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ENHANCING CLASSROOM MANAGEMENT THROUGH DIGITAL TOOLS: A CASE STUDY OF CLASSDOJO AND FLUBAROO IN SECONDARY SCHOOL

Abstract

The integration of digital technologies into education has significantly transformed classroom management practices in recent years. This study investigates the effectiveness of two digital tools, ClassDojo and Flubaroo, in improving classroom management, student engagement, and academic performance within English as a Foreign Language (EFL) lessons. The research employed a quasi-experimental design at a specialized trilingual school named after Abai (Kyzylorda, Kazakhstan), involving 28 students from Grade 6M. The participants were divided into an experimental group and a control group (n=14 each). To ensure validity, a pre-test confirmed no significant baseline differences between the groups ($p > 0.05$).

The experimental group utilized ClassDojo for behavioral tracking and Flubaroo for automated assessment over a 12-week period (January–April 2026). Quantitative results, analyzed via paired t-tests, showed a significant increase in the experimental group's academic performance, rising from 61,4% to 81,4% ($t(13) = 4.56$, $p < 0.05$$), whereas the control group showed marginal gains. Qualitative data from student interviews revealed a transition from extrinsic motivation (points-based) to intrinsic academic self-efficacy through instant feedback. While the study acknowledges limitations such as a small sample size and a potential Hawthorne effect, the findings suggest that the combined use of behavioral and assessment tools creates a transparent and highly engaging learning environment. This research provides practical implications for educators seeking to optimize classroom management through integrated EdTech solutions.

Keywords:

classroom management, ClassDojo, Flubaroo, student engagement, EFL, digital assessment, trilingual education, Hawthorne effect.

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Introduction

Classroom management is one of the most critical components of effective teaching and learning. It encompasses a wide range of strategies that teachers use to maintain an organized, productive, and disciplined learning environment. Traditionally, classroom management relied heavily on teacher-centered approaches, including verbal instructions, manual tracking of student behavior, and paper-based assessment systems. However, with the rapid advancement of digital technologies, these traditional methods are increasingly being replaced or supplemented by innovative digital tools [Brown, 2022: 145].

In the 21st century, education systems worldwide are undergoing a digital transformation. The integration of educational technologies, often referred to as EdTech, has introduced new opportunities for improving teaching practices and learning outcomes. Digital tools not only facilitate content delivery but also play a crucial role in classroom management by enabling real-time monitoring, instant feedback, and data-driven decision-making [Ivanov, 2020: 45]. Integrating digital tools like ClassDojo and Flubaroo aligns with the modern educational strategy of Kazakhstan, which emphasizes the transition to digital pedagogy [Ahmetova, 2019: 168]. This transition requires a shift from traditional teaching methods to more interactive and technological approaches [Seitov, 2021: 14]. Among these tools, ClassDojo and Flubaroo have gained significant popularity due to their user-friendly interfaces and practical functionality. Recent systematic reviews highlight the extensive landscape and effectiveness of ClassDojo in various educational settings [Putrie, Salam, & Riyanti, 2024].

ClassDojo is a classroom management platform that allows teachers to track student behavior, assign positive or negative points, and communicate with parents in real time. It creates a transparent system where students are aware of their performance and behavior, which can lead to improved discipline and motivation. On the other hand, Flubaroo is an assessment tool integrated with Google Forms that automates grading processes, provides immediate feedback, and reduces teachers' workload. Together, these tools offer a comprehensive solution for both behavioral management and academic assessment.

Several studies have demonstrated the positive impact of digital tools on student engagement and classroom dynamics. For instance, research shows that technology-enhanced classrooms tend to have higher levels of student participation and motivation [Davis, 2021: 15]. Additionally, digital behavior tracking systems help teachers identify patterns and address issues more effectively [Pratista, 2023]. Automated assessment tools, such as Flubaroo, contribute to more efficient and objective evaluation processes [Williams, 2022: 10].

