

Dissertation on Aspects of  
**TECHNOLOGY AS DISTRACTIONS WHILE TEACHING IN A CLASSROOM**

Classroom Management Reflection: Teachers' and Students' Perception

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## TECHNOLOGY AS DISTRACTIONS WHILE TEACHING IN A CLASSROOM

### **Key words:**

Technology, Teachers, Opinion, Students, Distraction, teaching, use, study

**Declaration**

I hereby declare that this dissertation is grounded on my own research. Other assistances are included in my thesis paper with the required references. I declare that this paper has not been published or submitted before in any university or any other institutions.

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### **Abstract**

This paper on Technology as Distractions while teaching in a Classroom contains all over the views scenarios and solutions as per the suggestions. Even in this paper here it was reviewed about the distractions of using technological devices in a classroom. In this paper here it was also included the some of the researchers views. And different researchers and authors' perception and researches were included for better understanding. On supporting to use less technology in a class, there was different proven research results would show. This paper had 4 major parts: introduction, literary review, discussion and conclusion. In the introduction area, the topic of this paper had given briefly. Review of literatures included all the possible and proved research results with researchers' perception would discussed and how the researches were taken place; that would also were given. The next part was about the discussion of the literary review and the supportive points of this topic and the last part would be conclusion. The conclusion part had the summary of the paper and its topic. This paper was written about the technology as distractions that occurs in a classroom and includes how teachers-students relationship differed while using technology.

Table of Content

Introduction..... 1

    1.1 Problem Statement ..... 2

    1.2 Purpose of the study ..... 2

    1.3 Significance of the study ..... 3

    1.4 Limitations of the study..... 3

    1.5 Definition of Technology ..... 4

Literature Review..... 6

    2.1 Class Room Management: ..... 8

        2.1.1 Using technologies in class: ..... 9

    2.2 Use of Dictionary: ..... 9

    2.3 Impacts on both teachers and students: ..... 10

        2.3.1 Negative Impacts on Student:..... 10

        2.3.2 Negative Impacts of teachers:..... 10

        2.3.3 Negative Impacts on Teachers and Students: ..... 11

        2.3.4 Negative impacts on teachers: ..... 12

    2.4 Positive Impacts on students and teachers: ..... 12

    2.5 Necessity of using technologies ..... 16

        2.5.1. Positive usage of technologies:..... 16

Methodology ..... 18

    3.1 Research Design:..... 19

        3.1.1 Procedure ..... 19

        3.1.2 Preparing Questions..... 19

    3.2 Theoretical Framework ..... 20

        3.2.1 Students focused research:..... 22

        3.2.2 Teachers focused research ..... 22

    3.3 Sampling..... 22

    3.4 Setting..... 23

    3.5 Instrumentation..... 24

    3.6 Data Collection Procedure ..... 24

    3.7 Data Analysis Procedure ..... 24

## TECHNOLOGY AS DISTRACTIONS WHILE TEACHING IN A CLASSROOM

3.8 Obstacles Encountered .....	37
Analysis.....	39
4.1 Teacher’s and student’s perceptions: .....	44
Discussion .....	46
Conclusion .....	49
References .....	52
Appendices .....	56
Appendix A: .....	56
Appendix B:.....	58

# Chapter 1

## Introduction



## Introduction

Technology usually helps teachers to teach particular topic easily and to deliver the lesson smoothly, technology had a huge contribution. Day by day this used of technologies had created dominance in a classroom where without using different tools; learners lose interest in the classroom lecture and teachers face difficulties while teaching. Usually teachers used technology like power point slides, projector, microphones, sound boxes etc. for their better teaching and interaction with the students. However, this technology could turn into distractions while teaching if the dimensions of technology were not balanced in a classroom. So, this paper focuses on the distractions of students learning and teachers teaching for using technology and creating a massive problem for the teachers' to handle the class. This paper also includes different authors' views about technology and some research results as well.

**1.1 Problem Statement:** Problematic testimonial on this research paper were about the battles of the opinions were so massive and positivity enhancements the influencing modern technology based study where on the other hand wasting time by using technologies like cell phones and laptops were contradictory. Typically instructors used technology like power point slides, projector, sound boxes and other technologies for their better instructions and interaction with the students. However, this technology could turn into distractions while teaching if the dimensions of technology were not balanced in a classroom. So, here the primary goal of this paper which focused on the distractions of students learning and teachers teaching for using technology and creating a massive problem for the teachers' to handle the class. This paper also includes different authors' views about technology and some research results as well.

