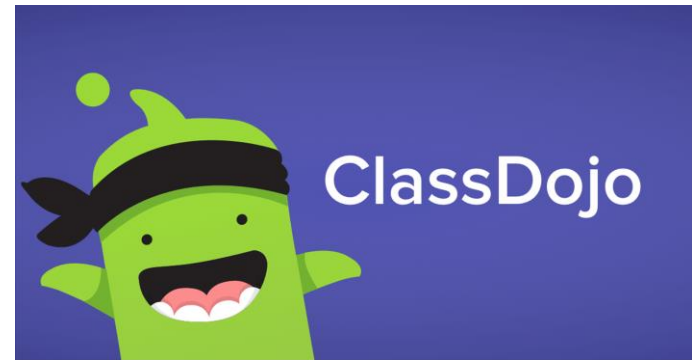


Do you think the class will reach 1000 points before the final class?





## Final reflection:



What is this? How does it work? How do you feel about it?

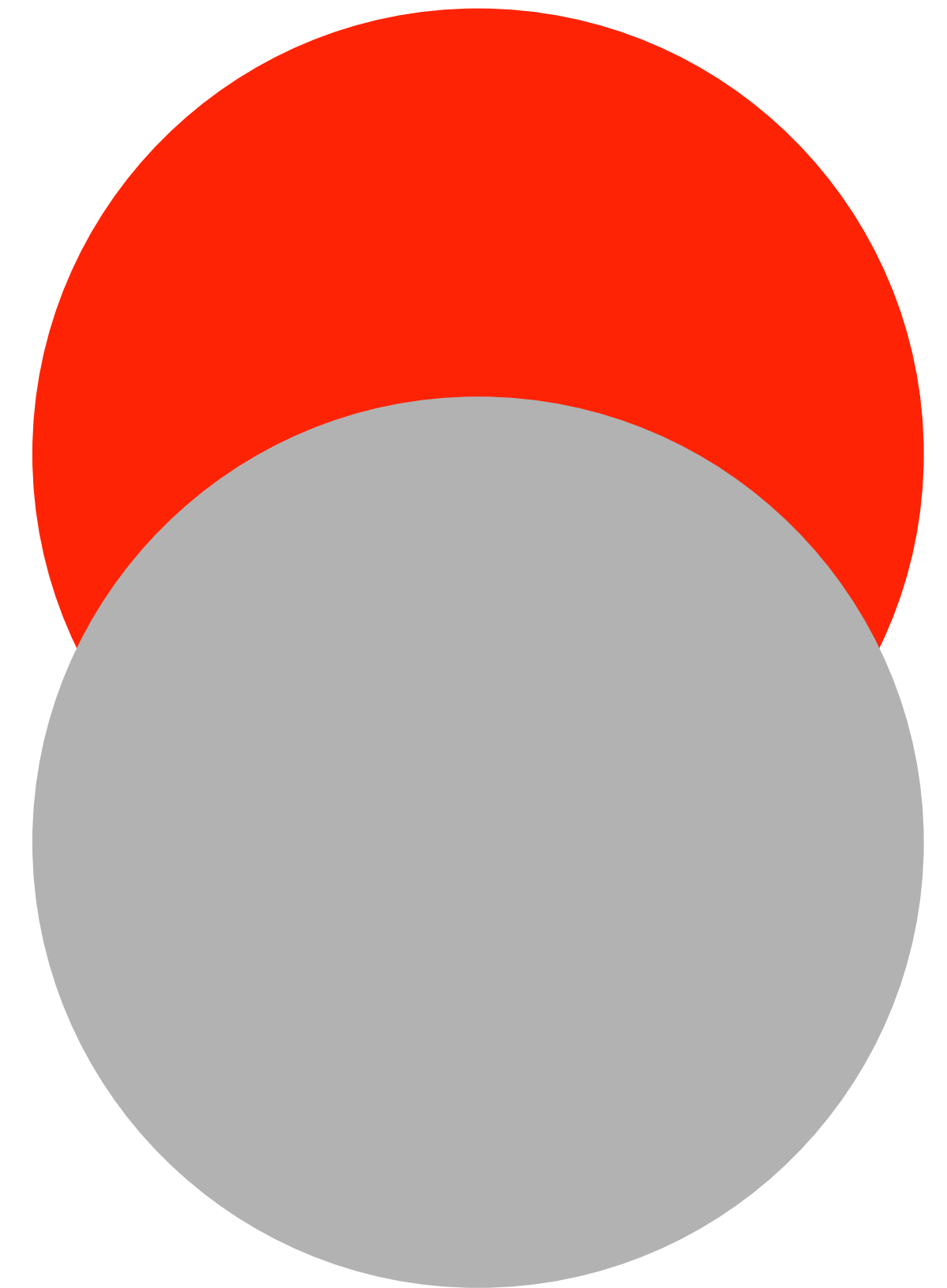
This is class dojo. ~~this very~~ In the begin I think this is very boring and won't ~~have any~~ work. but after ~~I~~ a few class, I think this can improve your English attitude. You will work hard, listening to teacher, use less phone try to use English to communicate with friends, when ~~the~~ I ~~mark~~ got a high mark, ~~you~~ will feel proud of yourself. and want to ~~keep~~ maintain an good attitude in class.