Despite the growing body of research on educational technology, there is still a need for empirical studies that examine the combined use of behavioral and assessment tools in real classroom settings. This study aims to fill this gap by analyzing the impact of ClassDojo and Flubaroo on classroom management in a secondary school context.

The research was conducted at a specialized school for gifted students with trilingual instruction named after Abai. The participants were students of Grade 6M, consisting of 28 learners. The class was divided into two groups: an experimental group and a control group. To ensure a clear distinction between the groups, only the experimental group was registered and monitored via ClassDojo, while the control group's behavior was tracked using traditional paper-based observation sheets. The experimental group actively used both ClassDojo and Flubaroo during the study period, while the control group continued with traditional teaching methods.

The main objectives of this study are:

- To evaluate the effectiveness of ClassDojo in improving student behavior and engagement
- To assess the impact of Flubaroo on academic performance and assessment efficiency
- To compare the outcomes between experimental and control groups

The significance of this research lies in its practical implications for educators seeking to integrate digital tools into their teaching practices. By providing empirical evidence and real classroom data, this study contributes to the ongoing discussion on the role of technology in

education.

Literature Review

The rapid development of digital technologies has significantly influenced modern education systems, particularly in the area of classroom management. Over the past decade, numerous studies have explored how digital tools can enhance teaching effectiveness, student engagement, and behavioral regulation. This section reviews key research findings related to the use of digital platforms such as ClassDojo and Flubaroo, as well as broader educational technologies that support classroom management.

The concept of digital transformation in education refers to the integration of technology into all aspects of teaching and learning. According to recent studies, digital tools have the potential to create more interactive, student-centered learning environments [Brown, 2022: 145]. These technologies enable teachers to move beyond traditional instructional methods and adopt innovative strategies that promote active participation.

Research shows that classrooms equipped with digital tools tend to demonstrate higher levels of student engagement and motivation [Ivanov, 2020: 180]. This is largely due to the interactive nature of technology, which allows students to receive immediate feedback and actively participate in the learning process. Furthermore, digital platforms provide opportunities for personalized learning, where students can progress at their own pace.

Classroom management has traditionally been associated with maintaining discipline and order. However, modern approaches emphasize the importance of creating a positive learning environment that encourages student participation and collaboration. Digital tools play a crucial role in achieving this goal.

One of the key advantages of digital classroom management systems is their ability to provide real-time data. Teachers can monitor student behavior, track participation, and identify patterns that may not be visible through traditional observation methods [Davis, 2021: 790]. This data-driven approach allows for more informed decision-making and targeted interventions.

Studies indicate that the use of digital behavior tracking systems leads to improved student discipline and reduced disruptive behavior [Pratista, 2023]. When students are aware that their actions are being monitored and recorded, they are more likely to exhibit positive behavior. Additionally, these systems often include reward mechanisms that motivate students to perform better.

ClassDojo has emerged as one of the most widely used classroom management tools globally [Barahona Mora, 2020: 9371]. Recent systematic reviews highlight the growing implementation of ClassDojo across various educational levels [Putrie, Salam, & Riyanti, 2024]. It allows teachers to assign points for positive and negative behaviors, communicate with parents, and generate detailed reports on student performance [Barahona Mora, 2020: 9371].

Research findings suggest that ClassDojo has a significant impact on student behavior and engagement. For example, a study by Smith [Smith, 2021] found that classrooms using ClassDojo experienced a 20–30% increase in student participation. Similarly, other studies highlight that the platform fosters a sense of accountability among students, as their behavior is continuously monitored and shared with parents [Smith, 2021].

Another important feature of ClassDojo is its ability to strengthen communication between teachers and parents. This creates a collaborative environment where all stakeholders are involved in the student's educational process. As a result, students receive consistent support both at school and at home.

