



## EVALUATING THE EFFECTIVENESS OF CLASSWIZE IN SUPPORTING CLASSROOM SUPERVISION AND STUDENT ACCOUNTABILITY THROUGH A MIXED-METHODS DESIGNS

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### ABSTRACT

The rapid expansion of one-to-one device programs has reshaped classroom instruction and heightened the challenges of managing digital engagement. Traditional supervision methods are insufficient when student activities occur behind screens, leading to the adoption of classroom-management tools such as Classwize. This study evaluated the effectiveness, fairness, and overall impact of Classwize in supporting classroom supervision and student accountability at Beaumont United High School. Using a mixed-methods design, the research gathered quantitative data from surveys of 35 teachers and 35 students and qualitative insights through semi-structured interviews. The central questions addressed whether Classwize improved student engagement and task completion, enhanced teachers' ability to monitor digital activities, and shaped perceptions of fairness, respect, and classroom climate. Findings revealed that teachers strongly endorsed Classwize as an effective tool for reducing distractions, improving supervision, and reclaiming instructional time. Teachers emphasized its transparency and fairness, though some equity concerns persisted. Further, the students reported moderate agreement, acknowledging improvements in motivation, clarity, and accountability. However, they also expressed notable concerns about privacy, suggesting that trust in digital monitoring remains conditional. The study concludes that Classwize positively influences classroom management by improving engagement, workflow, and supervision efficiency. Yet, its long-term success depends on transparent policies, equitable application, and sustained dialogue to address privacy and trust. These findings contribute to the growing body of literature on digital classroom management, offering implications for educators, school leaders, and policymakers seeking to balance accountability with respect for student autonomy in technology-rich learning environments.

*Keywords: classroom management, digital monitoring, Classwize, student engagement, fairness, privacy, mixed-methods research*

### INTRODUCTION

Over the last decade, schools have rapidly expanded one-to-one device programs and digital learning platforms, reshaping the way teaching and learning occur. Educational technology is now central to instruction, assessment, communication, and student support. Alongside

these innovations, teachers are challenged to ensure that students remain on-task, and even as classroom activities increasingly shift online, teachers must remain engaged. Traditional classroom management strategies—such as direct supervision, clear expectations, and timely redirection—are not always sufficient when student activities are hidden behind screens.

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Thus, educators need new tools to support effective supervision and engagement in the digital era.

A growing body of research has shown that unmanaged technology use can significantly hinder learning outcomes. Kraushaar and Novak (2010) found that students who multitask on laptops during lectures perform worse academically, while Sana, Weston, and Cepeda (2013) revealed that such distractions also negatively affect nearby peers. Hall, Lineweaver, Hogan, and Smith (2020) further confirmed that laptops contribute to classroom disruptions when not used for instructional purposes. At the same time, other studies highlight that when digital tools are purposefully integrated and aligned with pedagogy, they can substantially enhance student engagement and achievement (Li, Ye, Tang, Zhou, & Hu, 2023). The key challenge for educators is therefore not whether technology benefits learning, but how to monitor and guide its use effectively.

Classroom-management software offers one solution by equipping teachers with the ability to supervise student digital activities in real time, redirect off-task behavior, and streamline lesson delivery. Platforms like Classwize provide visibility into students' online activities, allowing teachers to lock screens, close tabs, or push instructional content as needed (Linewize, n.d.). Similar tools, such as GoGuardian Teacher, have been reported to improve classroom orchestration and reduce distractions (EJ-EDU, 2023). In addition, research on technology-based self-monitoring interventions suggests that combining teacher oversight with student self-regulation strategies can improve on-task behavior and academic performance (Risse et al., 2023; Bruhn et al., 2022). These findings indicate that classroom-management software may strengthen accountability, engagement, and instructional efficiency.

