CLASSDOJO: The Effects of Digital Classroom Management Program on Students-Parents and Teachers

Research Article

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ARTICLE INFO	ABSTRACT
Article History: Received: 17.12.2018 Available online: 24.07.2019	ClassDojo is an in-class communication application. The ClassDojo allows teachers to record and score the students' behaviors by tagging them. It also allows teachers, parents, and students to have access to this information. In this study, it was tried to show the effects of the communication and interaction between students-teachers-parents by using the ClassDojo application in educational environments. Students, teachers, and parents participating in the study used the ClassDojo application for 1 semester. In the study, ClassDojo Opinion Questionnaire for Students, ClassDojo Opinion Questionnaire for Teachers, ClassDojo Opinion Questionnaire for Parents, and Semi-structured ClassDojo Interview Form for Students prepared by the researchers were used at data collection stage. At the end of the study, the teachers stated that the ClassDojo application was effective in getting the students positive behaviors. In addition, it was observed that the ClassDojo increased the frequency of families' care about the courses of the students. **Keywords:**

Introduction

Education is generally defined as the process of education of human beings in line with certain goals and the individual learns new knowledge, skills, attitudes, and values during the process of education (Fidan, 1986). In order to train the appropriate individuals, societies have controlled the educational process so that the concept of school has emerged, thus the education has become institutionalized as a public service (Fidan, 1986). Additionally, schools take the tasks of educating individuals in the society (Kılıçoğlu, 2015). Planned educational activities performed in the school are called as teaching (Küçükahmet, 2002). The most important goals of the schools is to change the behaviors of the students in the desired way and to help them to be successful and learn in the best way (Keçeli-Kaysılı, 2015).

Besides, a sub-dimension of the school is the classroom. Classrooms are places where learning and teaching activities are most intense. Teachers have important effects on the teaching and personal behaviors of students by performing their duties such as determining the in-class activities, preparing the teaching environment, selecting and using the teaching methods and class tools (Cerit, 2008). In addition, in order for the educational activities to be more effective, they need to improve their relationship with the society especially with the families of the children that are also in that environment in order to reach their goals by being aware that the school is integrated with the outside world and a wider community (Keçeli-Kaysılı).

Family is the one who is the closest to the child and knows the development characteristics of the child best (Akbaşlı & Kavak, 2008). Parents are the first teachers of the children and they are the ones who know their child the best, thus the opinions of the parents can be valuable when teachers plan the learning experiences (Keçeli-Kaysılı). Similarly, since teachers know their students at school environment, they can contribute parents to know their children better (Keçeli-Kaysılı). The school administration, which intends to achieve success in education, should attach importance to parent-teacher cooperation to include parents as well as the teacher to the program to be made (Akbaşlı & Kavak).

In addition, parent-teacher associations are established in order to achieve integration between the family and the school, to provide the cooperation and communication between the parent and the school, to support the activities that will improve the education and teaching, and to meet the compulsory needs about the education and teaching of the school and the students who have financial difficulties (MEB,2017). These associations are established in accordance with the Parent-Teacher Association Regulation adopted by the Ministry of National Education (MEB, 2017). In MEB (the Ministry of National Education) Notifications Journal, it is stated that parent-teacher association in Turkey is important, the help and interest of the student's parents for the education to achieve its purposes and to be successful are necessary and many educational activities started in school are ended in the house of the student and in the environment outside of the school (Bayrakçı & Dizbay, 2013). Teachers, parents and parent-teacher association management have the same opinion about the importance of school-parent collaboration in terms of course success (Akbaşlı & Kavak). Students who received education support from their parents were found to have higher course successes (Çelenk, 2003). It is seen that among 1st grade students from primary school the children who receive help from their families and whose families are in close cooperation with the school have higher success in reading comprehension (Çelenk). Similarly, it is known that the teachers in primary school level bring the family factors to the fore in class management and particularly emphasize the communication with parents (Paliç and Keleş, 2011). According to Çalışkan and Ayık (2015), there is a direct relationship between the involvement of parents in the educational process and a productive education and training. Therefore, in order to provide effective school parent cooperation, relationships should not be left to chance, teacher-parent interviews and meetings should be associated with programs within the annual, monthly, and weekly periods, mailing, phone calls, and home visits with the family members should be examined within this scope (Çelenk).

Although parent-teacher cooperation is so important in education, it is known that majority of the parents are unaware of the activities in the school, they come to the school because they only want to learn the situation of their children and in general they do not come to school (Bayrakçı & Dizbay, 2013). In the Bayrakçı and Dizbay's (2013) study, it was observed that parent-teacher associations did not contribute to the school management in the dimensions of student affairs, education, and personnel affairs. Besides, it is understood that most of the parents are not interested in parent-teacher association, parent-teacher associations do not have tools and publications to enlighten parents in improvement of education and meetings such as conferences enlightening the parents about these issues are not held. It is known that teachers, parents, and school administrators do not adequately visit each other (Akbaşlı & Kavak). It is also seen that as the ages of the students increase, the family involvement decreases also. Families rarely involve in the education of their

children at the high school level voluntarily; whereas, the involvement of the families in school activities is generally limited with the extracurricular activities (Keçeli-Kaysılı, 2015 cited from Fan 2001).

It is thought that online electronic media may be effective to reduce the indifference of the parents to the school and to strengthen parent-teacher cooperation. It is also believed that this collaboration will affect students' courses. For this reason, it was decided to use the ClassDojo application.

Classdojo

The ClassDojo is an in-class communication application. It allows the teachers to label and record and score the students' behaviors throughout the school day and allows the teachers, parents, and students to access these behaviors (ClassDojo, 2017). The ClassDojo brings together teachers, parents, and students who use it to share photos, videos and messages. The ClassDojo is used to work together as a team, to share classroom experiences, and to ensure the realization of important ideas in class or at home. The ClassDojo allows students to monitor their own behaviors and also the parents to become aware of what is happening in the school. Moreover, it also allows the teachers to monitor certain behaviors of their students (ClassDojo).

MacLean-Blevins (2013) made the ClassDojo application to be used in a classroom of a primary school in the United States of America. In this study, MacLean-Blevins (2013) observed an increase in the positive and self-control behaviors of the students at the end of three weeks and a decrease in their negative and disruptive behaviors. As a result, the ClassDojo revealed that it supported the students to think about their positive in-class behaviors and their own learning ways by observing their own behaviors.

With this study, it was tried to find out how the communication and interaction between the student-teacher-parent in the ClassDojo environment were evaluated in terms of students, teachers, and parents. It is seen that similar studies have been conducted at primary level abroad but similar studies at high school level have not been found. No similar study has been found in Turkey, as well. It is seen that the ClassDojo application has been used in some schools in Turkey. How this application was evaluated in terms of students, teachers and parents was investigated. For this purpose, answers to the following research questions were sought.

1. What are the general opinions of students about the ClassDojo?
2. Do students' opinions on the ClassDojo application vary based on their gender?
3. What are the teachers' general opinions about the ClassDojo?
4. What are the general opinions of the parents about the ClassDojo?

Method

In this section, information about the sample group, data collection and analysis, data collection tools and the study model has been mentioned.