Dojo is a good thing. It shows grade about our usual behavior. If I arrive some goal such as practicing, listening, ready work and so on. I can get a one point about it. When I get 100 point Rachel can give me present. That sounds great. I like Dojo. It record my behavior in class and I can know where trouble from me. It can let me have <sup>usual</sup> committed thinking with others. It caused me more better than before. All in all it is a good thing. I'm really really really really really interested it and enjoy it.



## Classroom management?

- Allowed me to be explicit about my expectations
- Carrot rather than stick
- Less time spent on warning – just had to say “dojo” or point to the board
- Working towards class points seemed to lead to better group cohesion
- Reflections and goals gave me more opportunity to check in with students – enhanced my relationship with them.





# Issues?

Sent at Aug 13

Teacher you did not gave me point in class dojo for coming class on time 😞

React 2 comments

Replied at Aug 13

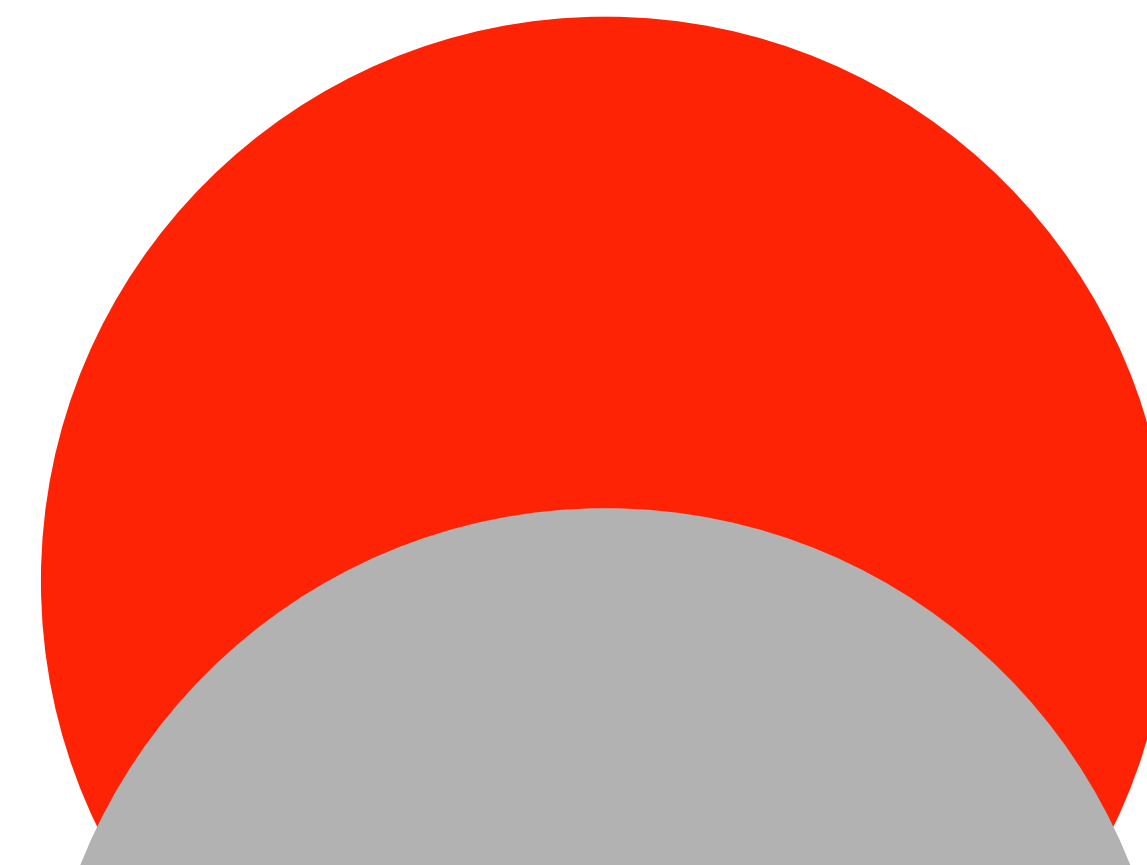
~~Teacher~~!!! I'm sorry!!!! I will give you 2 on Wednesday 😊

