



ClassDojo for the University

By Timothy Ang

What kind of teacher do you want to be?



Dick Vernon

Strict, unbending, not fun



Mr. Bergstrom

Flexible, inspirational, and fun

What is Disruptive Behavior?

- Noise and interruptions
- Tardiness or frequent excuses
- Unauthorized cell phone use
- Arrogant or hostile behavior
- Rudeness, aggression, or violence
- Improper attire
- Arguments or disagreements
- Eating food or drinking beverages



A disruptive class means stress and
burnout for teachers

Disruptive Behavior Management Methods

Peer Reporting

Students record each others behaviors.

Punitive Discipline

Written warnings, suspension, expulsions, grade penalties.

Contingency Management

Receives the reward or consequence for behavior.

Direct Intervention

Taking the student aside to discuss the issue.

Seat Arrangement

Moving the students around.

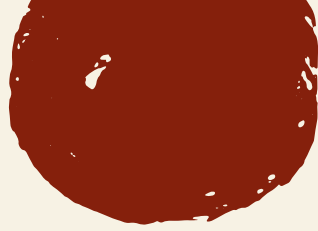
Zen

Meditation and relaxation methods.



The Token Economy

The token economy is a form of contingency management that has been used in a wide range of classroom environments. These tokens can then be redeemed for prizes or rewards.



What is ClassDojo?

ClassDojo is a multi platform, freely distributed, fun, and easy to use application tool that allows educators to digitize, track, and reward behaviors in the class.

Students are given points for certain actions they perform in class. These points can also be taken away.

Mostly for communicative / speaking driven classes.



Promoting Traits

Productivity

Am I getting enough points with my effort?

Cooperation & Participation

Who can I help?

Awareness & Accountability

I deserve points.
I don't deserve points.

Conscience & Discipline

I shouldn't do that.





demonstration

Let's see the application in action



Steps to ClassDojo Implementation

1. **Decide & target** the behavior to reinforce and reduce. Involve the class.
2. **Assign** point values that may be tied as part of the students participation grade (20-30%).
3. **Input** student names along with customization avatar or taking their pictures to remember.
4. **Introduce & demonstrate** the application.
5. Periodically **announce** points.
6. **Offer** an exchange system for the points.
7. **Ask** students to reflect on their points through an essay. **Submit** individualized reports.



Example Point System

Plus Points motivate

Answer correct / Raising hand

Helping others

Completion of activity goals

Group achievements

Being assigned a role (2 pts.)

Giving a good suggestion

Above and beyond effort

Minus Points discipline

Using phone for wasting time

Eating in class

Interrupting

Sleeping

Rude or misbehaving

Not paying attention

Bullying (2 pts.)

Conditioning Response



WHAT IS BEHAVIORISM?

The theory that psychology can be objectively studied through observable action.

Operant Conditioning

Subject learns behavior by associating it with consequences.



Classical Conditioning

Subject learns to associate two unrelated stimuli with each other.




ThoughtCo.



Some Guidelines for ClassDojo



- Give everyone one point in the beginning to start things off
 - Trial and error, start small with your point lists
 - Works best with 20 students and below
 - Use actual physical tokens
 - Reward more than punish
 - Connect to projector / TV
 - During activities walk around with a tablet as a reminder
 - Incorporate multiple point (ex. conversation 3- changes 2- memorizes 1- understands)
 - Use it on a variety of activities (ex. Give a new vocabulary word, use it in a sentence, listening comprehension questions, send me your answers via audio file)
 - Everyone should have the opportunity to get points (random , volunteer, teacher-chosen) during and after class
 - Be stingy but have moments when you are generous with points
 - Offer anonymity of total points
- 

Sample Rewards System

Reward

40 pts

Starbucks / Doutor for everyone

35 pts

Exempted from going to a class

30 pts

I do the oppayo or sing baka mitai

25 pts

You can throw whip cream paper plate at me

20 pts

Additional points on midterm or final

Be Creative with Points & Rewards



Get the most out of the point system.

Promote Altruism

Teach the value of giving back to others by giving additional points to those who volunteer.

Barter Market


Allow the students to bargain on occasion. For example when asking a question the student can bet a certain amount of points.

Side Projects

Big time points with projects which encourage the students to meet outside of class to work on projects.

Secret Prize Box

The students can use their points to get a secret gift at the end of the semester.





Additional Features

Timer

Random

Group Maker

Noise Meter

Directions

Think Pair Share

Attendance





Thank you!

Do you have any questions or suggestions?

E-mail: timothyang@gmail.com

Linkedin: [linkedin.com/in/timmyang/](https://www.linkedin.com/in/timmyang/)

Website: timothywilliamang.wordpress.com



References

- Benhadj, Y., Messaoudi, M. E., & Nfissi, A. (2019). Artificial Intelligence in Education: Integrating Serious Gaming into the Language Class ClassDojo Technology for Classroom Behavioral Management. *IAES International Journal of Artificial Intelligence (IJ-AI)*, 8(4), 382. <https://doi.org/10.11591/ijai.v8.i4.pp382-390>
- Lipscomb, A. H., Anderson, M., & Gadke, D. L. (2018). Comparing the effects of ClassDojo with and without Tootling intervention in a postsecondary special education classroom setting: LIPSCOMB et al. *Psychology in the Schools*, 55(10), 1287–1301. <https://doi.org/10.1002/pits.22185>
- Maclea-Blevins, A. O., & Muilenburg, L. Y. (n.d.). Using Class Dojo to Support Student Self-regulation. 6.
- Manolev, J., Sullivan, A., & Slee, R. (2019). The datafication of discipline: ClassDojo, surveillance and a performative classroom culture. *Learning, Media and Technology*, 44(1), 36–51. <https://doi.org/10.1080/17439884.2018.1558237>
- Rivera, C. J. (2019). Using ClassDojo as a Mechanism to Engage and Foster Collaboration in University Classrooms. *College Teaching*, 67(3), 154–159. <https://doi.org/10.1080/87567555.2018.1505710>
- Robacker, C. M., Rivera, C. J., & Warren, S. H. (2016). A Token Economy Made Easy Through ClassDojo. *Intervention in School and Clinic*, 52(1), 39–43. <https://doi.org/10.1177/1053451216630279>
- Robinson, B. (2020). The ClassDojo app: Training in the art of dividualation. *International Journal of Qualitative Studies in Education*, 1–15. <https://doi.org/10.1080/09518398.2020.1771460>
- Saber, J. L. (2017). Dojo Tokens: The Effects of a Token Economy on Undergraduate Student Behaviour and Performance. 25(2), 13.
- Zimmerman, B. J. (1996). Enhancing student academic and health functioning: A self-regulatory perspective. *School Psychology Quarterly*, 11(1), 47–66. <https://doi.org/10.1037/h0088920>