

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.