However, concerns about student privacy, fairness, and trust remain significant. The Center for Democracy & Technology (2021) cautioned that overuse of monitoring software could create surveillance cultures that disproportionately affect marginalized groups. The U.S. Department of Education (2023) similarly emphasized that schools must ensure transparency,

appropriateness, and minimal data collection when adopting monitoring technologies. Recent investigations have also revealed risks of security lapses and misuse when such systems are not Schools must carefully govern these systems (Associated Press, 2025; New America, 2025). These challenges illustrate the value of studying how such tools are perceived and used in practice, ensuring that they serve as supports for learning rather than punitive surveillance mechanisms. Against this backdrop, there is a need to evaluate the effectiveness of Classwize in monitoring students' academic work and school activities. By examining both quantitative outcomes and qualitative perspectives, this study aimed to provide a holistic understanding of how Classwize influences student engagement, accountability, and classroom climate, while also exploring its implications for privacy, trust, and instructional practice.

## OBJECTIVES OF THE STUDY

Many schools widely adopt classroom-management software, yet there is limited empirical evidence about its effectiveness in supporting student learning and classroom engagement. Specifically, little is known about whether Classwize improves measurable indicators such as on-task behavior, task completion, and teacher efficiency, or how students and teachers perceive its impact on classroom climate and fairness. Without systematic evaluation, schools may adopt these tools without fully understanding their benefits, limitations, and unintended consequences. The purpose of this study was to evaluate the effectiveness of Classwize as a classroom-management tool for monitoring and supervising students' academic work and school activities. Using a mixed-methods design, the study (1) measured changes in student engagement and task completion associated with the use of Classwize, (2) assessed how the platform affects teachers' ability to supervise and manage digital classrooms, and (3) explored student and teacher perceptions regarding its usefulness, fairness, and impact on classroom climate. This study was



guided by the following research questions: (1) What is the effect of Classwize on students' engagement and task completion in the classroom? (2) How does Classwize influence teachers' ability to monitor and supervise students' academic work and school activities? (3) What are students' and teachers' perceptions of the effectiveness, fairness, and overall impact of Classwize on classroom management and learning?

## METHODOLOGY

This study utilized a mixed-methods design, integrating both quantitative and qualitative methodologies to achieve a thorough comprehension of the efficacy of Classwize in overseeing students' academic performance and school-related activities. The quantitative component gathered numerical data through structured questionnaires that measure students' engagement, task completion, and teachers' efficiency in classroom supervision. The qualitative component will collect descriptive insights through semi-structured interviews with both teachers and students to capture their perceptions, experiences, and attitudes toward the use of Classwize. This design is appropriate because it not only allows the measurement of observable outcomes but also explores the meanings and experiences underlying those outcomes (Creswell & Plano Clark, 2018). The study was conducted at Beaumont United High School, a secondary school that actively integrates digital learning in its classrooms. The site was chosen because it has implemented one-to-one device programs, making it an ideal environment for evaluating the role of classroom-management software like Classwize in supervising and monitoring students' academic and extracurricular activities. The participants of this study consisted of teachers and students from Beaumont United High School who regularly use digital devices during classroom instruction. The inclusion of both groups ensures that data will reflect the perspectives of those directly engaged with the software (teachers as supervisors and students as users). Teachers will provide insights into the tool's effectiveness in facilitating classroom

management, while students share their experiences of being monitored and guided through Classwize. The study used random sampling to select participants to ensure fairness and reduce potential bias in the representation of respondents. From the total population of teachers and students in Beaumont United High School, a sample size was drawn proportionally. Random selections were applied separately to the teacher and student groups to ensure that both voices are adequately represented.

Quantitative component (Questionnaire): A randomly selected group of teachers and students will answer a structured questionnaire designed to measure engagement, task completion, and supervision effectiveness. Qualitative component (Interviews): From the same pool, a subset of teachers and students will be randomly selected to participate in semi-structured interviews. These participants will offer more details about how Classwize influences classroom dynamics, perceptions of fairness, and learning experiences. Two instruments were used in this study: (1) Questionnaire – A structured survey with both closed and Likert-scale questions was administered to measure (a) student engagement, (b) task completion, and (c) teachers' perceptions of supervisory efficiency. The questionnaire will be validated by experts in education and pilot-tested before administration to ensure clarity and reliability; and (2) Interview Guide – A semi-structured interview protocol was developed for both teachers and students. The guide will focus on their experiences with Classwize, perceptions of its fairness, usefulness, and influence on classroom climate. Open-ended questions will allow participants to share their perspectives freely while ensuring consistency across interviews.