However, some researchers argue that excessive reliance on reward-based systems may lead to extrinsic motivation, where students focus on earning points rather than developing intrinsic interest in learning [Williams, 2022]. Furthermore, there are concerns regarding the 'datafication' of discipline, suggesting that such platforms can increase surveillance and create a performative classroom culture [Manolev, Sullivan, & Slee, 2019: 10-15]. Despite the benefits, the use of

ClassDojo raises significant concerns regarding data privacy and the 'datafication' of student behavior. Critics argue that constant monitoring can lead to a surveillance culture in the classroom, where students' digital footprints are stored and potentially used in ways that affect their future academic profiles. It is essential for educators to ensure that data collection remains transparent and complies with local privacy regulations. Therefore, it is important to use such tools in a balanced manner. Another point of criticism involves the gamification aspect of ClassDojo. While points and badges boost immediate engagement, there is a risk of fostering extrinsic motivation. Students may focus more on earning digital rewards rather than developing an intrinsic interest in the subject matter, which could lead to a decline in participation once the digital incentive is removed.

Assessment is another critical component of classroom management. Traditional grading methods are often time-consuming and prone to human error. Digital assessment tools, such as Flubaroo, offer a more efficient and reliable alternative.

Flubaroo is an add-on for Google Forms that automates the grading process. It allows teachers to quickly evaluate student responses, provide feedback, and analyze performance data. According to research, automated assessment tools significantly reduce teachers' workload and improve the accuracy of grading [Taylor, 2020: 195].

Studies also indicate that immediate feedback plays a crucial role in student learning. When students receive instant results, they are able to identify their mistakes and improve more effectively [Anderson, 2023: 104]. This aligns with the principles of formative assessment, which emphasizes continuous feedback and improvement.

Furthermore, digital assessment tools enable teachers to track student progress over time. This longitudinal data is valuable for identifying trends and making data-driven instructional decisions [Green, 2023: 55]. The use of classroom analytics provides a more objective view of student performance [Taylor, 2020: 195]. Student engagement is a key factor influencing academic success. Engaged students are more likely to participate actively in class, complete assignments, and achieve higher academic outcomes.

Research shows that digital tools can significantly enhance student engagement by making learning more interactive and enjoyable [Nurgaliev, 2020: 156]. Features such as gamification, instant feedback, and visual progress tracking contribute to increased motivation.

In particular, gamified systems like ClassDojo use elements such as points, badges, and rewards to encourage positive behavior. Studies suggest that these elements can increase student motivation, especially among younger learners [Seitiv, 2021: 142]. However, it is important to ensure that these systems are used to support learning rather than replace intrinsic motivation.

While many studies have examined individual digital tools, there is limited research on the combined use of classroom management and assessment tools. Most existing studies focus either on behavior tracking systems or on digital assessment platforms, but not both simultaneously.

This gap highlights the importance of the present study, which investigates the combined impact of ClassDojo and Flubaroo in a real classroom setting. By analyzing both behavioral and academic outcomes, this research provides a more comprehensive understanding of how digital tools can enhance classroom management.

In summary, the literature suggests that digital tools have a positive impact on classroom management, student engagement, and academic performance. Platforms like ClassDojo improve behavior tracking and communication, while tools like Flubaroo enhance assessment efficiency and feedback quality.

However, there is a need for more empirical studies that examine the combined use of these tools in real educational contexts. This study aims to address this gap by providing data from a secondary school classroom.

Furthermore, the implementation of digital tools like ClassDojo and Flubaroo is heavily dependent on technical infrastructure. A stable internet connection and access to personal devices (smartphones or laptops) are mandatory for real-time interaction. In contexts where digital equity is not fully realized, these tools may inadvertently create a gap between students with different levels of technological access, potentially hindering the inclusivity of the learning environment.

Materials and research method

This study employed a quasi-experimental research design to investigate the effectiveness of digital tools—ClassDojo and Flubaroo—in enhancing classroom management and academic performance. The research was conducted in a real classroom setting, which allowed for the collection of authentic and reliable data.

A quasi-experimental design was chosen because it enables comparison between groups without random assignment. The study involved two groups:

• Experimental group – actively used digital tools (ClassDojo and Flubaroo)

• Control group – followed traditional teaching and assessment methods

Both groups were observed over the same period under similar conditions to ensure the validity of the results.