Model of the Study

This study was a research with scanning model where quantitative data were supported with qualitative data. The opinions of language experts, field experts and assessment experts were used in preparing research questions. Research approaches aiming to reveal an already happened or currently happening situation are defined as a scanning model research approach (Fraenkel & Wallen, 2003; Karasar, 2014). Researches conducted based on positivist view that sees the truth independent from the researcher and accepts that the truth other than itself can be observed, measured and analyzed objectively are defined as quantitative study (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel; 2014). In addition, quantitative data were supported with qualitative data by performing interviews with the students in the scope of the

study. Qualitative research is a research that is used in data collection methods such as document analysis, interview and observation and provides opportunity to examine events and cases in a holistic and realistic way (Yıldırım & Şimşek, 2006).

Sample Group

The sample group consisted of 10th grade students studying during 2nd semester in 2016-2017 school year in an Anatolian high school located in the city of Bingöl as well as these students' parents and teachers. Students, teachers and parents participating in the study used the ClassDojo application for 1 semester. The sample group in this period consisted of 25 students, 25 parents, and 8 teachers. While determining the sample group, the researchers included the sample group into the study but at feedback stage, the questionnaire was applied only to 15 students, 15 parents, and 7 teachers and also face-to-face interviews were conducted with 9 students. Characteristics of the sample group are summarized in Tables 1.a, 1.b, and 1.c.

Table 1.a. Demographic Information of the Students Participating in the Questionnaire

Variables		n	%
Gender	Male	6	40
	Female	9	60
Number of Siblings	1	0	0
	2	2	13.3
	3	3	20.0
	4	4	26.7
	5 and more	6	40.0
Number of people in your home	3-4	2	13.33
	5-6	11	73.33
	7-8	2	13.33
Residential address	City center	12	80.0
	District center	2	13.3
	Central village	1	6.7
Status of your house	Rental	2	13.3
	Lodgement	1	6.7
	Our own house	12	80.0
Are you living apart from your family?	Yes	0	0
	No	15	100

When Table 1.a was examined, it was observed 60% of the students were female, 40% were male, 40% had 5 and more siblings, 73% were living together with 5—6 people, 80% were living in the city center, 80% had their own houses and all of the students were living with their families.

Table 1.b. Demographic Information of the Teachers Participating in the Questionnaire

Variables		n	%
Gender	Male	4	42.9
	Female	3	57.1
Age	30 and younger	2	28.6
	31-40	3	42.9
	41-50	2	28.6

As it is understood from Table 1.b, 4 of the teachers participating in the study were male and 3 were female.

Table 1.c. Demographic Information of the Teachers Participating in the Questionnaire

Variables		n	%
Gender	Male	9	40
	Female	6	60
Age	35-44	9	60
	45-54	5	33.3
	55-64	1	6.7

As it is understood from Table 1.c, 9 of the parents were male and 6 were female.

Data Collection Tools and Collection of Data

In this study, ClassDojo Opinion Questionnaire for Students, ClassDojo Opinion Questionnaire for Parents, and ClassDojo Opinion Questionnaire for Teachers prepared by the researcher were used. The questionnaires prepared by the researchers were inspected by a specialist in the field of instructional technology and finalized in the direction of the recommended revisions. The questionnaires involved demographic variables and five-point Likert type items about the ClassDojo application. Demographic characteristics of the students in the sample group such as gender, number of siblings were involved in the questionnaire for students. Demographic characteristics such as gender and age were involved in the questionnaires for teachers and parents. In addition, the questionnaire was developed to reveal the opinions of the students, teachers and parents about the use of the ClassDojo by students, their parents, and their teachers for the student's achievements. In addition, Semi-Structured ClassDojo Interview Form for Students was developed by the researchers to clarify the students' opinions about the subject. The interview form prepared by the researchers was inspected by a specialist in the field of instructional technology and finalized in accordance with the recommended revisions.

The students and the teachers were informed about the ClassDojo application at the beginning of the second semester of the 2016-2017 school year. Necessary information about the ClassDojo application was given to the parents with the information letters sent to them with the students. The guidance necessary for the students, teachers, and parents participating in the study was made by the researchers. The study started with the students, teachers, and parents who were voluntary to participate in the application. 8 teachers, 25 students and their parents participated in the application. The application was ended a month before the end of the semester and the opinions of 7 teachers, 15 students, and 15 parents about the ClassDojo application were obtained with questionnaire and interview methods.

Data Analysis

Opinion questionnaires applied to the students, the parents, and the teachers consisted of 38 items, 37 items, and 30 items, respectively. The 5-point Likert-type scale used for each item is composed of intervals scored from 1 to 5. Scale options corresponding to each item and the conducted score intervals are given table 1.d.

Table 1.d. Score Ranges Made With Scale Options

Options	Points Given	Score Interval
I completely agree	5	4.20-5.00
I agree	4	3.40-4.19
I partly agree	3	2.60-3.39
I disagree	2	1.80-2.59
I completely disagree	1	1.00-1.79

Statistical analysis of the obtained data was performed using a packaged program. Statistical techniques such as standard deviation, mean, frequency, percentage and U-test were used in the analysis process. Content analysis was used in the analysis of the interviews conducted within the scope of the study. Reaching the correlations and concepts by explaining the collected data correctly is the main purpose of content analysis (Yıldırım & Şimşek, 2006). The data were coded by one of the researchers. Then, the themes were formed using these codes. While coding the data, the personal information of the students was kept confidential. The students were coded as S1, S2, S3 ... S9.

Findings and Comments

Results as well as opinions of the students, the teachers, and the parents about the ClassDojo are presented under tables in the study.

In the first objective of the research, the opinions of the students towards Class Dojo application are presented in Table 2. Table 2 shows the arithmetic mean and standard deviations of the scores given by students to the five-point Likert type expressions about the Class Dojo.

Table 2. ClassDojo Opinion Questionnaire for Students

ITEM NO	ITEM	$\bar{x}$	Sd
1	The ClassDojo makes it easy for me to learn about my teachers' thoughts about me.	3.80	1.32
2	The ClassDojo makes it easy for me to learn about my teachers' thoughts about my behaviors in the class.	3.60	1.30
3	The ClassDojo makes it easy for me to learn about my teachers' thoughts about my attendance to the classes.	4.07	1.03
4	The ClassDojo makes it easy for me to learn about my teachers' thoughts about my course success.	3.73	1.03
5	The ClassDojo makes it easy for me to understand the behaviors my teachers do not want.	3.60	1.35
6	The ClassDojo makes it easy for me to understand the behaviors my teachers want.	3.80	1.21
7	The ClassDojo makes it easy for me to understand my teachers' expectations from me.	3.93	1.10
8	The ClassDojo makes it easy for me to understand my family's expectations from me.	3.93	1.10
9	The ClassDojo makes it easy for me to meet my teachers' expectations from me.	3.67	1.23
10	The ClassDojo makes it easy for me to meet my family's expectations from me.	3.60	1.30
11	The ClassDojo makes it easy for me to see my deficiencies about courses.	3.73	1.22