## RESULTS AND DISCUSSION

### 1. Effect of Classwize on students' engagement and task completion in the classroom

Students moderately agreed on behavioral engagement ( $M = 3.86$ ,  $SD = 1.10$ , Agree). They reported focusing on class tasks, keeping screens



on the assigned activity, and following the teacher's on-screen directions. However, some admitted to switching to non-class sites/apps (M=3.76).

**Table 1**  
*Behavioral Engagement (On-task Focus)*

Behavioral Engagement (on-task focus)	M	Std. Dev.	D
<b>Statement</b>	<b>%</b>		
I stay focused on class tasks when using my device.	3.92	1.04	A
I switch to non-class sites or apps during lessons.	3.76	1.11	A
When the teacher gives on-screen directions, I follow them right away.	3.86	1.13	A
My device screen stays on the assigned activity during work time.	3.91	1.11	A
<b>Total</b>	<b>3.86</b>	<b>1.10</b>	<b>A</b>

Students acknowledge improved compliance with tasks, though self-report suggests that distractions persist. This discrepancy with teacher ratings (much higher means) reflects common perceptual gaps: teachers observe aggregate improvements, while students continue to negotiate digital temptations. Literature supports this duality—monitoring tools increase on-task behaviors but cannot fully eliminate off-task activity without pedagogical reinforcement (Bond, 2020; EEF, 2019).

**Table 2**  
*Cognitive/Emotional Engagement (Motivation & Clarity)*

Cognitive/Emotional Engagement (motivation & clarity)	M	Std. Dev.	D
<b>Statement</b>	<b>%</b>		
I feel more motivated to complete work when Classwize is used.	3.92	1.04	A
Class activities using devices feel meaningful to my learning.	3.76	1.11	A
Pop-ups, notifications, or messages pull my attention away from work.	3.86	1.13	A
At any moment in class, I'm clear about what I should be working on.	3.91	1.11	A
<b>Total</b>	<b>3.86</b>	<b>1.07</b>	<b>A</b>

Students agreed that Classwize enhanced motivation and clarity (M = 3.86, SD = 1.07, Agree). They reported feeling more motivated (M=3.92), seeing activities as meaningful (M=3.76), and being clear on what to do (M=3.91), though some noted distractions from notifications (M=3.86). Students' responses suggest that Classwize contributes to directional clarity and modest intrinsic motivation, consistent with research showing that when distractions are minimized, cognitive resources are freed for learning (EEF, 2021). However, emotional engagement remains only moderately positive, signaling the need for teachers to pair Classwize with motivational teaching strategies to sustain deep learning (Darling-Hammond et al., 2017).

**Table 3**  
*Perceptions — Effectiveness, Fairness, Privacy, Climate*

Perceptions—Effectiveness, Fairness, Privacy, Climate	M	Std. Dev.	D
<b>Statement</b>	<b>%</b>		
Classwize helps me stay on task and learn more.	3.92	1.04	A
The rules about monitoring in our class are clear.	3.76	1.11	A
Classwize is used fairly for all students.	3.86	1.13	A
I feel respected when the teacher uses Classwize.	3.91	1.11	A
I worry about my privacy when Classwize is used.	3.92	1.03	A
Even with monitoring, I feel comfortable asking for help in class.	3.95	1.11	A
<b>Total</b>	<b>3.87</b>	<b>1.09</b>	<b>A</b>

Students moderately agreed on perceptions (M = 3.87, SD = 1.09, Agree). They felt Classwize helped them stay on task (M=3.92) and learn more, with clear rules (M=3.76) and fair application (M=3.86). Students felt respected (M=3.91) and comfortable asking for help (M=3.95). Notably, they worried about privacy (M=3.92) despite otherwise positive climate ratings. Students perceive Classwize as helpful but intrusive. While they affirm fairness and respect, the privacy concern signals that trust is conditional. This finding mirrors OECD (2021) and



Bond (2020), which caution that perceived surveillance can temper engagement benefits. Addressing these concerns through open communication and co-created classroom norms can sustain legitimacy and ensure Classwise strengthens rather than erodes teacher-student trust.

