

USING CLASSKICK AS AN INTERACTIVE APPLICATION TO PROMOTE STUDENTS' ENGAGEMENT IN ONLINE TEACHING AND LEARNING

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ARTICLE INFO	ABSTRACT
<p>Received: 15/02/2023</p> <p>Revised: 23/3/2023</p> <p>Published: 23/3/2023</p>	<p>This paper presents an action research with the purposes of exploring experiences of English major freshmen at a school of Thai Nguyen University with interactive applications and determining if Classkick application is effective in improving the students' engagement in online teaching and learning. The subjects of the study were 38 students at the school. To achieve the desired results, inventory questionnaires, students' engagement evaluation (known as the pre-and post-test survey), and group discussion were employed in the data collection procedure. The results suggested that most of the students had positive experiences with various interactive applications and Classkick was an excellent resource for increasing student involvement. The application was said to be a convenient tool as it allows users to submit text, photographs, video, and recorded voice responses to their assignments. With Classkick, the students also found it simple, adaptable, and enjoyable to participate in class. Thus, the researcher advises educators to get the most out of Classkick when conducting online lessons.</p>
<p>KEYWORDS</p> <p>Classkick</p> <p>Students' engagement</p> <p>Online learning</p> <p>Hybrid learning</p> <p>Interactive applications</p>	

SỬ DỤNG ỨNG DỤNG TƯƠNG TÁC CLASSKICK ĐỂ TĂNG CƯỜNG TƯƠNG TÁC CỦA SINH VIÊN TRONG DẠY VÀ HỌC TRỰC TUYẾN

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THÔNG TIN BÀI BÁO	TÓM TẮT
<p>Ngày nhận bài: 15/02/2023</p> <p>Ngày hoàn thiện: 23/3/2023</p> <p>Ngày đăng: 23/3/2023</p>	<p>Bài báo trình bày kết quả nghiên cứu hành động nhằm mục đích khảo sát kinh nghiệm học với ứng dụng tương tác của sinh viên năm thứ nhất chuyên ngành tiếng Anh tại một trường của Đại học Thái Nguyên và đánh giá hiệu quả của ứng dụng Classkick trong việc thúc đẩy sự tương tác của sinh viên trong dạy và học trực tuyến. Đối tượng nghiên cứu là 38 sinh viên năm thứ nhất chuyên ngành tiếng Anh của trường. Để đạt được kết quả nghiên cứu, Bảng hỏi khảo sát, bài kiểm tra đánh giá và thảo luận nhóm được sử dụng làm công cụ thu thập dữ liệu. Kết quả nghiên cứu cho thấy phần lớn sinh viên có nhiều trải nghiệm tích cực với nhiều ứng dụng tương tác khác nhau trong học tập và Classkick là một công cụ hữu ích trong việc tăng cường tương tác của sinh viên. Ứng dụng này được sinh viên đánh giá cao về tính tiện lợi với những tính năng như gõ văn bản, nộp ảnh, video, ghi âm để làm bài tập. Ứng dụng này cũng giúp việc tham gia lớp học của sinh viên đơn giản, linh động và hứng thú hơn. Nghiên cứu kết luận rằng giáo viên nên tham khảo và sử dụng ứng dụng Classkick trong các giờ học trực tuyến để tăng cường tương tác của sinh viên.</p>
<p>TỪ KHÓA</p> <p>Classkick</p> <p>Tương tác của sinh viên</p> <p>Học trực tuyến</p> <p>Học tích hợp</p> <p>Ứng dụng tương tác</p>	

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1. Introduction

Numerous universities have adapted to online and hybrid teaching and learning as a result of the COVID-19 epidemic. Success in this type of teaching and learning requires considerable changes to typical face-to-face student interaction activities. Student engagement is a crucial component of learning; in order to master a subject, they must be actively involved in it [1]. While maintaining student engagement in a physical classroom might be difficult, it is made more difficult in a virtual environment. Students are relocated from the learning environments of their schools into their homes, the majority of which are unsuitable for education. Students can become extremely easily distracted in households, and teachers are unable to walk around and observe whether or not the students are paying attention [2]. Using interactive tools, which enable students to communicate and engage with one other in ways that were previously impossible, is one method that teachers can promote student engagement. This can also help increase social presence in online courses.