12	The ClassDojo makes it easy for me to see the behaviors I am good at.	3.80	1.32
13	The ClassDojo makes it easy for me to know myself.	3.87	1.36
14	Points sent to the ClassDojo makes it easy for me to adjust my own behaviors.	3.73	1.28
15	The ClassDojo increases the behaviors desired in the class.	3.73	1.34
16	The ClassDojo increases the involvement of my family in my education.	3.67	1.45
17	The ClassDojo increases my study time.	3.33	1.40
18	The ClassDojo increases my family's pressure on me about my education.	3.67	1.45
19	The ClassDojo reduces the unwanted behaviors in classes.	3.53	1.46
20	The ClassDojo reduces the frequency of my family to visit my school.	3.20	1.52
21	The ClassDojo reduces the frequency of face-to-face interviews of my family with my teachers.	3.47	1.46
22	The ClassDojo reduces the frequency of my family's visits at school.	3.60	1.30
23	I like the cooperation of my parents with my school in the ClassDojo.	3.87	1.41
24	I like the cooperation of my parents with my teachers in the ClassDojo	3.80	1.32
25	I like that my parents can reach to my teachers in the ClassDojo.	3.80	0.94
26	I like that my teachers can grade my behaviors in the ClassDojo.	3.33	1.54
27	I like that my teachers tell my course situation to my parents in the ClassDojo.	3.67	1.18
28	I like that my teachers give information to my parents in the ClassDojo	3.53	1.41
29	It is easy to use the ClassDojo.	3.67	1.18
30	It is easy to download the ClassDojo on the Phone.	4.47	0.74
31	It is easy to register the ClassDojo	4.07	1.10
32	I love the ClassDojo.	3.73	1.22
33	Plus points from the ClassDojo make me happy.	4.40	0.83
34	Minus points from the ClassDojo make me upset.	3.53	1.36
35	I enjoy using the ClassDojo.	3.40	1.35
36	I like the design of the ClassDojo (colors, layout).	3.73	1.22
37	The ClassDojo is a useful application.	3.93	1.44
38	I recommend to use the ClassDojo.	3.93	1.22

As it is understood from Table 2, the students gave the answer of "I partially agree" to the items 17, 20 and 26; whereas, they responded as "I strongly agree" to the items 30 and 33. Apart from these items, the students responded to all other items as "I agree". Accordingly, the students could learn the thoughts of their teachers about their course ($\bar{x}$=3.60) and behavior ($\bar{x}$=4.07) statuses through the ClassDojo. Likewise, it also allowed the students to learn about the behaviors the teachers wanted ($\bar{x}$=3.80) and did not want ($\bar{x}$=3.60) in the class. Besides, the ClassDojo made it easy for the students to learn about the behaviors expected from them. The ClassDojo made it easy for the students to know themselves ($\bar{x}$=3.87). The points sent by the teachers to the ClassDojo made it easy for students to adjust their own behaviors (3.73). The ClassDojo increased the frequency of families' involvement in the children's courses ($\bar{x}$=3.67). In addition, the ClassDojo application increased the pressure of the families on the students about their education ($\bar{x}$=3.67). On the other hand, the ClassDojo reduced the frequency of the school visits of the families ($\bar{x}$=3.60). The students generally liked that their teachers and families were in cooperation with the ClassDojo application ($\bar{x}$=3.80). The students stated that it was easy to register ($\bar{x}$=4.07) in and use ($\bar{x}$=3.67) the ClassDojo. The students generally liked the ClassDojo ($\bar{x}$=3.73) and stated that it was a useful application ($\bar{x}$=3.93).

In the second objective of the research, it was researched whether the students' opinions about Class Dojo application changed according to their genders. The opinions of the students about the Class Dojo application were examined by gender and the participation levels of the students in the questionnaire were found to be different according to the gender, by applying the Mann Whitney U-Test. Mann Whitney U-Test results of these items, which differ significantly from each other by gender, are presented in Tables 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g.

Students' Agreement Status to the Items in Questionnaire in terms of their Gender

Table 3.a. U-Test Result of the Students' Agreement to the Questionnaire Item 1 in Terms of Their Gender

Gender	n	Mean Rank	Total Rank	U	p
Female	9	10.11	91.00	8.00	.019
Male	6	4.83	29.00		

Table 3.a shows Mann Whitney U-test results of the scores given by the students to the questionnaire item 1 in terms of their gender. Accordingly, it was found that there was a significant difference between female and male students participating in the ClassDojo application for a semester in terms of the agreement scores given to the questionnaire item 1, U=8.00, p<.05. When the mean ranks were considered, it was understood that female students gave higher scores to the questionnaire item 1 than male students. This result indicated that female students were more effective than male students in learning their teachers' opinions about themselves in the ClassDojo environment.

Table 3.b. U-Test Results of the Agreement Status of the Students to the Questionnaire Item 9 in Terms of their Gender

Gender	n	Mean Rank	Total Rank	U	p
Female	9	10.00	85.50	9.00	.028
Male	6	5.00	34.50		

Table 3.b shows Mann Whitney U-test results of scores given to the questionnaire item 9 by the students according to their gender. Accordingly, it was found that there was a significant difference between female and male students participating in the ClassDojo application for a semester in terms of the agreement scores given to the questionnaire item 9, U=9.00, p<.05. When the mean ranks were taken into consideration, it was understood that female students gave higher scores to the questionnaire item 9 than the male students. This result indicated that compared to male students, female students agreed more with the opinion that the ClassDojo application helps students to meet the expectations of their teachers.

Table 3.c. U-Test Result For the Agreement Status of the Students to the Questionnaire Item 10 in Terms of Their Gender

Gender	n	Mean Rank	Total Rank	U	p
Female	9	9.72	87.50	11.50	.046
Male	6	5.42	32.50		

Table 3.c shows Mann Whitney U-test results of the scores given to the questionnaire item 10 by the students in terms of their gender. Accordingly, it was found that there was a significant difference between female and male students participating in the ClassDojo application for a semester in terms of the agreement scores given to the questionnaire item 10, U=11.50, p<.05. When the mean ranks were considered, it was understood that female students gave higher scores to the questionnaire item 10 than male students. This

result indicated that compared to male students, female students agreed more with the opinion that the ClassDojo application helps students to meet the expectations of their families.

Table 3.d. U-Test Result For the Agreement Status of the Students to the Questionnaire Item 12 in Terms of Their Gender

Gender	n	Mean Rank	Total Rank	U	p
Female	9	9.94	89.50	9.50	.031
Male	6	5.08	30.50		

Table 3.d shows Mann Whitney U-test results of the scores given to the questionnaire item 12 by the students in terms of their gender. Accordingly, it was found that there was a significant difference between female and male students participating in the ClassDojo application for a semester in terms of the agreement scores given to the questionnaire item 12, U=9.50, p<.05. When the mean ranks were considered, it was understood that female students gave higher scores to the questionnaire item 12 than male students. This result indicated that compared to male students, female students agreed more with the opinion that the ClassDojo application helps students to see the behaviors they are good at.

Table 3.e. U-Test Result For the Agreement Status of the Students to the Questionnaire Item 21 in Terms of Their Gender

Gender	n	Mean Rank	Total Rank	U	p
Female	9	10.11	91.50	8.00	.021
Male	6	4.83	29.50		

Table 3.e shows Mann Whitney U-test results of the scores given to the questionnaire item 21 by the students in terms of their gender. Accordingly, it was found that there was a significant difference between female and male students participating in the ClassDojo application for a semester in terms of the agreement scores given to the questionnaire item 21, U=8.00, p<.05. When the mean ranks were considered, it was understood that female students gave higher scores to the questionnaire item 21 than male students. This result indicated that compared to male students, female students agreed more with the opinion that the ClassDojo application reduces the frequency of face-to-face interviews of families with teachers.