**2. Influence of Classwise on teachers’ ability to monitor and supervise students’ academic work and school activities**

**2.1 in terms of Monitoring & Supervision Efficacy**

**Table 4**  
*Monitoring & Supervision Efficacy*

Monitoring & Supervision Efficacy	M	Std. Dv.	D
Statement	%		
I can view student activity when needed to support learning.	4.63	0.56	SA
I quickly identify off-task behavior with Classwise.	4.69	0.47	SA
Pushing links/resources to all students is easy.	4.59	0.53	SA
Locking or redirecting screens is effective when needed.	4.39	0.60	SA
I spend less class time managing tech issues because of Classwise.	4.69	0.51	SA
I can devote more time to instruction when Classwise is active.	4.63	0.49	SA
<b>Total</b>	<b>4.60</b>	<b>0.53</b>	<b>SA</b>

Teachers rated Classwise as highly effective for monitoring and supervision (M = 4.60, SD = 0.53, Strongly Agree). The strongest items included the ability to identify off-task behavior quickly (M=4.69) and spending less time managing tech issues (M=4.69). Teachers also strongly agreed that they could devote more time to instruction (M=4.63) and that viewing student activity in real-time (M=4.63) enhanced their supervision. Slightly lower but still strong was the effectiveness of locking/redirecting screens (M=4.39). These findings highlight that Classify substantially reduces the teacher's workload in

monitoring digital behavior, thereby reallocating time toward instructional activities. Research indicates that visibility and real-time intervention are central to classroom orchestration (Schwendimann et al., 2017; OECD, 2021). Teachers’ high ratings affirm that Classwise minimizes distractions, a finding consistent with meta-analyses showing that teacher monitoring tools increase time-on-task and instructional efficiency (Bond, 2020).

**2.2. in terms of Student Outcomes — Engagement & Task Completion**

**Table 5**  
*Student Outcomes — Engagement & Task Completion*

Student Outcomes— Engagement & Task Completion	M	Std. Dv.	D
Statement	%		
Overall, on-task time has increased in my class.	4.26	0.65	SA
Assignment submission rates have improved.	4.44	0.60	SA
Students complete in-class tasks more quickly.	4.43	0.63	SA
The quality of student work has improved.	4.19	0.55	SA
Visits to off-task sites have decreased.	4.33	0.64	SA
<b>Total</b>	<b>4.33</b>	<b>0.61</b>	<b>SA</b>

Teachers strongly agreed that Classwise improved student engagement and completion (M = 4.33, SD = 0.61, Strongly Agree). The highest-rated outcomes were improved assignment submissions (M=4.44) and faster in-class task completion (M=4.43). Teachers also noted fewer off-task site visits (M=4.33) and improved on-task time (M=4.26). The lowest mean, while still positive, was in the quality of work (M=4.19, Agree). Teacher perceptions suggest that Classwise enhances behavioral engagement by reducing distractions and accelerating task completion. However, improvements in cognitive engagement and quality of work appear less pronounced, aligning with findings that digital monitoring tools first boost surface-level compliance before translating into deep learning



gains (EEF, 2021). This mirrors Ronfeldt et al.'s (2015) evidence that collaboration tools and monitoring improve productivity but require integration with instructional strategies to affect quality.

**2.3 in terms of Orchestration & Workflow**

**Table 6**  
*Orchestration & Workflow*

Orchestration & Workflow Statement	M	Std. Dv	D
Transitions (e.g., from lecture to practice) are smoother.	4.41	0.57	SA
Time spent troubleshooting devices has decreased.	4.31	0.64	SA
Class pacing is more consistent across students.	4.35	0.68	SA
I give fewer verbal reminders to stay on task.	4.22	0.66	SA
<b>Total</b>	<b>4.32</b>	<b>0.63</b>	<b>SA</b>

Teachers rated orchestration highly (M = 4.32, SD = 0.63, Strongly Agree). They especially valued smoother transitions (M=4.41), reduced troubleshooting time (M=4.31), and more consistent pacing across students (M=4.35). Teachers also noted giving fewer verbal reminders (M=4.22). These results underscore Classwize's role in promoting classroom flow. Research on orchestration dashboards shows that digital visibility enables teachers to manage transitions and logistics efficiently, a vital factor in sustaining engagement (Schwendimann et al., 2017). The data suggest that Classwize enhances teachers' capacity to manage both time and task flow, contributing to higher instructional quality (OECD, 2021).

