

Title: Directed Use of Student Devices in Large Lecture Settings: an analysis of the effect on levels of engagement and distraction.

Abstract: This presentation will discuss the use of students' own devices (BYOD-Bring Your Own Device) in lectures and its effect on student engagement and levels of distraction. The study saw the application 'Socrative' introduced to a full cohort (n160) of first year undergraduate computing students in their first lecture and continued its use for ten lectures in total. A full cohort survey and a self-selecting focus group were used to collect the data on student perceptions of its effect on their levels of engagement in the lectures. A survey conducted by McCoy (2013) showed that 71% of lecturers believe smart technology has a negative impact on students' attention spans. The study also found that 60% of surveyed lecturers believe the use of smart devices hinders students' ability to listen, communicate and write (McCoy, 2013). Given these worries, eight lecture observations were undertaken alongside the use of Socrative to assess the effect of the instructed use of students' own devices on levels of distraction. Observations of four lectures with Socrative and four lectures without were undertaken. The results of the study demonstrate that the students enjoyed using Socrative and felt that it did increase their engagement. The results also demonstrated that guided use of students' mobile devices served to significantly reduce levels of distraction usually caused by such devices in 'traditional' lectures. Further positive outcomes and challenges are noted.

McCoy, B (2013) Digital Distractions in the Classroom: Student classroom use of Digital Devices for Non-Class Related Purposes. *Journal of Media Education*, Vol.4, No.4, pp 5-14.

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