Table 3.f. U-Test Result For the Agreement Status of the Students to the Questionnaire Item 24 in Terms of Their Gender

Gender	n	Mean Rank	Total Rank	U	p
Female	9	9.94	89.50	9.50	.031
Male	6	5.08	30.50		

Table 3.f shows Mann Whitney U-test results of the scores given to the questionnaire item 24 by the students in terms of their gender. Accordingly, it was found that there was a significant difference between female and male students participating in the ClassDojo application for a semester in terms of the agreement scores given to the questionnaire item 24, U=9.50, p<.05. When the mean ranks were considered, it was observed that female students gave higher scores to the questionnaire item 24 than male students. This result suggested that compared to male students, female students were more pleased with that families are cooperating with teachers in the ClassDojo environment.

Table 3.g. U-Test Result For the Agreement Status of the Students to the Questionnaire Item 34 in Terms of Their Gender

Gender	n	Mean Rank	Total Rank	U	p
Female	9	10.33	93.00	6.00	.011
Male	6	4.50	27.00		

Table 3.g shows Mann Whitney U-test results of the scores given to the questionnaire item 34 by the students in terms of their gender. Accordingly, it was found that there was a significant difference between female and male students participating in the ClassDojo application for a semester in terms of the agreement scores given to the questionnaire item 34, U=6.00, p<.05. When the mean ranks were considered, it was understood that female students gave higher scores to the questionnaire item 34 than male students. This shows that the minus points given by the teachers in the ClassDojo application made female students more upset than male students.

In addition to the questionnaire applied to the students in order to clarify the views of the students related to the Class Dojo application, individual interviews were also held with the students. In individual interviews with students, the students' opinions about the Class Dojo application are coded and these codes are assembled in appropriate themes. The themes reached at the end of individual interviews made with the students, the code lists related to these themes and the frequency and percentage information of the code lists are presented in tables 4.a, 4.b, 4.c, 4.d.

Table 4.a. The Students' Opinions about the Place of ClassDojo Application in Education

Code List	f	%
Increases the interest of my parents to my courses.	9	12.33
Increases the interest of my parents to my homeworks.	6	8.22
Increased my positive behaviors at school.	9	12.33
Decreased my negative behaviors at school.	9	12.33
The scores given by my teachers through the application affected my behaviors.	9	12.33
Increases my interest in courses.	9	12.33
Increased my success in education.	9	12.33
Helped me to finish my homework more regularly.	5	6.85
The scores given by my teacher through the application motivate me to the courses.	8	10.96
Total	73	100

When Table 4.a was examined, it was observed that almost all of the students had the same opinions about the effect of the ClassDojo application on their education. According to the table, all of the students stated that (f=9) their parents started to be more interested in the courses of their children with the ClassDojo application. The student S1 responded to the related question as "My father could not come to the school because he works very hard. My father paid more attention to my education with the messages from my teachers after downloading ClassDojo". The student S6 stated that "My parent got interested in my courses more since they got more news about me". This result was compatible with the response "I agree" given by the students to the questionnaire item 16. In addition, all of the students think that the application was effective in increasing their positive behaviors at school (f=9) and decreasing their negative behaviors (f=9). Besides, all of the students stated that the application increased their interest in the courses (f=9) and increased their successes in the courses (f=9). The student S2 responded to the related question as "When both teacher and family cooperate, you are trying to improve and upgrade yourself." A significant part of students indicated that the scores given by their teachers over the application motivated the students (f=8). Regarding this, The

student S5 stated that "I were more motivated in my courses when my teachers gave me a positive score. When I received a negative score, I started to study more by motivating myself."

Table 4.b. The Students' Opinions about Teacher-Parent Interaction Through the ClassDojo

Code List	f	%
My exam results are delivered to my parent through the ClassDojo	3	7.50
My absenteeism is sent to my parent through the ClassDojo	3	7.50
My in-class behaviors are sent to my parents through the ClassDojo	9	22.50
With the ClassDojo application, my parent attend to the school meetings more regularly.	4	10
The ClassDojo application reduces the frequency of school visits of my parent.	3	7.50
My parent communicates with my teachers more often through the ClassDojo application.	9	22.50
The ClassDojo application increases the cooperation between my parent and my teachers.	9	22.50
Total	40	100

When Table 4.b was examined, 3 students stated that their exam grades and absenteeism status were sent to their parents through the application. When the responses of the students were examined, exam results and absenteeism statuses of a few students were sent to the parents through the application. Besides, it was seen that the parents generally learned about the exam results and absenteeism information of their children through E-School. Regarding this, the student S2 stated that "My exam results and absenteeism information are already learned from E-school." In addition, one of the students (S6) stated that "My family can see my absenteeism through E-school. But then my parents can talk about this absenteeism with my teachers." In addition, all of the students stated that their in-school behaviors are sent to their parents through the application (f=9). Relevantly, the student S1 responded as "My teachers have begun to report my behaviors in and out of class more quickly". In addition, another student (S6) responded as "Our behaviors in class directly go to the family." This result supports the "I agree" answers given to the questionnaire items 23, 24, 25, 27, and 28. Additionally, all of the students stated that the parent-teacher communication increased through the application (f=9). Regarding this, the student S1 stated that "Parents' meeting is something made twice a year but they started to talk with the ClassDojo almost every day".

Table 4.c. The Students' Opinions about the Conveniences Provided by the ClassDojo Application

Code List	f	%
Through the ClassDojo application, my parent and teacher communicate instantly.	8	18.60
The ClassDojo application saves on the travel expenses that my parent will spend on school visit.	8	18.60
The ClassDojo application saves time that my parent will spend to come to the school.	8	18.60
My parent is more comfortable communicating with my teachers through the ClassDojo application.	9	20.93
With the ClassDojo application, I can see myself from the views of my teachers.	1	2.33
Total	43	100

When Table 4.c was examined, it was observed that a great majority of the students had almost the same opinion. A great majority of the students considered that with the ClassDojo application, their parents saved money (f = 8) and time (f = 8) to travel to the school. Regarding this, the student S3 responded to the related question as "My family saved from the travel expense. They did not have to come to the school. It is difficult to come to the school other than the parent's meeting since we are living far away from the school. The teacher is a message away. My family can learn my status whenever they want". In addition, all of the students considered that the ClassDojo application eased the parent-teacher communication (f=9). Regarding this issue, the student S4 stated that "My father's shift ends at 5 p.m. My father can see the opinions of my teachers about me very comfortably by sitting at home when he cannot come to the school".