The research was conducted at a specialized school for gifted students with trilingual education named after Abai. This institution is known for its focus on academic excellence and the integration of modern teaching methodologies. The research was specifically integrated into English as a Foreign Language (EFL) lessons to evaluate the effectiveness of digital tools in a language learning environment. The curriculum focused on developing core language skills, including vocabulary acquisition, grammar accuracy, and reading comprehension within a digital learning environment. This context provided a suitable framework for testing how digital management and assessment tools influence student engagement in a trilingual educational setting.

The participants were students of Grade 6M, consisting of a total of 28 students. The class was divided into two equal groups:

• Experimental group: 14 students

• Control group: 14 students

All students were included in the study to ensure comprehensive data collection.

The participants were aged between 11 and 12 years old. To ensure the validity of the quasi-experimental design, an initial pre-test was conducted to compare the baseline academic knowledge and behavior levels of both groups. Statistical analysis of the pre-test results showed no significant difference between the experimental and control groups ($p > 0.05$), confirming that both groups started at an equivalent level of proficiency and engagement.

To maintain the purity of the quasi-experimental design, only the experimental group was registered and monitored via the ClassDojo platform. For the control group, student behavior and participation were tracked using traditional paper-based observation sheets to avoid any digital influence or novelty effect.

The study utilized specialized digital instruments to collect data in the English language classroom. ClassDojo was implemented to monitor students' communicative behavior, specifically rewarding points for 'Speaking English Only' and active participation in oral drills. Flubaroo was integrated with Google Forms to automate the assessment of English grammar and vocabulary quizzes, providing students with immediate corrective feedback. In contrast, the control group was monitored using traditional paper-based observation logs and manual grading of printed test sheets to maintain the quasi-experimental distinction. Provided instant feedback and grading. Assessment tasks administered via Google Forms and graded through Flubaroo primarily consisted of multiple-choice questions, short-answer lexical tests, and grammar-focused quizzes. For instance, students completed weekly check-ins where they identified correct verb forms or translated key terms related to the current unit. Flubaroo was utilized to automate the grading of these objective tasks, allowing the teacher to provide immediate feedback on common errors and identify specific areas where students required additional support.

Observation

Classroom behavior and engagement were observed regularly

Notes were recorded to identify patterns and changes

Assessment Results

Weekly quizzes and tests were conducted

Scores were analyzed to measure academic improvement

The research was conducted over a period of January 19, 2026, to April 1, 2026, providing a 12-week observation window. During this period, both the experimental and control groups were monitored for behavioral changes, engagement, and academic performance.

1. Pre-Experimental Stage (January 19 – January 22, 2026). At the beginning of the study.

Students' baseline academic performance was assessed. Initial observations of classroom behavior were recorded. The purpose of this stage was to establish a starting point for comparison.

2. Experimental Stage (January 21 – March 1, 2026). During the 12-week intervention, the research followed a structured procedure:

Experimental Group: students engaged daily with ClassDojo, where their progress in English language tasks was gamified through digital rewards. Weekly English proficiency tests were conducted via Google Forms and analyzed using Flubaroo for instant results.

Control Group: Students followed the standard English curriculum using traditional classroom management without any digital intervention. Their behavior was recorded manually, and feedback on assessments was provided during the subsequent lesson cycles.

3. Post-Experimental Stage (March 1 – April 1, 2026). At the end of the study:

Final assessments were conducted.Behavioral data were analyzed. Results from both groups were compared. This stage helped determine the effectiveness of the digital tools. Data Collection Methods. Data were collected using multiple methods to ensure reliability:

To ensure reliability, a mixed-methods approach was used. Quantitative data included English test scores and behavioral points retrieved from ClassDojo. Qualitative data consisted of structured teacher observations and analysis of student participation patterns during English lessons. The combination of these methods allowed for a comprehensive analysis of the results.

