CI 499: Attention, Learning and Technology

Spring 2016

Dr. Emma Mercier
College of Education
Room: 396
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Class: TBD
Office hours: Tuesday 10-12

Purpose
As the range and presence of technology increases in our world, more and more experiences are either mediated or interrupted by these technologies. Concerns about the effect of interruptions are coupled with enthusiasm for the potential of technology to radically alter the learning environment. In this class, we’ll look at the research on the relationship between attention and learning, recent work on the effects of multi-tasking and the influence that using technology in classrooms has on students’ engagement and attention. We’ll also look at arguments about how the changes in technology influences the speed (and depth) of thought, attention disorders and the use of technology and consider how the management of attention is a key tool for learners to develop.

Assignments and Grading

Attendance and Participation: 10%
Class sessions will require discussion of the articles and be a number of collaborative activities to take part in during and between classes, as such, attendance and participation are essential to everyone having successful learning experiences during the course.

Weekly reflection blog: 15% (10% for responses to prompts; 5% for comments)
The class blog page is here:
Each week, you should respond to the reflection prompt on the blog before Wednesday night. You are also encouraged to read and comment on other people’s posts before coming to class.

Wearable assignment presentation: 20%
You will choose 2 devices to test (for at least 2 days each). Devices are for activity tracking and/or notification. Present in class in week 7.

Final Project: 55%
Design and conduct a study (observational, interview, experimental etc.) that examines some aspect of learning, attention and technology. You can work in groups for the project and presentation; individual papers are required.

Due dates:
Proposal (1-2 pages): March 12th
Presentation: April 30th (15%)
Paper submission: May 7th (40%)
Statement of academic Integrity: The Code of Policies and Regulations Applying to All Students will be applied in all instances of academic misconduct committed by students. This applies to all exams, presentations, assignments and materials distributed or used in this course. You can review these policies at the following website: http://admin.illinois.edu/policy/code/article1_part4_1-401.html

Accommodations: Your success as a student is of utmost importance to me. If you have a disability or any other special circumstance that may have some impact on your work in this class, and for which you may require special accommodations, please contact me within the first two weeks in the semester so that accommodations can be made in a timely manner.

Syllabus outline:

<table>
<thead>
<tr>
<th>Date and Topic</th>
<th>Reading &amp; activity Due</th>
</tr>
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<tbody>
<tr>
<td>1 Jan 22nd</td>
<td>Introduction</td>
</tr>
<tr>
<td>2 Jan 29th</td>
<td>What is attention</td>
</tr>
<tr>
<td></td>
<td>Eysenck and Keane (2010) ch 5</td>
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<td>Turkle (2011) Ch 9</td>
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<td>Activity: Turn off devices/connectivity for 1 hour while working; Respond to blog prompt</td>
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<td>3 Feb 5th</td>
<td>Attention, learning &amp; Neuropsychology of attention</td>
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<td>Kuhl, 2007</td>
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<td>Draganski et al., 2004</td>
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<td>Activity: Turn off devices while in a class 😊; respond to blog prompt</td>
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<td>4 Feb 12th</td>
<td>Multi-tasking</td>
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<td>Activity: Complete MMI</td>
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<td>5 Feb 19th</td>
<td>Multi-tasking and screen use</td>
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<td>Sana, Weston, &amp; Cepeda, 2013; Lui &amp; Wong, 2012; Wallis, 2010; The multi-screen world report (ppt slides)</td>
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<td>Activity: Track activity across devices;</td>
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<td>6 Feb 26th</td>
<td>Mindfulness</td>
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<td>Barley, Meyerson, &amp; Grodal, 2010; González &amp; Mark, 2004; Henkel, 2013;</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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</table>
| 7 March 5th | Wearable presentations                                                               | Lutz, Slagter, Dunne, & Davidson, 2008  
  [http://www.mindful.org/the-science/you-can-meditate-but-can-you-learn-to-ride-a-bike](http://www.mindful.org/the-science/you-can-meditate-but-can-you-learn-to-ride-a-bike) |
| 8 March 12th | Digital Literacies                                                                 | Miller & Warschauer, 2013;  
  Davidson, 2011, ch 3.;  
  New London Group, 1996  
  (Jones, 2012) |
| 9 March 19th | Technology, attention and the classroom                                              | (Crossgrove & Curran, 2008;  
  Fried, 2008;  
  Gaudreau, Miranda, & Gareau, 2013;  
  Hembrooke & Gay, 2003) |
|         | Spring Break                                                                       | Assignment over break: Observe use of digital technologies during a social event  
  (as participant or non-participant observer). Write up your observations. |
| 10 April 2nd | Technology, attention and the classroom                                              | Aguilar-Roca, Williams, & O’Dowd, 2012;  
  Andersson, Hatakka, Grönlund, & Wiklund, 2013;  
  Duncan, Hoekstra, & Wilcox, 2012;  
  Richardson, 2013;  
  Williams, Berg, & Gerber, 2011;  
  Wotring, Alpers, & Jarrell, 2011 |
| 11 April 9th | Developmental and Attention Disorders                                               | Barkley, 1997  
  Steiner et al, 2011  
  Weiss & Harris, 2001 |
| 12 April 16th | AERA – no class                                                                    | Watch: [https://www.youtube.com/watch?v=ReRcHdeUG9Y](https://www.youtube.com/watch?v=ReRcHdeUG9Y) |
| 13 April 23rd | Developmental and Attention disorders and technology                               | Raggi & Chronis, 2006;  
  Hourcade, Bullock-Rest, & Hansen, 2011;  
  Venkatesh, Greenhill, Phung, & Adams, 2011 |
| 14 April 30th | Final Class                                                                        | (Land, 2011;  
  Levy, 2007) | Presentations |

**Reading list**

**Books**


Turkle, S. (2011) Alone Together: Why we expect more from technology and less from each other. Basic Books.

**Articles**