Table 4.d. The Students' Feelings About the ClassDojo Application

Code List	f	%
Complaints about me delivered to my parent through the ClassDojo application sadden me.	5	13.16
Plus points given through the ClassDojo application make me happy.	8	21.05
Minus points given through the ClassDojo application make me sad.	8	21.05
I am pleased with the communication of my parent and my teachers through the ClassDojo.	8	21.05
I do not like the communication of my parent and my teachers through the ClassDojo.	1	2.63
I wonder about the messaging between my parent and my teachers through the ClassDojo.	1	2.63
I feel under pressure with the ClassDojo application.	6	15.79
I am bothered with constant monitoring through the ClassDojo application.	1	2.63
Total	38	100

When Table 4.d. was examined, it was observed that the students did not want to be complained to their parents (f=8). The student S8 responded to the related question as "I feel very bad if I am complained to my family". The student S9 responded as "Just like everyone else, students may have faults. Informing the parents about everything is a disadvantage for us". In addition, positive scores from the teachers through the application made the students happy (f=8). Regarding this, the student S2 said that "My chemistry teacher was telling us when he/she gave a point. Once, he/she gave me a plus in my class participation. I was proud of it. But I was feeling sad when I get a minus". The student S8 stated that "You want your parents to be proud of you and appreciate you. You want to do something with this effect." This result was compatible with the "I completely agree" response of the students for the questionnaire item 33. Additionally, the students liked their parents to communicate with their teachers through the application (f=8). Concerning this, the student S1 stated that "I wasn't pleased at first about the dialogue of my parents with my teachers. However, I later realized that I was more successful in my classes which made me happy." The student S4 stated that "there is no more a need for calling the parents due to the students' behaviors. It is better to solve this matter through phones." This result supported the responses of "I agree" given to the questionnaire items 23, 24, 25, 27, and 28. Also, the application creates a pressure on the students (f=6). The student S7 responded as "If we do not do our homeworks, our family will know about it at home, we felt the pressure of this on us" to the related question. This result supported the "I do not agree" response of the students to the questionnaire item 18.

To the question of "Do you recommend to use the ClassDojo application?" asked to the students, 66.67% of the responses was "I recommend because it is a useful application", 22.22% gave the answer of "I recommend others to use it. I do not want to use it." 11.11% responded as "I do not recommend because we are under pressure with the application". The student S1 responded this question as "Yes, I recommend. Because it strengthens the connection between the family, teacher and the child very much." The student S2 responded as "I recommend because it has benefits for my family, my teachers and me". In addition, the student S6 responded as "It is a useful thing but I don't like pressure. Therefore, I recommend others to use it."

In the third objective of the research, teachers' thoughts on Class Dojo application are presented in Table 5. Table 5 shows the arithmetic mean and standard deviations of the scores given by the teachers to the five-point Likert type expressions about the Class Dojo.

Table 5. ClassDojo Opinion Questionnaire for Teachers

ITEM NO	ITEM	$\bar{x}$	Sd
1	The ClassDojo makes it easy for me to contact with the parents.	3.86	0.90
2	The ClassDojo makes it easy for me to spare enough time to the parents.	3.29	1.38
3	The ClassDojo makes it easier for me to know my students.	2.71	1.50
4	The ClassDojo makes it easier for me to know the parents.	3.43	1.27
5	The ClassDojo makes it easier for me to record the absenteeism of my students.	4.14	1.07
6	The ClassDojo makes it easier for me to record the behaviors of my students.	4.14	1.07
7	The ClassDojo makes it easy for me to maintain discipline in the class.	3.43	1.13
8	The ClassDojo makes it easier for me to get information about my students from their parents.	4.00	0.58
9	The ClassDojo makes it easier for me to solve the problems encountered by my students by cooperating with their parents.	3.57	1.51
10	The ClassDojo makes it easy for me to collaborate with the parents of my students.	3.71	1.25
11	Activities done in the ClassDojo increase the participation of my students in my class.	3.29	0.76
12	The ClassDojo reduces the discipline problems of my students.	3.43	0.98
13	The ClassDojo reduces unwanted behaviors of my students.	3.29	1,38
14	The ClassDojo reduces the frequency of my face-to-face interviews with parents.	3.71	1,25
15	The ClassDojo increases the desired behaviors of my students.	3.14	1.35
16	The behavior scores I give to my students in the ClassDojo are understood by the parents.	3.43	1.27
17	It is easy to use the ClassDojo	4.43	0.54
18	It is easy to download the ClassDojo on the Phone.	4.43	0.54
19	It is easy to register in the ClassDojo.	4.57	0.54
20	It is easy to message with parents from the ClassDojo.	4.29	0.76
21	It is easy to add behavior to the ClassDojo.	4.57	0.54
22	It is easy to send points from the ClassDojo.	4.71	0.49
23	I like to communicate with the parents through the ClassDojo.	3.14	1.07
24	I like to score the current situation of the students in the ClassDojo.	3.43	0.98
25	I like to share information about my students with their parents in the ClassDojo.	3.43	1.13
26	I like to share photos in the ClassDojo.	2.71	0.76
27	I enjoy using the ClassDojo.	3.00	1.00
28	I like the design of the ClassDojo (colors, layout).	3.86	0.38
29	The ClassDojo is a useful application.	3.71	0.49
30	I recommend to use the ClassDojo.	3.71	0.76

As it is understood from Table 5, it was determined that while teachers responded as "I completely agree" to the questionnaire items 17, 18, 19, 20, 21, and 22, and as "I partially agree" to the questionnaire items 2, 3, 11, 13, 15, 23, 26, and 27; whereas, they responded as "I agree" to all the remaining items. According to this questionnaire, the teachers stated that it was easy to use the ClassDojo ($\bar{x}$=4.43). In addition, the ClassDojo made it easier for teachers to know the parents. In addition, the application helps the teachers to record the class ($\bar{x}$=4,14) and behavior ($\bar{x}$=4.14) status of the children. In addition, this application helped the teachers to communicate with the parents ($\bar{x}$=3.86). In addition, the teachers stated that this application helped them to maintain the discipline in the classroom ($\bar{x}$=3.43). The teachers stated that the ClassDojo was helpful in solving the problems encountered by students in cooperation with the parents ($\bar{x}$=3.57). On the other hand, the teachers

indicated that the application decreased the frequency of face-to-face interviews with the parents (x̄=3.71). In general, the teachers liked the ClassDojo application (x̄=3.86) and recommended it (3.71).

In the fourth objective of the research, the opinions of the parents on the Class Dojo application are presented in Table 6. Table 6 shows the arithmetic mean and standard deviations of the scores given by parents the five-point Likert type expressions about the Class Dojo.