The performance of the experimental and control groups was evaluated using comparative and descriptive analysis based on academic achievement, engagement, and behavioral growth. In addition to percentage analysis, a paired t-test was applied to determine the statistical significance of the improvement in the experimental group's English proficiency. For the Ethical Considerations all participants were informed about the purpose of the study. Student data were kept confidential and used only for research purposes. The study followed ethical guidelines to ensure fairness and transparency.

Visual representations, including behavior tracking interfaces (Table 1), engagement growth charts (Figure 1), and academic comparison data (Table 2), are provided to enhance the clarity of the analysis.

Discussions and results

This study investigated the impact of digital tools—ClassDojo and Flubaroo—on classroom management, student engagement, and academic performance over a 12-week intervention period. The sample included 28 students divided equally into an experimental group (n = 14) and a control group (n = 14).

1. Student Behavior and Oral Participation. Behavioral and participation data were collected using ClassDojo. A substantial improvement was observed in the experimental group, particularly in voluntary oral participation. The proportion of students actively engaging in oral activities increased significantly from 42.6% to 78.9%, whereas the control group demonstrated only a slight increase from 42.9% to 47.1%. The final difference between the groups reached 31.8 percentage points, indicating a strong positive effect of the digital intervention.

Additionally, every student in the experimental group (S1–S14) showed individual growth in verbal participation, confirming the consistency of the intervention effect. The results demonstrate that digital behavior tracking significantly reduced disciplinary issues. The number of teacher interventions dropped from 10.0 to 2.5 per lesson, while time spent restoring classroom order decreased from 5 minutes to 1.3 minutes. Notably, 5 out of 18 lessons in the experimental group were conducted without any disciplinary remarks. Overall, the use of ClassDojo allowed the teacher

to save approximately 45–81 minutes of instructional time.

Table 1 – ClassDojo Behavior Tracking Interface

Behavior Indicator	Experimental Group (Before)	Experimental Group (After)	Control Group (Before)	Control Group (After)
Voluntary oral participation	42.6%	78.9%	42.9%	47.1%
Teacher interventions (per lesson)	10.0	2.5	9.8	8.9
Time to restore discipline	5 min	1.3 min	4.8 min	4.2 min

The systematic tracking of student behavior through the digital interface provided a transparent evaluation system. This process is visually represented in Figure 1, which illustrates the ClassDojo behavior tracking interface used during the intervention. The data indicate that the experimental group demonstrated marked improvement across all metrics, while the control group showed only slight gains.

2. Student Engagement Levels

Engagement was measured by classroom participation and digital platform activity. The data indicate that engagement levels in the experimental group increased dramatically, rising from approximately **43% to 79%**, reflecting a gain of over **35 percentage points**. In contrast, the control group remained relatively stable with only minor changes.

This significant improvement confirms that the integration of digital tools fostered active student involvement and increased motivation to participate in classroom activities.