Improving students' engagement in teaching and studying online has recently received a lot of attention. According to Lowenthal and Moore [3], the ability of students to connect and speak with one another will enhance their feeling of social presence and classroom community, which can help them persevere and perform better in their online courses. Activities that entail a lot of instructor interaction and that offer students a sense of belonging to a community of learners are more likely to promote engagement, according to Devlin & McKay (2016) [4]. Additionally, students will be less inclined to utilize or participate in activities that are difficult to use or prone to technological problems [5]. Chua et al. [6] examined the influences of Classkick on students' Mandarin learning. The study showed that, for teaching online courses, instructors might use Classkick to offer differentiated instruction to enhance teaching effectiveness for Mandarin as a foreign language specifically and for all language instruction in general. In another recent study, Samantha, F.J., (2022) [7] investigated the perspectives of secondary teachers on free online programs to promote student engagement. The results of the study revealed that Classkick, Go Formative, Peardeck, Edulastic, and Socrative were the top programs participants wanted to learn more about. Yetty, Fu, and Mariana [8] investigated how teachers felt about utilizing the Classkick application as a Mandarin learning tool. The findings of their study demonstrated that using Classkick as an online learning tool enhances communication between instructors and students as well as between students and their peers. There are a lot more studies on Classkick and other interactive applications; however, not much has been done about the effectiveness of Classkick in the context of teaching English online courses in Vietnam. Thus, the researcher was inspired to conduct a study on using Classkick as an interactive application to promote students' engagement in online teaching and learning. Through the following adaptation of the suggested intervention, this action study is expected to benefit educators and students in various institutions. This contribution would be a significant first step toward a new era of education.

This paper aims at seeking the answers to three main questions:

1. What experiences with interactive applications do the students have?
2. To what extent does Classkick increase students' engagement in language learning?
3. What are the students' perception in using Classkick interactive options in online learning?

2. Methodology

2.1. Pedagogical setting and participants

The subject of the study was 38 first-year English major students, including 33 girls and 5 boys, in an English pronunciation practice class. They were mostly 18-19 years old and their English was at the elementary level (A1-A2). The research was conducted in the first semester of the 2021–2022 academic year when students in the School of Foreign Languages – Thai Nguyen

University had to study online due to Covid-19 health protocols. The purposive sampling strategy was applied by the researchers in this action research to gather data. Data can be reliable and solid if they are collected with purpose. These students were chosen because they were the best respondents for completing the action research's goals, which included providing as much detailed data as feasible. In class activities, the entire class utilized Classkick. 35 of the 38 students took part in the pre-test, however only 30 took part in the post-test.

2.2. Design of the study

This paper used a practical action research design and a combination of qualitative and quantitative techniques to tackle the study's problem. The information gathered aimed to comprehend and establish whether the use of the interactive application (Classkick) and its features is effective in raising students' engagement in the English pronunciation practice class. Three research instruments were used in the study: inventory questionnaire, evaluation of students' engagement (pre-and post-test survey), which was adapted from the Classroom Survey of Student Engagement (CLASSE) developed by Ouimet and Smallwood [9], and group discussion. The 15-item inventory questionnaire, including both close-ended and open-ended questions, was to collect information concerning the students' background information and their prior experiences of using technology in online learning. The students' engagement survey consists of 30 statements classified under three groups of factors: skills engagement (what students do while studying); emotional engagement (how connected they feel to the course; how applicable they feel it is); interaction engagement (interacting with peers/teacher, enjoying the content). The survey asked for students' agreement on each of these statements. Their agreement was measured by 4-point Likert-scale from 1 (strongly disagree) to 4 (strongly agree). Finally, a group discussion was held to get a better insight of the students' perception in using Classkick interactive options in online learning.

2.3. Data collection and analysis

The entire data collection process was carried out online. The researcher made sure that no class time was taken and/or conflicts occurred. The entire data collection process took place over the course of 13 weeks.

The researcher issued an inventory questionnaire as the first step in the data collection process to assess the students' familiarity with and proficiency with digital tools. A second questionnaire was sent as a pre-test survey along with the inventory. Google form was used to distribute these two online survey forms.

The post-test students' involvement evaluation survey was then given to the respondents once the intervention phase was complete. A group discussion was held by the researcher during the final week of the action research implementation to look further into the respondents' perceptions of the interactive program and its characteristics as an intervention. For conducting the discussion, the respondents were given the assurance that their identities would be kept private. To avoid making the participants feel intimidated, the researchers tried to ask the questions in a friendly and conversational way.

After being collected, data from the questionnaire and the surveys was analysed by means of SPSS for Windows (Statistical Product and Services Solutions) (version 26). To find a significant difference between the pre-test and post-test outcomes, the researcher used T-test (unpaired) inferential statistics to analyze the data collected. It was employed to ascertain whether the means of the two groups differ significantly. The scoring rules in table 1 were applied in order to evaluate the mean scores both before and after the intervention. A mean score from 1.00 to 1.74 means that the student is not engaged; a mean score from 1.75 to 2.49 means that the student is somewhat engaged, a mean score from 2.50 to 3.24 means that the student is engaged, and a mean score from 3.25 to 4.00 means that the student is highly engaged.

Table 1. Interpretation of Score Range

1.00 - 1.74	Not Engaged
1.75 - 2.49	Somewhat Engaged
2.50 - 3.24	Engaged
3.25 - 4.00	Highly Engaged

3. Findings and discussion

3.1. Findings from the inventory questionnaire

The researchers used an inventory questionnaire to collect data in order to understand the learners' prior experiences with the technologies they used in an online course and whether those experiences made them more engaged. Out of 38 students, 35 participated in the interactive application of the inventory questionnaire.