Table 6. ClassDojo Opinion Questionnaire for Parents

ITEM NO	ITEM	x̄	Sd
1	The ClassDojo makes it easy for me to communicate with my child's teachers.	3.53	1.30
2	The ClassDojo makes it easy for me to communicate with my child's teachers in timely manner.	3.87	1.06
3	The ClassDojo makes it easy for me to communicate with my child's teachers in an appropriate time.	3.60	1.12
4	The ClassDojo makes it easy for me to communicate with my child's teachers about the current status of my child.	4.00	1.13
5	The ClassDojo makes it easy for me to collaborate with my child's teachers.	4.13	1.06
6	The ClassDojo makes it easy for me to be aware of my child's behaviors in the class.	4.20	0.94
7	The ClassDojo makes it easy for me to be aware of my child's participation in the courses.	3.73	1.28
8	The ClassDojo makes it easy for me to be aware of my child's achievements in the classes.	3.47	1.36
9	The ClassDojo makes it easy for me to be aware of my child's attendance/ absenteeism at the school.	3.00	1.51
10	The ClassDojo makes it easy for me to be aware of my child's problems at the school.	3.33	1.35
11	The ClassDojo makes it easy for me to be aware of my child's social activities at the school.	3.13	1.46
12	The ClassDojo makes it easy for me to be aware of the activities conducted at the school.	3.13	1.41
13	The ClassDojo makes it easy to solve my child's problems at the school.	3.40	1.18
14	The ClassDojo makes it easy for me to collaborate with the school.	3.80	1.32
15	The ClassDojo makes it easy for me to get up-to-date information about my child from the teachers.	3.93	1.03
16	The ClassDojo makes it easy for parents who are away from the school to communicate with the school.	4.27	0.96
17	The ClassDojo saves the time spent for reaching the teachers.	3.93	0.96
18	The ClassDojo helps to save in the transportation to the school.	3.67	1.29
19	The ClassDojo helps to save money.	3.47	1.51
20	The ClassDojo reduces the frequency of my face-to-face interviews with my child's teachers.	3.40	0.99
21	The ClassDojo reduces the frequency of my meetings with my child at school.	3.00	1.31
22	The ClassDojo reduces the frequency of my visits to the school of my child.	2.67	1.11
23	It is easy to use the ClassDojo.	3.87	1.41
24	It is easy to download the ClassDojo on the phone.	3.67	1.11
25	It is easy to register in the ClassDojo.	4.00	1.07
26	It is easy to use messaging feature of the ClassDojo.	3.53	1.13
27	I access the behavior scores sent by the teachers to the ClassDojo.	4.00	1.20
28	I access the photos sent by the teachers to the ClassDojo.	3.93	0.96
29	I love the ClassDojo.	3.87	1.25
30	Plus points sent to my child in the ClassDojo make me happy.	3.93	1.22
31	Minus points sent to my child in the ClassDojo make me sad.	3.80	1.32

32	I enjoy sharing information with my child's teachers through the ClassDojo.	3.60	1.30
33	I enjoy communicating with my child's teachers in the ClassDojo.	3.60	1.18
34	I enjoy using the ClassDojo.	3.80	1.15
35	I like the design of the ClassDojo (colors, layout).	3.40	1.18
36	The ClassDojo is a useful application.	3.47	1.46
37	I recommend to use the ClassDojo.	4.00	1.20

As it is understood in Table 6, the parents responded as "I completely agree" to the questionnaire items 6 and 16 and "I partially agree" to the questionnaire items 9, 10, 11, 12, 21, 22 and they responded as "I agree" to all of the remaining items. According to this questionnaire, the parents stated that the ClassDojo application helped them to get information about the behaviors of their children in the class ($\bar{x}$=4.20). In addition, it was determined that the application was helpful for the parents living away from the school to communicate with the school ($\bar{x}$=4.27). Besides, the parents indicated that the application helped about establishing communication with the teachers ($\bar{x}$=3.53), cooperating ($\bar{x}$=4.13), and receiving up-to-date information from their children ($\bar{x}$=3.93). The parents stated that the application was helpful in solving the problems encountered by children in school ($\bar{x}$=3.40). Besides, the parents stated that they saved time and money they spent on visiting the school with the application ($\bar{x}$=3.67). On the other hand, the parents stated that they met less face-to-face interviews with the teachers ($\bar{x}$=3.40). Besides, the parents considered that it was easy to use the application ($\bar{x}$=3.87), liked the application ($\bar{x}$=3.40), found it useful ($\bar{x}$=3.47) and recommended the use of the application ($\bar{x}$=4.00).

Conclusions and Discussion

When this study aiming to reveal the opinions of the high school students about the ClassDojo application was examined in general, it was concluded that the behavior scores given by the teachers from the ClassDojo application helped the students to be aware of their own behaviors. With this awareness, the students tried to improve their own behaviors (MacLean-Blevins, 2013). Zimmerman (2002) suggested that a student who adjusted his/her behavior can motivate himself/herself while performing a given task. In other words, the student internalizes the right behaviors and the behaviors themselves become rewards for the students (Akbaba, 2006). Thus, the student can better focus on school works and be more successful. In addition, it can be asserted that the frequency of the unwanted behaviors decreased by the negative scores given by the teachers to the undesired behaviors in the ClassDojo environment. Since teachers share negative behaviors of their students with their parents as soon as they see them, the problems are solved more quickly. In this way, external factors that affect the behaviors of the child in an undesirable manner are taken under control and the child earns appropriate behavioral habits (Duman, Gelişi & Çetin, 2004). In other words, the students who see and internalize the adaptation to the social rules as a necessity of modern life and acquire appropriate rational behaviors are raised (cited by Duman, Gelişi & Çetin, 2004 from Tertemiz). This also reduces the frequency of calling the parents for these types of problems to the school by the teachers. On the other hand, positive scores given by the teachers in the ClassDojo environment become a reward for the students and the frequency of presenting the rewarded behavior increases. Some students even stated that they were appreciated by their parents at home when they got positive points. This is because students stated that they were struggling to get positive points. It is difficult for parents to come to school every day to learn the situation of their children. With the ClassDojo application, parents can learn their child's situation whenever they want, thanks to the notifications on their phones or by opening the application. In this way, the parents are notified about their children even when they cannot come to the school. That is because the frequency of the parents' school visits also decreases.

It is known that parents see the family-teacher cooperation in terms of increasing the success of their children in courses (Gökçe, 2000). In addition, communication and cooperation of the parents and the teachers in the ClassDojo environment is seen to affect the behaviors and course successes of the students. This result supported the results from the study of Lawson (2003) that the involvement of the family about the students' education improved the academic success and learning experiences of the students (Cited by Erdoğan & Demirkasımoğlu, 2010 from Lawson). Concerning this, the parents get more updated and continuous information about their children thanks to the information sent through the application. In fact, it was seen that the parents communicated with the teachers more deeply about the situation of the students by messaging through the application. They even had the opportunity to evaluate the student's status with the course teachers by learning the absenteeism and course grades through E-school. In fact, some teachers directly informed the parents about the absenteeism and course grades of the students and evaluated the situation together with the parents. In addition, teachers had the opportunity to discuss the situation of the student's behaviors in and out of the class by communicating with the student's parents through the application. For this reason, the parent was advising and assisting the child. In addition, it was also seen that the parents put more pressure on their children about their education with the ClassDojo application. This was associated with the increased communication of teachers with the parents and thus the fact that more detailed information was sent to the parents. Thus, the parents advised their children to study more and show better behaviors. For this reason, the students have had to pay more attention to their behaviors within the classroom and started to study more. The students saw this as a pressure and did not want to be under pressure. On the other hand, since the teacher's praise for the students and the positive behavior scores given by the teacher were sent directly to the parents, the students were satisfied with the teacher-parent communication. In addition, it was also seen that the students were satisfied with the interest of their parents in their education.