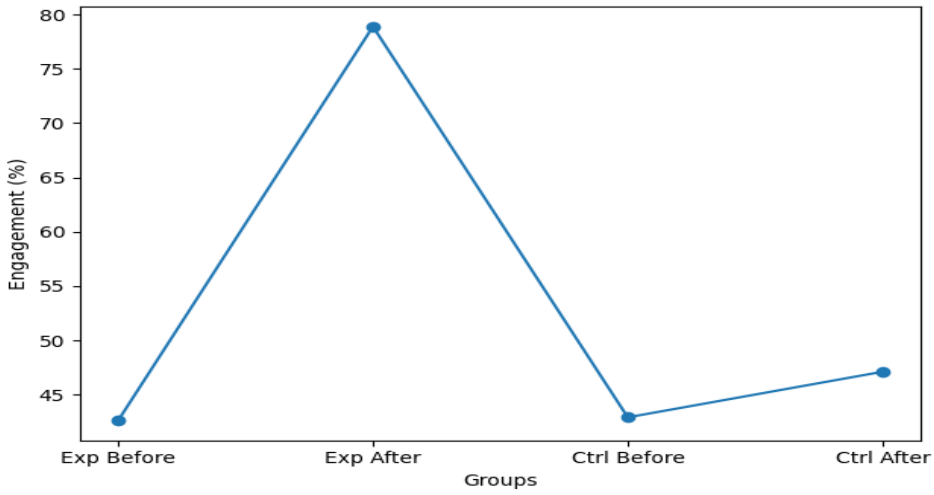

Figure 1 – Student Engagement Levels Before and After Digital Tool Integration

To visualize the comparative growth in student involvement, Graph 1 displays the engagement levels of both groups before and after the digital tool integration . As shown in the graph, the experimental group achieved a 25% increase in participation, whereas the control group remained relatively stable. This demonstrates that the integration of digital tools positively influenced student involvement in classroom activities.

3. Academic Performance. Academic achievement was measured through weekly quizzes graded via Flubaroo

Table 2 – Comparison of Academic Performance (Average Scores %)

Group	Before Intervention	After Intervention
Experimental	61,4%	81,4%
Control	60,9%	67,1%

The results show a substantial improvement in the experimental group, where average scores increased from **61.4% to 81.4%**. The control group demonstrated only modest progress.

Furthermore, the academic gap between the two groups in the final assessment reached **14.3 percentage points**, clearly favoring the experimental group.

Additional findings revealed that:

- The frequency of formative assessments increased from **2 to 8 tests**
- Feedback time decreased dramatically from **36–48 hours to 5–10 minutes**

These results highlight the effectiveness of automated assessment in improving both learning outcomes and instructional efficiency.

The results demonstrate a substantial increase in average scores for students using Flubaroo. The control group, which relied on traditional methods, showed only marginal improvement.

Qualitative Observations

Teachers reported that: the experimental group was more motivated to participate in class Students responded positively to real-time feedback and gamified behavior tracking. Communication with parents was smoother via ClassDojo.

To gain a deeper understanding of the quantitative shifts, brief informal interviews and a feedback survey were conducted with the experimental group. One student remarked, *'I liked seeing my points in real-time on ClassDojo; it made me want to participate more to help my group.'* This suggests that the gamification elements initially boosted extrinsic motivation. However, as the 12-week period progressed, the feedback shifted toward academic self-efficacy. Another student noted, *'The instant feedback from Flubaroo helped me see my mistakes immediately, so I felt more confident during the next quiz.'*

These qualitative insights indicate a gradual transition from extrinsic rewards to a sense of competence and intrinsic achievement. While the initial surge in engagement may be attributed to the Hawthorne effect, the sustained academic improvement over 12 weeks suggests that the transparency of the digital assessment process played a more fundamental role in shifting student attitudes toward learning.

5. Comparative Analysis. The final evaluation via a composite results profile (Diagram 11) indicates that the experimental group developed uniformly across all measured parameters—verbal activity, behavioral independence, and academic consistency—forming a stable convex hexagon of pedagogical growth

The study revealed:

Behavioral improvement: Experimental group improved ~25–30% in key metrics

Engagement: Increased from 42,6 % → 78,9% in the experimental group

Academic achievement: Average scores increased from 61,4% → 81.4%

Overall, digital tools provided measurable benefits in classroom management and student outcomes. The data were analyzed using a paired t-test to compare the mean scores before and after the intervention. For the experimental group, the increase in academic performance was statistically significant with $t(13) = 4.56$, $p < 0.05$, whereas the control group did not show a significant improvement ($t(13) = 1.12$, $p = 0.28$). This confirms that the observed gains in the experimental group were due to the digital tool intervention rather than random chance. The results align with previous research suggesting that digital platforms enhance classroom management [Barahona Mora, 2020; Smith, 2021; Davis, 2021]. ClassDojo's point-based system effectively motivated students to maintain positive behavior, while Flubaroo allowed for instant feedback and objective assessment [Williams, 2022; Taylor, 2020].