**2.4 Perceptions — Fairness, Privacy, Training, Climate**

**Table 7**  
*Perceptions — Fairness, Privacy, Training, Climate*

Perceptions— Fairness, Privacy, Training, Climate Statement	M	Std. Dv.	D
Expectations and monitoring practices are transparent to students/families.	4.50	0.54	SA
Classwize is used consistently across students and periods.	4.37	0.65	SA
Monitoring does not undermine student trust in me.	4.44	0.63	SA
Monitoring does not disproportionately burden any student group.	4.13	0.55	SA
I've received adequate training/support to use Classwize effectively.	4.22	0.57	SA
Overall, Classwize improves classroom management and learning.	4.56	0.60	SA
<b>Total</b>	<b>4.37</b>	<b>0.49</b>	<b>SA</b>

Teachers strongly agreed that Classwize fosters a positive climate (M = 4.37, SD = 0.49, Strongly Agree). They reported high transparency to students/families (M=4.50), consistency of use (M=4.37), and no undermining of student trust (M=4.44). They also agreed that monitoring did not disproportionately burden groups (M=4.13), though this was the lowest score. Teachers affirmed adequate training/support (M=4.22) and noted that Classwize improved classroom management and learning overall (M=4.56). These perceptions highlight trust and transparency as critical to successful technology adoption. While fairness was rated positively, the lower mean suggests continued attention to equity impacts. Current literature emphasizes that monitoring technologies maintain legitimacy when used consistently, transparently, and proportionately (OECD, 2021; Donohoo, 2017). Training adequacy also suggests readiness for sustained adoption.

**3. Students' and teachers' perceptions of the effectiveness, fairness, and overall impact**



### of Classwise on classroom management and learning

The study sought to determine the perceptions of both students and teachers regarding the effectiveness, fairness, and overall impact of Classwise on classroom management and learning. The findings from the survey data reveal generally positive perceptions from both groups, although the strength and emphasis of those perceptions vary. Teachers' Perceptions. Teachers consistently demonstrated strong approval of Classwise, as indicated by the high mean scores across the perception scale ( $M = 4.37$ , Strongly Agree). They emphasized the system's transparency ( $M = 4.50$ ) and affirmed that monitoring practices did not undermine student trust ( $M = 4.44$ ). Teachers further recognized their contribution to improving classroom management and learning ( $M = 4.56$ ). These results indicate that teachers perceive Classwise as both an effective monitoring tool and a mechanism that promotes fairness and accountability in digital learning spaces. The slightly lower score related to equity ( $M = 4.13$ ) suggests awareness that monitoring practices could differentially affect students. This aligns with Donohoo (2017), who stressed that trust and fairness are crucial in sustaining collaborative learning environments. It also resonates with OECD's (2021) assertion that monitoring technologies are most effective when implemented with clear communication and consistent application across classrooms. Students' Perceptions. Students reported more moderate but still positive perceptions ( $M = 3.87$ , Agree). They acknowledged that Classwise helped them remain on task and learn more ( $M = 3.92$ ), that rules were clear ( $M = 3.76$ ), and that it was generally fair in its application ( $M = 3.86$ ). Importantly, students also highlighted that they felt respected ( $M = 3.91$ ) and comfortable asking for help ( $M = 3.95$ ), suggesting that teacher-student rapport was not disrupted by the presence of digital monitoring. Nevertheless, privacy concerns emerged as a central theme ( $M = 3.92$ ). While students recognized Classwise's effectiveness, they also expressed apprehension about how