When the responses given to the questionnaire were examined, it was observed that the responses given differed in terms of gender. Female students generally responded more positively to the questionnaire items than male students. Female students draw more meanings from the scores given by their teachers in the ClassDojo environment where teachers can score the in-class behaviors of the students. In addition, it was concluded that the ClassDojo application was more helpful in developing self-regulation and self-control behaviors in female students than male students. Moreover, the more active involvement of the parents in the students' education was seen more positive in female students compared to the male students. This showed that female students used the ClassDojo application more actively and adopted it more than male students. Female students gave more importance to the application.

It is the parents who have an important place in the life of the children and who are constantly communicating with them from the time they are born, preparing them for their life. Naturally, the first teacher of the children is their parents. However, there is a need for efficient parent-teacher collaboration in order to improve the quality of education provided in the school, and to develop parent-teacher communication for effective cooperation (Erdoğan & Demirkasımoğlu, 2010). It is therefore an important task for the school to be in communication and cooperation with the parents who have an important place in the education of the students (Çalışkan & Ayık, 2015). Besides, it was seen that the ClassDojo application was helpful for the teachers and parents to communicate with each other more frequently and to know each other closely. This increases the sincerity between the teacher and parents and leads the students to have more effective and efficient education. In addition, the teachers found the opportunity both to evaluate the success and behavior status of the students in the class and send them to the parents by recording them in the application. This made it easy for the teachers both to establish the discipline in the class and to get help from the parents to solve the problems in the class. In addition, it was seen that the use of the ClassDojo was easy. The application was liked by students, teachers and parents. It was determined that the application was beneficial and

recommended to be used.

Recommendations

Teachers, students and parents using the ClassDojo application were satisfied with the application and recommend the use of the application. It can be asserted that the ClassDojo application positively affected the success levels of the high school students and their classroom behaviors. For this reason, the use of the ClassDojo application at high school level was beneficial and the use of the application was recommended. It was also seen that registering in the ClassDojo application was easy. However, it was necessary to explain the required information to the parents in detail in order for them to register, their registration should be confirmed by getting their feedbacks and appropriate revisions should be made according to the feedbacks received. Otherwise, some students can sign up to the system by showing themselves as a parent. In addition, it was seen that the students are willing to register to the system after the correct registration of their parents. In addition, teachers need to use the system actively. Otherwise, the parents also do not use the system. Teachers are advised to use the system on a daily or weekly basis. It is even suggested that teachers use the ClassDojo in front of the students in the classroom. It was seen that the system was more effective if it was used in this way.

Giving negative scores to the behaviors of the students through the system and sending negative messages to the parents about the students affect the students negatively. On the other hand, sending positive scores and messages to the parents make the students happy. Therefore, teachers need to develop empathy more with their students while sending a negative score or a message through the application and to be more patient in these situations (Paliç & Keleş, 2011). It is recommended to send positive scores and messages to students more frequently.

GENİŞLETİLMİŞ ÖZET

CLASSDOJO: Dijital Sınıf Yönetim Programının Öğrenci-Veli ve Öğretmen Üzerindeki Etkileri

Anne-babalar, çocuklarının ilk öğretmenleridir ve çocuklarını en iyi tanıyan kişilerdir. Çocuğa en yakın olan, çocuğun gelişim özelliklerini en iyi bilen yine çocuğun ailesidir (Akbaşlı ve Kavak, 2008). Anne – babaların fikirleri öğretmenlerin öğrenme deneyimlerini planlarken değerlidir (Keçeli-Kaysılı, 2015). Bu nedenle velilerin, eğitim sürecine katılması ile nitelikli eğitim-öğretim arasında doğrudan bir ilişki bulunmaktadır (Çalışkan ve Ayık, 2015). Buna karşın öğrenci velilerinin çoğunluğunun okuldaki etkinliklerden haberdar olmadığı, velilerin sadece çocuklarının durumunu öğrenmek için okula geldiği ve genel olarak okuldan uzak durdukları bilinmektedir (Bayrakçı ve Dizbay, 2013). Velilerin okula yönelik ilgisini artırmak ve veli-okul işbirliğini güçlendirmek için çevrimiçi elektronik ortamların etkili olabileceği düşünülmektedir. Bu nedenle Class Dojo uygulamasının kullanılmasına karar verilmiştir.

Class Dojo, sınıf içi bir iletişim uygulamasıdır. Aynı zamanda ücretsiz, pozitif, sınıf yönetimi açısından kolaylık sağlayan bir yönü de bulunmaktadır (Singer, 2014). Okulda gün boyunca öğrencilerin davranışlarının öğretmenleri tarafından etiketlenerek kaydedilmesini, puanlanmasını ve bu davranışlara öğretmen, veli ve öğrencinin ulaşabilmesini sağlamaktadır (ClassDojo, 2017). Class Dojo'da amaç; fotoğraf, video ve mesaj paylaşmak için onu kullanan öğretmen, veli ve öğrencileri bir araya getirmektedir. Bir takım olarak çalışmak, sınıf deneyimini paylaşmak ve sınıflarda veya evlerde önemli fikirlerin hayata geçirilmesini sağlamak için Class Dojo kullanılmaktadır. Class Dojo, öğrencilerin kendi davranışlarını izlemesine aynı zamanda velilerinde okulda olup bitenlerden haberdar olmasına olanak sağlamaktadır. Program dakika dakika, gün gün hafta hafta geribildirim sağladığı için öğrencilerin daha iyi işler yapmasını teşvik etmektedir(Pianta, 1999). Ayrıca öğrencilerin sosyal becerilerinin gelişmesini ve öz düzenlemeyi desteklemektedir (Bear& Watkins; 2006). Bununla birlikte öğretmenlerin öğrencilerinin belli davranışlarını izlemesine imkân vermektedir (ClassDojo)

Bu araştırmayla Class Dojo ortamında öğrenci-öğretmen-veli arasındaki iletişimin ve etkileşimin öğrenci, öğretmen ve veli açısından nasıl değerlendirildiği bulunmaya çalışılmıştır Bu amaç doğrultusunda aşağıdaki araştırma sorularına yanıt aranmaktadır.

1.Öğrencilerin Class Dojo hakkında genel görüşleri nelerdir?
2.Öğrencilerin Class Dojo hakkındaki görüşleri cinsiyete göre değişmekte midir?
3.Öğretmenlerin Class Dojo hakkında genel görüşleri nelerdir?
4.Velilerin Class Dojo hakkındaki genel görüşleri nelerdir?

