

Fall Showcase 2019

Use of Computers in the Classroom

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Introduction and Purpose

- Research on the use of computers in the classroom yields contradictory results regarding their effect on performance (Carstens, Watson, & Williams, 2015).
- Computers may have negative or positive impact on learning, depending on personal and class-related factors, although some of these may not be completely clear.
- Zhang (2015) suggested that one of these factors is self-regulation.
- The present study aims to assess if self-regulation affects computer use in the classroom.
- A secondary aim is to identify the type and frequency of tasks that students engage in while distracted on their computers and the perceived distractors in the classroom.

Methods

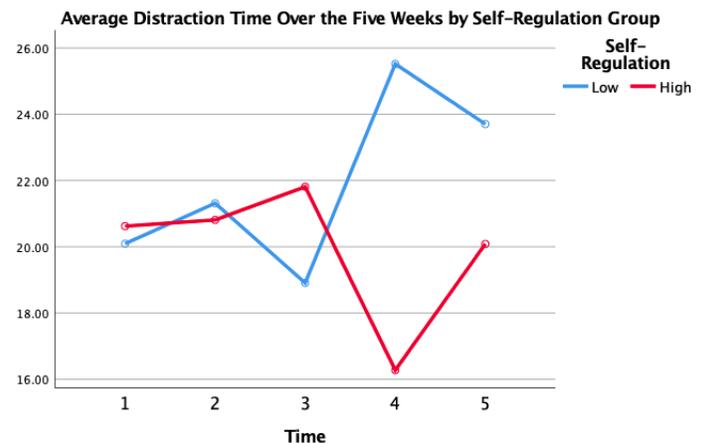
Participants were 76 undergraduate students taking various psychology courses. They responded questions about self-regulation, use of computers in the classroom, and general study habits at the end of five different weeks during the semester.

Descriptive statistics showed the prevalence of computer use and of various distractors in the classroom in this sample. Repeated measures analysis assessed the variations in minutes of distraction for self-regulation groups and if level of use of computer was related to more minutes of distraction, after controlling for self-regulation.

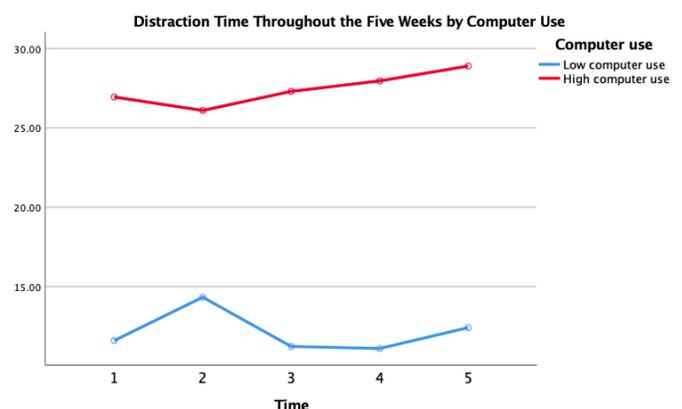
Distraction (by others)	Frequency
Someone talking nearby	66
Someone talking to me	3
Someone using computer (not for class)	46
Someone on the phone	24
Someone eating	6

Results

- Self-regulation affects distraction time at the end of the semester
- Students who use computers more frequently tend to be more distracted than average
- Other people's computer use was the second most distracting behavior in classmates



Distracting activities	Average (mins)
Chatting or mind wandering	6.99
Phone	6.39
Another course's homework	3.76
Email	2.58



Hosted by the Center for the Advancement of Teaching and Learning, the Provost's Office, and the Office of Institutional Strategy and Effectiveness

<http://www.uwgb.edu/catl/events/fall-showcase>