1 reaction Comment

Replied at Aug 13

Thankyou teacher 😂😂

React Comment

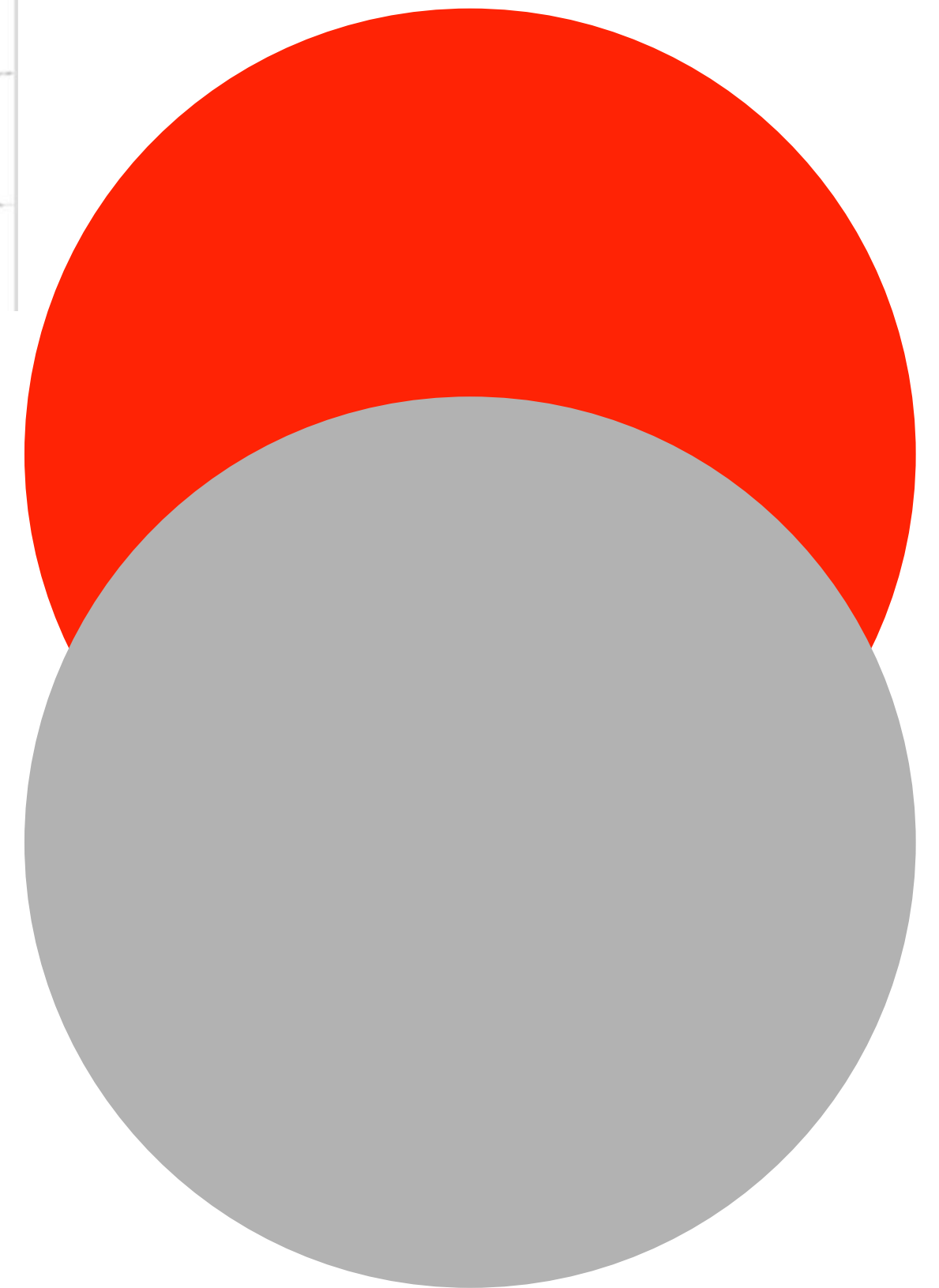


In week 3 I got 1 working hard 3 phone away and 3 listening But I do not have speaking English ~~than ta~~, so for week 4 I should speaking English in class. And I am happy for week 3 friday I come class on time. But it is regrettable that Rachel forget give me the point for come on time.