Çalışma tarama modelli ve nicel verilerin nitel verilerle desteklendiği bir araştırmadır. Araştırma soruları hazırlanırken ölçme değerlendirme uzmanı, dil uzmanı ve alan uzmanlarının görüşlerinden faydalanılmıştır. Araştırmanın çalışma grubu, Bingöl'de bulunan bir Anadolu lisesinde 2016-2017 eğitim-öğretim yılı 2.dönemi boyunca eğitim alan 10.sınıf öğrencilerinden, bu öğrencilerin velileri ve öğretmenlerinden oluşmaktadır. Araştırmaya katılan öğrenciler, öğretmenler ve veliler Class Dojo uygulamasını 1 dönem boyunca kullanmıştır. Çalışma grubu 25 öğrenci, 25 veli ve 8 öğretmenden oluşmaktadır. Araştırmacılar, çalışma grubunu belirlerken 25 öğrenci, 25 veli ve 8 öğretmeni çalışmaya dâhil etmiş ancak geri dönüt aşamasında çalışmaya dâhil olan sadece 15 öğrenciye, 15 veliye ve 7 öğretmene anket uygulanabilmiştir. Ayrıca 9 öğrenci ile birebir görüşme yapılmıştır. Araştırmada öğrencilerden veri toplama aşamasında araştırmacılar tarafından hazırlanan Öğrenciye Yönelik Class Dojo Görüş Anketi, Öğretmene Yönelik Class Dojo Görüş Anketi, Velilere Yönelik Class Dojo Görüş Anketi ve Öğrenciye Yönelik Yarı Yapılandırılmış Class Dojo Görüşme Formu kullanılmıştır. Anketler, demografik değişkenler ile Class Dojo

uygulamasına yönelik beşli derecelendirme tipi ifadelerden oluşmaktadır. Yarı yapılandırılmış görüşme formu ise öğrencilerden Class Dojo uygulaması ile alakalı düşüncelerini açıklamalarını sağlayacak açık uçlu sorulardan oluşmaktadır. Elde edilen verilerin istatistiksel analizi bir paket program kullanılarak yapılmıştır. Analiz sürecinde standart sapma, ortalama, frekans, yüzde ve U-testi gibi istatistiksel tekniklerden yararlanılmıştır. Araştırma kapsamında yapılan görüşmelerin analizinde ise içerik analizi kullanılmıştır.

Öğrencilere uygulanan anketten elde edilen bulgular genel olarak incelendiğinde Class Dojo'ya öğretmenler tarafından gönderilen puanlar öğrencilerin kendi davranışlarını düzenlemesini kolaylaştırdığı (3,73) ve Class Dojo, öğrencilerin dersleriyle ailelerinin ilgilenme sıklığını artırdığı görülmüştür($\bar{x}$=3,67). Ayrıca ankete verilen cevaplar cinsiyete göre incelendiğinde Class Dojo uygulamasına yönelik kız öğrencilerin düşüncelerinin erkek öğrencilerinkine göre daha olumlu olduğu görülmüştür. Buna ek olarak öğrencilerle yapılan bire bir görüşmelerde öğrencilerin tamamı Class Dojo uygulaması ile birlikte velilerin çocuklarının dersleriyle daha çok ilgilendiklerini (f=9), uygulama üzerinden okul içindeki davranışlarının velilerine ulaştırıldığını (f=9) belirtmektedir. Öğretmenlere uygulanan anket incelendiğinde Class Dojo öğretmenlerin, velileri tanımasını kolaylaştırdığı, velilerle iletişim kurmasına yardımcı olduğu ($\bar{x}$=3,86) görülmüştür. Buna ek olarak öğretmenler, sınıf içinde disiplini sağlamada bu uygulamanın kendilerine yardımcı olduğunu belirtmiştir ($\bar{x}$=3,43). Ayrıca velilere uygulanan anket incelendiğinde uygulamanın öğretmenlerle iletişim kurma ($\bar{x}$=3,53), işbirliği yapma ($\bar{x}$=4,13) ve çocuklarından güncel bilgi alma konularında yardımcı olduğu görülmüştür ($\bar{x}$=3,93).

Lise öğrencilerinin Class Dojo uygulamasına yönelik düşüncelerini ortaya koymayı amaçlayan bu araştırma genel olarak incelendiğinde Class Dojo uygulamasından öğretmenleri verdiği davranış puanlarını öğrencilerin kendi davranışlarının farkına varmasını sağladığı sonucuna ulaşılmıştır. Bu farkındalıkla öğrenci kendi davranışlarını iyileştirmeye yönelik çaba harcamaktadır (MacLean-Blevins, 2013). Buna ek olarak öğretmenler öğrencilerinin yaptığı olumsuz davranışları ilk ortaya çıkmasından itibaren velileriyle paylaştıkları için sorun daha çabuk çözülmektedir. Aynı zamanda sınıf yönetimi sorunu olan öğretmenlere davranış iyileştirme yönünde destek sağlamaktadır (Crone and Horner, 2003). Bu şekilde çocuğun davranışlarını istenilmeyecek şekilde etkileyen dış etkenler kontrol altına alınmakta ve çocuğa uygun davranış alışkanlıkları kazandırılmaktadır (Duman, Gelişi ve Çetin, 2004). Bunun yanında velilerin, çocuklarının durumunu öğrenmek için her gün okula gelmeleri zordur. Class Dojo uygulaması ile birlikte veliler istedikleri zaman çocuklarının durumunu telefonlarına gelen bildirimler sayesinde veya uygulamayı açarak öğrenebilmektedir. Bu sayede veli okula gelemediği zamanlarda da çocuklarından haberdar olmaktadır. Bu yüzden velinin okula gelme sıklığı da azalmaktadır.

Velilerin aile-öğretmen işbirliğine, çocuklarının ders başarılarının artırılması açısından baktığı bilinmektedir (Gökçe, 2000). Bununla ilgili olarak öğretmenlerin uygulama üzerinden gönderdiği bilgiler sayesinde veli çocuğundan daha güncel ve sürekli haber almaktadır. Hatta velinin, öğretmenlerle uygulama üzerinden mesajlaşarak öğrencinin durumuyla ilgili daha derinlemesine görüştüğü görülmüştür. Bu sayede veli, çocuğuna tavsiyelerde bulunmakta ve çocuğuna yardımcı olmaktadır. Böylece Class Dojo ortamında veli ve öğretmenin iletişim ve işbirliği halinde olması öğrencinin davranışlarını ve ders başarılarını olumlu yönde etkilemektedir. Bununla birlikte velilerin Class Dojo uygulamasıyla birlikte çocuklarının eğitimleriyle ilgili baskı yaptığı da görülmüştür. Bunun sebebi öğretmenlerin velilerle iletişiminin artması ve bu iletişimle birlikte öğrenciler hakkında daha detaylı bilgilerin velilere ulaşmasıdır. Böylece veli, çocuğunun daha fazla ders çalışması ve daha iyi davranışlar göstermesi için tavsiyelerde bulunmuştur. Öğrenci bu durumu baskı olarak görmekte ve baskı altında kalmak istememektedir.

Bunun yanında Class Dojo uygulaması, öğretmen ve velilerin birbirleriyle daha sık iletişim kurmalarına ve birbirlerini yakından tanımalarına yardımcı olduğu görülmüştür. Bu da öğretmen ve veli arasındaki samimiyeti artırarak öğrencilerin daha etkili ve verimli eğitim almalarını sağlamıştır. Ayrıca öğretmenler sınıf

içinde öğrencilerin ders ve davranış durumlarını uygulamaya kaydederek hem değerlendirme imkânı hem de velilere ulaştırma imkânı bulmuştur. Böylece öğretmenlerin hem sınıf içindeki disiplini sağlaması hem de sınıf içindeki sorunları çözebilmek için velilerden yardım alması kolaylaşmıştır. Buna ek olarak Class Dojo'nun kullanımının kolay olduğu görülmüştür. Uygulama öğrenci, öğretmen ve veliler tarafından beğenilmiştir. Uygulamanın faydalı olduğu ve kullanılmasının tavsiye edildiği belirlenmiştir.

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