When asked which digital tools they had used in the virtual classroom, students stated that 90.5% of them had used Google Classroom, while 9.5% had mentioned Liveworksheet. The majority of respondents (85.7%) said they would use digital technologies to increase their engagement when studying online. Only 14.3% said they might consider it. When asked if they felt confident building a digital portfolio, 68.6% gave a maximum rating.

Overall, most of the learners had experienced Google Classroom and Liveworksheet in their online courses, and none of them had used Classkick before.

3.2. Findings from the students' engagement surveys

The second research question was to determine to what extent Classkick increases students' engagement in language learning. After data collection, descriptive statistics, such as means (M) and standard deviations (SD) of the pre-test and post-test surveys, were used to describe the differences in the students' engagement.

Table 2. Test of significant difference between Pre-test and Post-test scores

	n	M	SD	p
Pre-test	35	2.82	0.432	0.0045
Post-test	30	3.27	0.495	

The attitude of the respondents during online sessions utilizing Classkick was measured by pre- and post-test surveys. With the information provided, the pre-test overall mean for 35 students is 2.82. This indicates that the majority of students believed Classkick is an useful platform for raising their involvement. The post-test, however, had a mean score of 3.27 across the range of 30 students. As a result of the intervention, the students then strongly agreed on how effectively Classkick increases their engagement during online lessons.

The researchers calculated the p-value to ascertain the data's level of significance. Consequently, the p-value is 0.0045, indicating a very significant difference between the two tests (pretest and post-test). Both the pre-test and the post-test contain evidence of this large difference. The findings of the pre-test reveal that the students had not yet developed a bond with their peers. Students claimed that during online classes, they engaged with their peers less. They were obedient and just completed their assignments without making an effort to interact with their peers. Based on data from the post-test, students used Classkick and its features to develop closer relationships with their peers after the intervention. Overall, the information shown above relates to the success of the intervention that increased students' participation in online lessons.

3.3. The findings from the group discussion

To learn more and have a better grasp of how Classkick might be used as an interactive application to increase students' involvement in English learning, the researchers held a group discussion. The group discussion involved 30 students from the class and was conducted via Google Meet due to the existing circumstances.

Most students who were questioned about their experiences using Classkick for learning said that it is a convenient tool because it allows them to submit texts, photographs, videos, and recorded voice responses to their assignments. Others have said that Classkick makes it simple, adaptable, and enjoyable to participate in class.

When asked what they did on Classkick, the students responded that they answered questions, discussed their thoughts and ideas, exchanged information about their assignments, asked questions and provide assistance to their classmates with their assignments. Students were also asked if receiving immediate feedback from their teachers encouraged them to work harder on their tasks. They responded by saying they enjoyed it when their teachers looked at their work page and made comments. Students also noted that having the option to remain anonymous would motivate them to share ideas and solicit assistance from their peers.

Overall, the participants agreed that using Classkick for assignments increases their involvement in online learning. They actually liked Classkick, and they also suggested it for use in the future.

3.4. Discussion

To sum up, the results of the research, reported by the inventory questionnaire, students' engagement evaluation, and group discussion, have fully answered the research questions. The finding of the inventory questionnaire reveals that most of the learners had experienced Google Classroom and Liveworksheet in their online courses, and none of them had used Classkick before. The information from the evaluation of students' involvement is relevant to the efficiency of the intervention that boosted students' participation in online lessons. In addition, the group discussion contributes to the positive effect of the Classkick application by investigating participants' opinions toward the application used. The results of the discussion support the study of Devlin & McKay (2016) [10], which mentions that activities that have high levels of teacher presence and make students feel that they are a part of a learning community are more likely to promote engagement. This also supports the findings of Yetty.G, Fu.R & Mariana (2022) [11], which suggest that using Classkick application when online as a learning media increases the interaction between teachers and students as well as between students and their peers.

4. Conclusion

The study found that using Classkick enables students to be more involved by connecting with their peers and teacher, based on the comments from the students and the survey findings. Additionally, the evaluation's findings show that after using Classkick, learners' opinions on whether it works as an engagement tool have changed. The results suggest that Classkick is a helpful tool that instructors can utilize in their online classrooms if they are having trouble boosting their students' engagement. Online learners can become more active and involved in their courses by interacting with the content, peers, and instructors. Student engagement, excellent instruction, and successful learning outcomes work best together to create a powerful learning environment. However, without teachers' supervision, students' participation in Classkick would not be possible. In order to encourage students' participation in online learning, the teacher is equally crucial. As a result, providing students with clear instructions for exercises and frequent reminders are crucial components in motivating them to engage in both synchronous and asynchronous learning.

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