

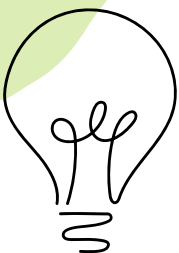
ACHIEVING ATTENTION

in the classroom

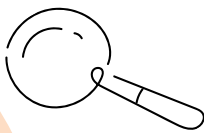
Notes on Dr. James Lang’s
Distracted: Why Students Can’t
Focus and What You Can Do
About It

TEACHERS AS STEWARDS OF ATTENTION

- “Within the human cognitive system, attention is a precious limited resource. . . So as designers of learning experiences, we should also think of ourselves as stewards of students’ limited stores of attention” -Michelle Miller, *Minds Online: Teaching Effectively with Technology*



REFLECTION



Consider the qualities or strategies that have helped you control your attention in ways that have contributed to your learning, professional work, and relationships. Would strategies you have developed to manage distraction in your own life help your students in any way, either within or outside of the classroom?

SMALL ATTENTION STRATEGIES: A STARTER KIT

Opening with Attention

- “_____ of the day;” this could be an image, text, etc..
- Opening questions; quick research question
- Opening or Closing Statements: “What is one word/ sentence to **capture how you felt** about last night’s work?”

Intentional Pauses

- Even **a quick 2-minute pause** can allow students to re-center themselves and their attention.
- Pausing **every 15-20 minutes** is proven to make a significant difference to learning.

Exit Strategies

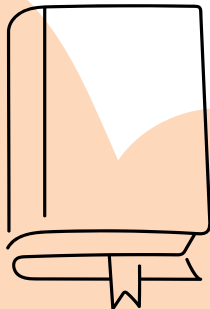
- “What’s the **most important** thing you learned from today’s session?”
- “What would you like to **take away** from today’s session for your practice?”
- “What are you **unclear** about or would you like to know more about?”

ATTENTIVENESS IS NOT THE NORM

We tend to think of attention as the norm; however, Dr. Lang argues that distraction is the ocean we swim in, but attention can be achieved in a certain environment with work from the student and teacher. Attention can be strengthened with intention, awareness, and deliberate practice.



FURTHER READING



- *The Ecology of Attention* by Yves Citton
- *Minds Online: Teaching Effectively with Technology* by Michelle Miller
- *A Primer for Process Education* by Wendy Duncan, et al.
- *What Teaching Looks Like: Higher Education through Photographs* by Cassandra Volpe Horii and Martin Springborg
- *Transparency in Learning and Teaching*