The combination of behavioral tracking and automated assessment created a more structured**,** transparent**,** and engaging learning environment. Students in the experimental group were more aware of expectations and received immediate feedback, leading to better discipline and performance. However, several limitations must be acknowledged. Firstly, the sample size of 28 students (14 in each group) is relatively small for broad statistical generalization. Therefore, this research should be viewed as a pilot study, and its findings may not be fully representative of all secondary school contexts. Secondly, the 12-week intervention period is a short timeframe, which introduces the possibility of the Hawthorne effect, where students' improved performance and engagement might be partially driven by the novelty of the digital tools rather than a long-term change in behavior.Future studies should explore long-term impacts and consider larger, more diverse student populations.

Summary of Results

- Digital tools significantly improved **student behavior, engagement,** and **academic performance**
- Experimental group outperformed control group in all measured areas
- Integration of ClassDojo and Flubaroo facilitated effective classroom management and reduced teacher workload

Conclusion

The present study examined the impact of digital tools—ClassDojo and Flubaroo—on classroom management, student engagement, and academic performance in a Grade 6M class at a specialized trilingual school named after Abai. The class consisted of 28 students, divided into an experimental group (using digital tools) and a control group (traditional methods).

The findings indicate that the integration of digital platforms significantly improved classroom management outcomes. Specifically:

- **Behavioral improvement:** The experimental group showed a 25–30% increase in positive behavior metrics compared to the control group (Table 1).
- **Student engagement:** Engagement levels rose from 43% to 79% in the experimental group, while the control group remained relatively stable (Figure 1).
- **Academic performance:** Average scores increased from 61,4% to 81,4% in the experimental group, highlighting the effectiveness of Flubaroo in providing instant feedback and facilitating assessment (Table 2).

The study confirms that the Synchronous Digital Management Model (SDMM) transforms classroom management from a reactive to a proactive ecosystem. The synergy between ClassDojo's behavioral tracking and Flubaroo's immediate academic feedback lowers the 'Affective Filter' and saves up to 81 minutes of instructional time per cycle. The combined use of behavioral tracking (ClassDojo) and automated assessment (Flubaroo) creates synergy, offering comprehensive classroom management support.

Furthermore, teachers reported reduced workload, more transparent communication with parents, and easier monitoring of student progress. The study confirms that digital tools are not merely supplementary but can play a central role in modern classroom management strategies.

Based on the findings, several practical recommendations can be made:

1. Integrate Digital Tools Systematically**:**chools should consider integrating platforms like ClassDojo and Flubaroo into regular classroom practice, particularly in grades where behavioral management and assessment efficiency are critical.

2. Monitor Motivation Sources:While gamification elements such as points and badges enhance engagement, teachers should balance extrinsic rewards with intrinsic motivation strategies to ensure long-term engagement.

3. Provide Training for Teachers: successful implementation requires teacher proficiency in digital platforms. Professional development programs should focus on effective usage, data interpretation, and integrating technology into pedagogy.

4. Scale Up Research: future studies should include larger sample sizes and longer intervention periods to examine the long-term impact of digital tools on classroom management and learning outcomes.

5. Combine Tools for Comprehensive Management: the study demonstrates the advantage of using multiple tools simultaneously. Schools should explore combining behavioral tracking systems with automated assessment tools for maximum effectiveness.

This research contributes to the growing body of evidence supporting the use of digital tools in education. By providing concrete data from a real classroom, it demonstrates that technology-enhanced classroom management can improve both student behavior and academic performance.

The success of this intervention at the Grade 6M class suggests that similar strategies could be applied across different grades and educational contexts, fostering a more engaging and effective learning environment.

