Academic Technology Webinar: Mobile Devices in the Classroom

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Presenter: Jon Dorbolo
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Student mobile device use
“Our cognitive control abilities that are necessary for the enactment of our goals have not evolved to the same degree as the executive function required for goal setting.”
Mobile device
Mobile devices
Device functions
OSU student mobile device ownership

“...I currently own.”

98% 95%

2014 2015 2016 2017

Laptop Tablet Smartphone

Academic Technology, Oregon State University
OSU student mobile device use

“...used for all of my courses”

Laptop
Tablet
Smartphone

Academic Technology, Oregon State University
Attention and distraction: research

Phone use in class correlated with lower GPA (Barkley et al. 2015).

Divided attention reduced long-term retention of the classroom lecture, which impaired subsequent unit exam and final exam performance (Glass & Kang, 2018).

There was poorer final exam performance for those sections in which electronic devices were permitted (Carter, Greenberg, & Walker, 2016).

Negative correlation between the amount of time spent using an mobile device for non-academic purposes during class and subsequent exam performance using both self-report measures of electronic device use (Fried, 2008; Jacobsen & Forste, 2011; Junco, 2012; Ravizza, Hambrick, & Fenn, 2014).
Attention and distraction: research

Shy learners are more likely to participate via technology (Brown, E. et al. 2014)
Field of instructor responses to student device use

- Banned
- Limited
- Engaged
- Laissez Faire
Students may not, by policy, use their device in class.
Students may not, by policy, use their device in class.

Banned

Limited

Engaged

Laissez Faire

Students may use their device at will.

Academic Technology, Oregon State University
Field of instructor responses to student device use

- **Banned**: Students may not, by policy, use their device in class.
- **Limited**: Students are directed when and how they may and may not use their device in class.
- **Engaged**: Students may use their device at will.
- **Laissez Faire**: Students may use their device at will.
Students are directed when and how they may and may not use their device in class.

Students may not, by policy, use their device in class.

Student device uses are incorporated into the lesson plan.

Students may use their device at will.
Mobile Device Options: Banned

Make your policy clear stated in the syllabus.

Make your enforcement consistent and fair.

Give evidence-based reasons for the policy.
i.e. research showing impact on attention and grades.
Mobile Device Options: Limited

Define Class Mode for devices.

Audio off.
Notifications off.
Dim screen.
Ask others whether your device use interferes.
Tell others when their device use interferes.
Mobile Device Options: Engaged

Develop class activities for device use.

Make device use (and non-use) part of your teaching strategy.

Include student work into your class via Airmobile or Visualizer.
Mobile Device Options: Example activities

- Create a Box site shared with students. Have students use the box app to acquire relevant information during class.

- Use Canvas App for students to communicate ideas to groups during class.

- Use TopHat to poll students during class.

- Students use search to find examples that exemplify lesson.

- Use Canvas App for student to add events to their Canvas calendar.
“Goal interference occurs when you reach a decision to accomplish a specific goal and something takes place to hinder successful completion of that goal.
“At our core we are information-seeking creatures, so behaviors that maximize information accumulation are optimal.”
Mobile Devices: Engaged

CONDITIONING IN DEVICE DISENGAGEMENT/ENGAGEMENT.

+  

REGULAR EXERCISE OF INSTRUCTIONAL PREROGATIVE.

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INTENTIONAL DEVICE USE FOR LEARNING.
Mobile devices
Sources

Brown, E., Thomas, N., Thomas, L. *Student's willingness to use response and engagement technology in the classroom*. Iowa State University, Digital Repository. https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=1035&context=aeshm_pubs


Mobile Devices: taking control of your class

**CONDITIONING IN DEVICE DISENGAGEMENT/ENGAGEMENT.**

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**REGULAR EXERCISE OF INSTRUCTIONAL PREROGATIVE.**

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**INTENTIONAL DEVICE USE FOR LEARNING.**
For follow-up questions and comments, email:

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