TIME AND TASK MANAGEMENT IN A 1:1
TACKLING MULTITASKING + DISTRACTION

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**Fill in the blank – your best guesses, given the context presented:**

The effect of such innovations on people's sense of time and space is electrifying, as evidenced by the _____________ (adjective related to time) love affair with "simultaneity" of all kinds. This is a time of stunning, discomfiting advances, not just in communications but in travel and entertainment. The _____________, _____________, _____________, (3 nouns) and other "homeless technologies" make it seem possible to be everywhere at once, notes German cultural historian Karl Lamprecht in ___________ (date). Speed has become an often lamented norm. _____________ (noun) lights up the night. And the _____________ (noun) and the _____________ (noun) play still more havoc with sensory experience, seemingly stretching, bending and freezing once-stable conceptions of time and space. "Present day life, more fragmented and faster-moving than preceding periods, is bound to accept as its means of expression, an art of dynamic 'divisionism'" writes painter Fernand Léger in a ___________ (date) essay....
The effect of such innovations on people's sense of time and space was electrifying, as evidenced by the fin de siècle and early 20th century love affair with "simultaneity" of all kinds. This was a time of stunning, discomfiting advances, not just in communications but in travel and entertainment. The railroad, steamship, telephone, and other "homeless technologies" made it seem possible to be everywhere at once, noted German Cultural historian Karl Lamprecht in 1912. Speed became an often lamented norm. Electricity lit up the night. And the phonograph and the cinema play still more havoc with sensory experience, seemingly stretching, bending and freezing once-stable conceptions of time and space. "Present day life, more fragmented and faster-moving than preceding periods, was bound to accept as its means of expression, an art of dynamic 'divisionism.'" wrote cubist painter Fernand Léger in a 1913 essay exploring the brief, influential art movement that Pablo Picasso and Georges Braque founded (Jackson 31).
What the Research Says about dual-task interference and competing for mental resources (energy):

"When the tasks' demands exceed the available [cognitive] capacity, then performance will suffer, usually in the form of slowing or of increased errors." (Rosen 79)

"...slack time can make for some excellent multitasking opportunities." (Rosen 80)

"The differences across tasks in multitasking propensity appear to reflect universal mental properties that cut across generations, but each generation multitasks more than its predecessor." (Rosen 81)
Does it make sense to design lessons that account for the preferences (habits) for task switching that our students have already expressed?
What the Research Says about 

**multitasking in the classroom:**

"Perfect multi-tasking does not exist. There is always a cost to doing more than one task at a time because there is almost always some form of dual-task interference (Rosen 87)."

"...we can no longer assume that students can be forced to unitask without a loss of attention (Rosen 86)."

"The eventual goal in dealing with ...multitasking is to parlay what is known into an educational model that takes advantage for students' multitasking skills while simultaneously heeding the mind's and the brain's natural constraints on doing more than one thing at a time (Rosen 88)."
Design that accounts for cognitive load AND the slack time that naturally occurs as a result of students' propensities to multi-task (task-switch) should prove to be more effective.
Direct Instruction?

Students to teachers: "Our participation must be inspired. Show us why we might be interested in participating and you will have our attention. Tell us how to participate because we are interested and we will engage."

To attend –

To engage –

What's the difference?
HOW TO FOCUS IN THE AGE OF DISTRACTION

MANAGING YOUR SPACE
- Clear away all distractions
- Use an intray for incoming paper
- Use a timer
- Spend 10 mins each day decluttering
- Work in focused bursts
- Get away from the computer
- Use only a notepad and pen

HOW TO WORK
- Morning
  - Shower
  - Have a healthy breakfast
  - Go for a walk
- Morning quiet
- Morning quiet
  - Meditation
  - Read
  - Write morning pages

HELP FOR ADDICTS
- Say no to...
  - Facebook
  - TV
  - Email
- New habits:
  - Catching up
  - Reading a book
  - Spacing with family & friends
- Freedom:
  - Blocker programs
  - Writing programs
  - Typewriter

MANAGING EMAIL
- Take a digital technology detox
- Create rituals/habits
- Use 50 minutes of work 30 minutes break
- Area with no internet
- Use only a notepad and pen

THREE TIMES IN THE DAY
- Check email at set points in the day
- What worked?
- First thing in the morning
- Disconnection times

WHAT CAN I DO TODAY?
- What did I do?
- What can be improved?
- Don’t check your email until you get the task complete

(“Learning Fundamentals”)
(“Learning Fundamentals”)
HOW TO FOCUS IN THE AGE OF DISTRACTION

- How to Work
- Create Rituals and Habits
- Opportunities to Communicate
- Take Time to Reflect and Review
  - Teacher: Student
  - Student: Student
  - Student: Teacher

(Inside the Classroom)
VIRTUAL STATIONS

STATION 1: HOW TO WORK
STATION 2: CREATE RITUALS & HABITS
STATION 3: OPPORTUNITIES TO COMMUNICATE
STATION 4: TAKE TIME TO REFLECT & REVIEW
Station 1: Explain How To Work

Watch this video:
(http://www.youtube.com/watch?v=NugRZGDbPFU)
1. Choose a voice recording application (MS Word or Evernote Audio Note, QuickTime, GarageBand, Voice Thread and/or PhotoBooth).

2. Record three things you learned while watching Video 1: “Where Good Ideas Come From.”
1. Watch Video 2 "Introduction to an Innovator:"
(http://vimeo.com/35508706)

2. While watching the video, consider the question, "How does Kurt Phelps' story illustrate the key elements of engagement?"

3. After viewing the video, record your answer to this question, then upload it.
Station 1: Wrap-up

Consider for a minute the different experiences you had watching video 1 and video 2.

**Video 1:** While you likely were attentive ... you may have also felt distracted by competing stimuli OR perhaps you were overwhelmed with information.

**Video 2:** Guidance as to what to listen for (focus) facilitates better engagement

*How does knowing what to do and how to do it help you to move effectively through a learning activity? How can it help your students?*

The wrap-up to the station is important to help students confirm the "takeaway" that the teacher intends -- this can be audio, video, reflection, write-up, etc.