## Issues?

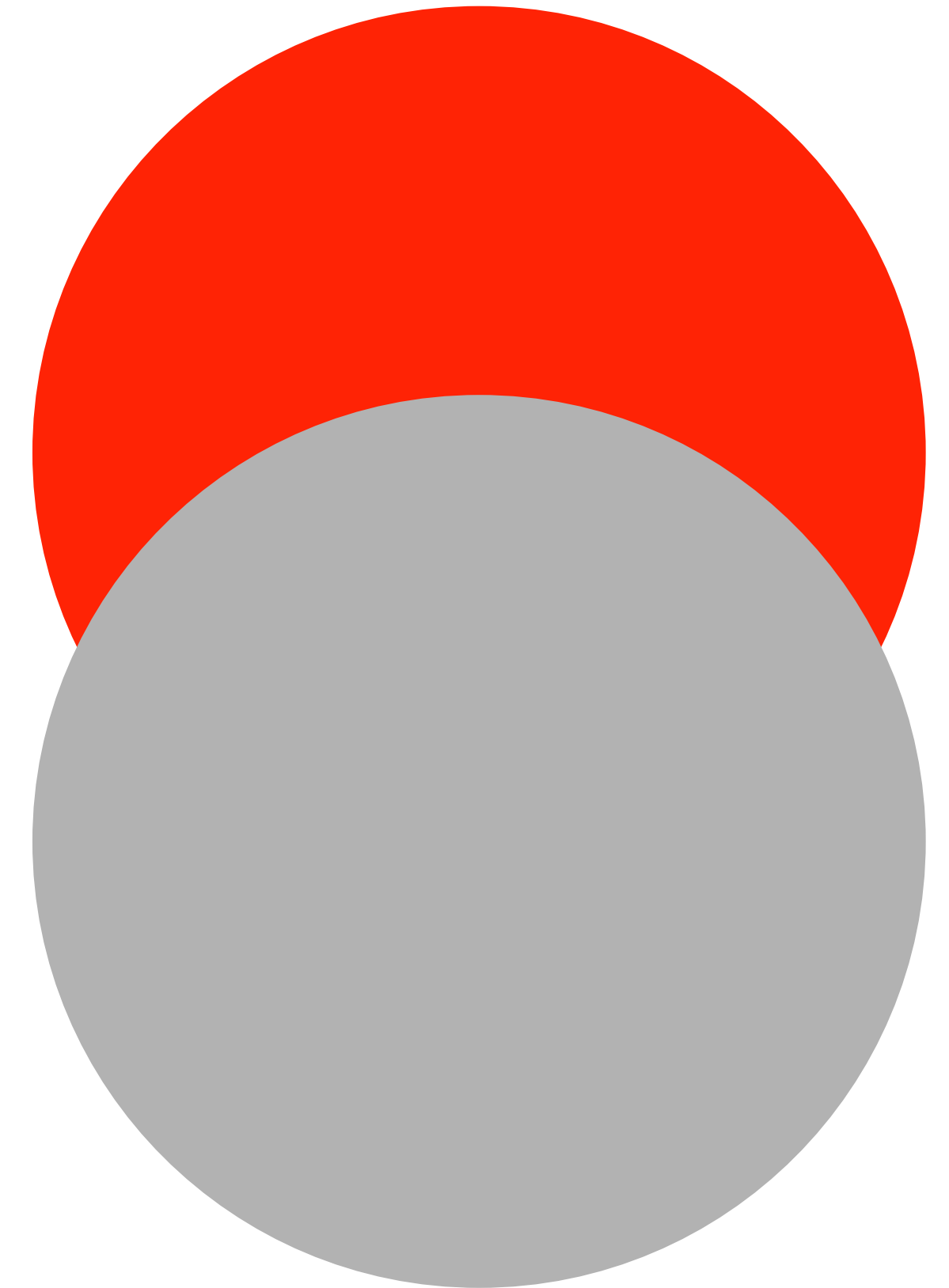
This is class Dojo ~~where~~ where Rachel can add points for us. It was made to encourage us to participate in class. However, I think it is not really ~~so~~ helpful because I do not care about how much point I can get!

“Why do we have to revert to these things to get them to participate?”



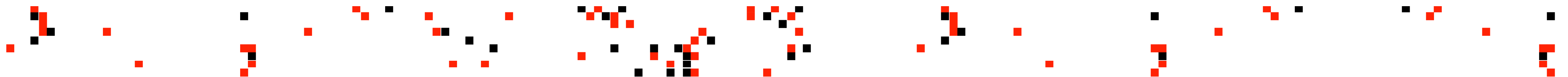
## Issues?

- Only 1 student out of 2 classes reached 100 points
- • Timing – exams/assessments etc
- Time within class – downloading the app, creating monsters, reviewing and reflecting
- Much easier to manage if everyone has the app
- Need to be clear what you mean – give examples of the behaviours you want to encourage
- Can be difficult to teach the class AND think about points
- It's aimed at children





# Wider Usage?



# Reference List

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