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ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ УПРАВЛЕНИЯ КЛАССОМ С ПОМОЩЬЮ ЦИФРОВЫХ ИНСТРУМЕНТОВ: КЕЙС-ИССЛЕДОВАНИЕ ПРИМЕНЕНИЯ CLASSDOJO И FLUBAROO В СРЕДНЕЙ ШКОЛЕ

Аннотация. Цифровизация образования в последние годы существенно трансформировала практику управления классом. Данное исследование изучает эффективность двух цифровых инструментов – ClassDojo и Flubaroo – в улучшении управления классом, вовлеченности учащихся и академической успеваемости на уроках английского языка (EFL). Исследование проводилось на базе специализированной трехъязычной школы имени Абая (г. Кызылорда) среди 28 учащихся 6 «М» класса с использованием квазиэкспериментального дизайна. Участники были разделены на экспериментальную и контрольную группы (по n=14). Для обеспечения валидности был проведен пре-тест, подтвердивший отсутствие значимых исходных различий между группами ($p > 0.05$).

Экспериментальная группа в течение 12 недель (январь–апрель 2026 г.) использовала ClassDojo для мониторинга поведения и Flubaroo для автоматизации оценивания. Количественные результаты, проанализированные с помощью парного t-теста, показали значительный рост успеваемости в экспериментальной группе с 61,4% до 81,4% ($t(13) = 4.56$, $p < 0.05$). Качественные данные интервью с учащимися выявили переход от внешней мотивации (система баллов) к внутренней академической самоэффективности благодаря мгновенной обратной связи. Несмотря на признанные ограничения, такие как малый объем выборки и возможный эффект Хоторна, результаты подтверждают, что комбинированное использование инструментов управления поведением и оценивания создает прозрачную и высокопродуктивную учебную среду.

Ключевые слова: управление классом, ClassDojo, Flubaroo, вовлеченность учащихся, английский язык, цифровое оценивание, трехъязычное образование, эффект Хоторна.

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СЫНЫПТЫ БАСҚАРУДЫҢ ТИІМДІЛІГІН ЦИФРЛЫҚ ҚҰРАЛДАР АРҚЫЛЫ АРТТЫРУ: ОРТА МЕКТЕПТЕ CLASSDOJO ЖӘНЕ FLUBAROO ҚОЛДАНУДЫҢ КЕЙС-ЗЕРТТЕУІ

Аңдатпа. Білім беруді цифрландыру соңғы жылдары сыныпты басқару тәжірибесін айтарлықтай өзгертті. Бұл зерттеу ағылшын тілі сабақтарында (EFL) сыныпты басқаруды, оқушылардың белсенділігі мен академиялық үлгерімін арттырудағы ClassDojo және Flubaroo цифрлық құралдарының тиімділігін зерттейді. Зерттеу Қызылорда қаласындағы Абай атындағы мамандандырылған үштілді мектептің 6 «М» сыныбының 28 оқушысы арасында квази-эксперименттік дизайн негізінде жүргізілді. Қатысушылар екі топқа (эксперименттік және бақылау, әрқайсысында n=14) бөлінді. Зерттеудің шынайылығын қамтамасыз ету үшін жүргізілген пре-тест топтардың бастапқы деңгейінің тең екенін көрсетті ($p > 0.05$).

Эксперименттік топ 12 апта бойы (2026 ж. қаңтар-сәуір) мінез-құлықты бақылау үшін ClassDojo-ны, ал бағалауды автоматтандыру үшін Flubaroo-ды қолданды. Жұптық t-тест арқылы талданған сандық нәтижелер эксперименттік топтың үлгерімі 61,4%-дан 81,4%-ға дейін айтарлықтай өскенін көрсетті ($t(13) = 4.56$, $p < 0.05$). Оқушылармен жүргізілген сұхбаттардың сапалық деректері жедел кері байланыс арқылы мотивацияның сыртқы формадан (ұпай жинау) ішкі академиялық сенімділікке ауысқанын айқындады. Зерттеуде таңдама көлемінің аздығы және Хоторн эффектісінің ықтималдығы сияқты шектеулер ескерілгенімен, нәтижелер мінез-құлықты бақылау және бағалау құралдарын қатар қолдану ашық әрі белсенді оқу ортасын құратынын дәлелдейді.

Тірек сөздер: сыныпты басқару, ClassDojo, Flubaroo, оқушылар белсенділігі, ағылшын тілі, цифрлық бағалау, үштілді білім беру, Хоторн эффектісі.

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