

# **Educator Perceptions of Digital Devices, Multitasking, and Distractions in the Classroom**

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# Introduction

Our attention is divided ; We are “always-on” and “always connected” to our devices; We try to perform multiple tasks at the same time. For many, we have developed:

- Nomophobia (No-Mobile-Phobia)
- FOMO (Fear of Missing Out)
- Textaphrenia (The Fear of Being Disconnected)



# Literature Review

Our students also fear missing something if not constantly connected. Some have even developed habitual, anxiety-laden behaviors.



# Literature Review

There is a growing concern regarding student use of mobile technologies such as Smartphones during classroom instruction.

Some research has shown that merely having a Smartphone creates “brain drain” or a reduction in one's ability to think.”

# Framework

In this study, we utilized a framework of Media Multitasking and Cognitive Load Theory (CLT). A media multitasking framework characterizes individuals who constantly switch back and forth engaging with different media, and who are unable to filter out extraneous distractions.

Cognitive load theory (CLT) is the study of how the human brain processes information and constructs new knowledge, moving that information from working memory to long-term memory.

## Research Questions

RQ1. How do educators perceive digital distractions in the classroom?

RQ2. What types of policies exist for instructor and student technology use?

RQ3. What recommendations do educators have to limit digital distractions in the classroom?

# Methodology

This study employed a non-experimental descriptive approach using a mixed-method survey design. This study involved the collection of data using a single survey, which yielded both quantitative and qualitative data using both closed and open-ended questions (Yin, 2014).

A 19-question, mixed-methods survey was created assessing educators' perceptions of technology usage in the classroom.

# Findings

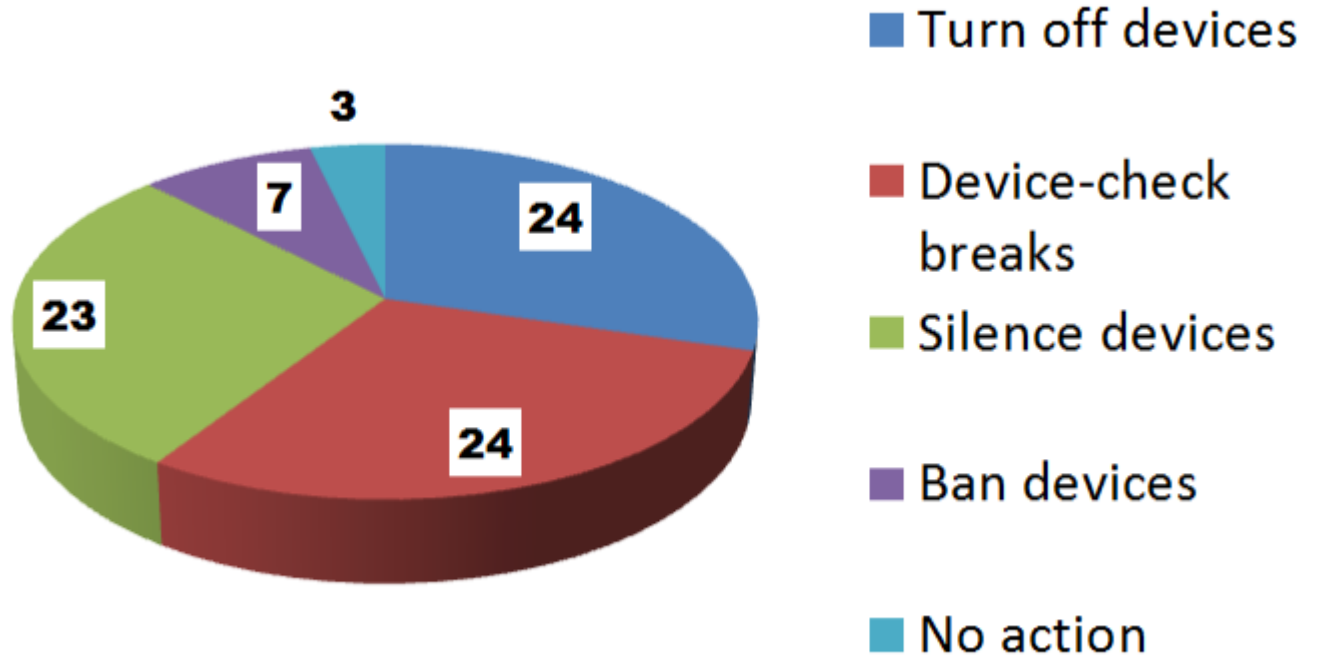
(N=225 Educators)

- 34% said they are distracted by student use of devices.
- 80% believe students multitask during instruction/ 50% believe that this happens “a lot.”
- Multitasking is more prevalent in the upper grades. In fact, 88% of high school teachers report that students text during class at least some of the time.
- Sixty-one percent of the participants felt that multitasking affected a student’s ability to learn.
- 56% of participants noted their campus had policies and that the policies were followed. Only 25% of these were classroom teachers.



# Findings

Suggestions to reduce multitasking



# Recommendations

- Have strategies and training in place to manage the use of such devices to maximize learning for all.
- Have common expectations of devices in all classrooms
- Explain the policies to students and parents prior to use

# References

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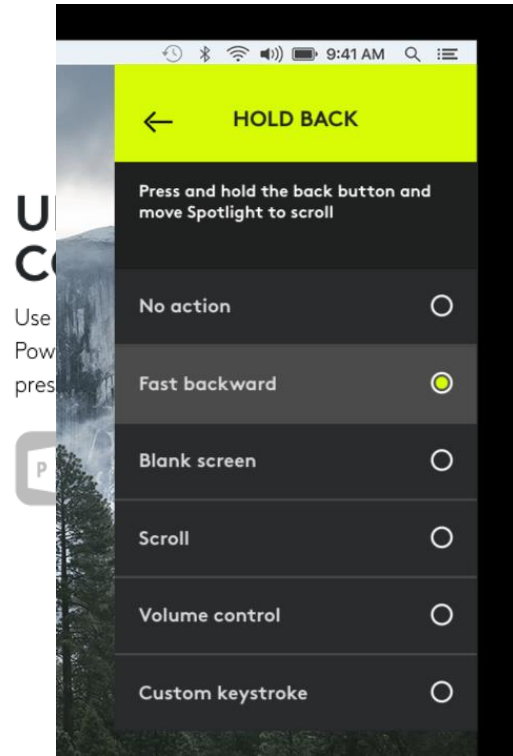
Questions?

# logitech

## Spotlight Presentation Remote



1 Min Charge =  
3 Hours of  
Presenting





1. ZOOM

2. Spotlight

3. "Laser"