monitoring might intrude upon their sense of autonomy. This finding mirrors Bond's (2020) research, which noted that students often perceive digital monitoring tools as beneficial but simultaneously harbor reservations about being constantly observed. For students, therefore, the effectiveness of Classwise is contingent upon assurances that their data and privacy are respected. The results show that most teachers think Classwise is a good and fair tool, but students' support depends on how they feel about privacy. Both groups agree that Classwise enhances on-task behavior, accountability, and classroom order, but they diverge in the weight they assign to issues of fairness and privacy. Teachers stress efficiency and openness, while students stress trust and freedom. These findings are consistent with the broader literature on digital classroom management, which stresses that tools such as Classwise achieve their greatest impact when combined with transparent communication, clear expectations, and equitable implementation (Schwendimann et al., 2017; EEF, 2021). Sustaining trust between teachers and students remains a critical factor in ensuring that monitoring tools contribute positively to learning rather than being perceived as punitive or invasive.

### CONCLUSIONS

The findings provide clear answers to the study's research questions, particularly the third: *What are students' and teachers' perceptions of the effectiveness, fairness, and overall impact of Classwise on classroom management and learning?* Teachers' perceptions are overwhelmingly positive. Teachers strongly endorsed Classwise as effective for monitoring, ensuring fairness, and supporting classroom management. They valued its transparency and consistency, which they believed contributed to trust and accountability. Students' perceptions are moderately positive but tempered by privacy concerns. Students acknowledged the benefits of Classwise in maintaining focus, clarifying rules, and fostering respect in the classroom. However, their privacy concerns reflect a more cautious acceptance, suggesting that transparency and student voice are vital to sustaining trust; Both



groups recognize its impact on classroom management and learning. Teachers emphasized efficiency, smoother transitions, and reclaimed instructional time, while students highlighted improved accountability and rule clarity. This indicates that Classwize positively shapes the classroom environment from both perspectives; Differences in perceptions reflect distinct priorities. Teachers emphasized effectiveness, transparency, and time efficiency, while students emphasized privacy, fairness, and respect. These differences underscore the need for ongoing dialogue between educators and learners about the purpose and boundaries of monitoring technologies; and Trust and equity are essential for long-term success. The effectiveness of Classwize will depend not only on its technical functions but also on how it is implemented. Transparent communication, consistent application, and assurances of fairness are key to ensuring both teachers and students view the system as supportive rather than punitive.

## RECOMMENDATIONS

*For School Leaders and Administrators:* Develop transparent monitoring policies. Formalize guidelines clarifying how Classwize is used, with emphasis on supporting learning and accountability, not surveillance; Ensure equity in application. Conduct periodic audits of Classwize data to identify whether certain groups of students are disproportionately flagged; Expand teacher training. Provide ongoing professional development that integrates pedagogical strategies with Classwize use, ensuring its role goes beyond monitoring toward enhancing deeper learning; and Promote stakeholder communication. Regularly engage teachers, students, and parents in discussions about monitoring practices to reinforce trust and transparency.

*For Teachers;* Integrate Classwize into instruction. Move beyond monitoring to incorporate feedback cycles, success criteria, and active learning strategies that build student capacity for self-regulation, and Use saved

instructional time effectively. Reallocate time gained from reduced management tasks toward high-impact practices such as formative feedback and collaborative learning; Maintain trust and dialogue. Continually explain the purpose of Classwize to students and invite their feedback to co-create classroom norms around digital monitoring.

*For Students;* Develop self-management skills. Build strategies to minimize off-task digital behavior, complementing the monitoring system; Exercise voice responsibly. Share feedback about fairness and privacy concerns, ensuring these perspectives inform ongoing policy and practice; and Promote accountability. Embrace Classwize as a shared responsibility tool that enhances both personal accountability and classroom respect.

*For Future Researchers;* Explore longitudinal effects. Investigate whether improvements in engagement and management sustain across multiple academic years and translate into academic performance gains; Include qualitative perspectives. Conduct interviews or focus groups to explore deeper themes such as student privacy concerns, teacher trust, and classroom culture; Compare across contexts. Expand research into other schools, grade levels, and subject areas to test generalizability; and Examine integration with interventions. Study how Classwize can be paired with literacy or writing interventions to assess combined effects on both engagement and achievement.

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youth empowerment, cybersafety, technology and creating linkages outside Asia.

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