

# Engaged and Disengaged Behavior Look the Same

In the modern 1:1 classroom, engaged and disengaged behavior look the same. Without a monitoring tool, the decision to use classroom devices for learning is left to students.

Clarissa: A+

Jenny: C-

### VISUAL BEHAVIOR

- Both sit quietly when using technology
- Both participate when asked
- Both occasionally contribute to discussion
- Neither are an active distraction to peers

### CLARISSA'S MONITORED BEHAVIOR

### JENNY'S MONITORED BEHAVIOR

|  |        |   |        |
|--|--------|---|--------|
| Viewing Khan Academy   | 7:50am | Viewing Music.com   | 7:50am |
|  |        | Viewing Jcrew.com   | 7:55am |
| Viewing Gmail  | 8:00am | Viewing Target.com  | 8:00am |
| Self Reported as "Not Understanding"   | 8:05am | Viewing Facebook.com  | 8:05am |
| Viewing Moodle   | 8:10am |   | 8:10am |
| "T/F: If a triangle is equilateral, it is isosceles." Answer: True (Correct) | 8:15am | "T/F: If a triangle is equilateral, it is isosceles." Answer: False (Incorrect) | 8:15am |
| Viewing Everydaymath.com   | 8:20am | Viewing Jcrew.com   | 8:20am |

## RESEARCH



### NATIONAL INSTITUTE OF MENTAL HEALTH

Without supervision, teens are incapable of anticipating consequences. "The parts of the brain responsible for more 'top-down' control, controlling impulses and planning ahead... are among the last to mature."

-The Teen Brain: Still Under Construction, National Institute of Mental Health



### UNIVERSITY OF NEBRASKA

"The average student used a digital device for non-class purposes 10.93 times during a typical school day. More than 80% of respondents indicated such behavior caused them to pay less attention in the classroom and miss instruction."

-Digital Distractions in the Classroom: Student Classroom Use of Digital Devices for Non-Class Related Purposes, University of Nebraska



### EFFECTIVE LEARNING IN CLASSROOMS

"Children learn best...

- when they are actively engaged in their learning
- when learning is interactive
- when they see themselves as successful learners."

-Effective Learning in Classrooms, By Chris Watkins, Eileen Carnell, Caroline Lodge



### DR. BRUCE A. JOHNSON, PH.D., ADULT EDUCATION

"Students that sit through a lecture without [...] being engaged in a discussion aren't interacting with the information presented and it becomes unlikely they will learn from it."

-Dr. Bruce A. Johnson, Ph.D., Adult Education

## CONCLUSION

Educators cannot gamble when introducing technology into classrooms. Developmentally, adolescents are not equipped with tools to resist distracting impulses. Worst of all, without a monitoring solution, these negative behaviors are difficult to identify. It is an educator's responsibility to create a learning environment that is conducive to success. That means knowing how students are spending their time during class and redirecting when they go astray.