**1.2 Purpose of the study:** However technology always helps the teachers to teach and to make a class more interactive but, there was certain issues that make a class biased towards technology and students

pay less attention to the teacher's lectures. According to Redmond (2017), "It was not the space that determines purposeful and focused relationships between teachers and their students." So, a thin line of distance between teachers and students automatically creates for this extra used of technology. This paper mainly focuses on the distractions for using technology while teaching in a classroom as day by day the education process was depending more on technology.

Here in this paper mostly emphasized on the disturbances for using technology despite the fact that schooling in a teaching space as education progression was depending more on technology. So in this study it described that the impacts on teaching learning and in education system its benefit in a sense. The purpose of the study was to figure out the whole scenario where it lied the present situation of the topic. Education in a twofold affiliation among teachers and students might help acquire to rid of the state of affairs where the teachers were not disgusted with the deeds of the students and students also would change to the exact teaching resources.

**1.3 Significance of the study:** The significance of the study were to imitate in the situation where the topic on technology usage created destruction in study time disclosed the vast area of the favorable opinion as well as the opposed opinion also.

In this paper here it was prominent that there were definite limitations of conducting the study paper. And here it was one of the main hitch was that it was a topic which only created conflicts only instead of solving the situation of current scenario.

**1.4 Limitations of the study:** In order to complete the research paper it was the most required to attain the information to arrange the sample data from random sources like teachers, students and some researchers' absolute data which were not up to date for preparing this research paper actually. As this topic technology as distractions while teaching in a classroom was in addition to a blast into content area so there was different point of views obviously raised by each and every time the same

questions asked. During the sampling time the data were massed up and there it was difficult at first to reach to proper institutions. And gathered every opinion were conflicting with each other as everyone were so mindful and for researcher of this paper had to explain and sometime had contradictory situation for to grip in to herself in those situation. As per this limitation the researcher had to complete the analysis according the information collected and had to conclude the conflicting situation over the research paper.

**1.5 Definition of Technology:** In teaching, technology as a part of knowledge that committed to create new tools for better teaching, processing activities or, tasks and extracting of materials in keeping a relation with the generation. In these days, students' academic education had a large part that handled by technology. Teachers usually used different kinds of technologies while teaching to avoid the boredom, to motivate their students to study by using different tools and to make the class interesting. According to Cuban (1986), 'Chalk and slate, books and pictures were 19<sup>th</sup> century media used to expand the sole medium of instruction teacher talk- into a broader array of visual tools for conveying facts, skills and values.' Cleborne (1997) also said that using Technology in the Classroom could show administrators, school board members, teachers, and university support faculty how to work together to design and to use technology in the learning atmosphere. There were different kinds of technologies that were using for teaching. Teachers used power point slide presentations, different authentic materials, microphones, audio-video clips, projector, sound boxes, tablets, laptops, cell phones, social media, e-mail etc. These were the tools that used for a better teaching and learning while continuing a class. According to Barkhuus (2005), Students that were allowed to use laptops and other mobile devices via networked classroom technology known as "Active Class" to interact with their lecturers and asked questions anonymously. So, in this sense to create a successful active class, technology had vital role to play in education.

About using technology in a classroom, a huge number of researches had done worldwide to find out if it was really very helpful to teach the students or, not. Excessive use of technology could be harmful for the students because they could be addicted to use of technology all the time. Banister & Ross (2006)said that while society in general had embraced 21st century technology innovations for daily living, a gap remained in the understanding of appropriate uses for technology in the learning environment.” They basically supports the logical usage of technology in a class that would be handled by the teacher as the teacher had to plan the lesson for the students and the teacher knew how much of technology should have used in a classroom.

# Chapter 2

## Literature Review

## **Literature Review**

In this chapter the topic would be discussed according with the positive and the negative as well the neutral discussions. Here on this topic there we had collected different views and constructive opinions. As it was a topic that had such a huge implication these days surrounding. This was no more hypothetical issue. In this chapter we would going to discuss and would judge the views and opinions as this issue had been raised so gravely that we tried to find the reasons and solutions simultaneously. There the users from both side of a teacher and a student with valid and in valid reasons made it complicated which we were going to disclose in this research.

According to the definition of the technology as distractions while teaching in a classroom enlightens us the situation that this was a distraction of a student from studies even from lecture materials also. On the other hand a part of the definition describes the usefulness of using the technologies in class room incredibly helpful for both of the students and teachers on the same topic of the lectures. Teachers commonly used different kinds of technologies while teaching to avoid the boredom of the students about the study materials, to motivate their students to study by using different tools and to make the class interesting and participative. The interaction of the students in study materials were some sort of struggling exercise for the teachers just because of using different technologies during class session.

In this topic, different kinds of researches had been done already and researchers had different points of view about this topic. To talk about the distractions while teaching, researchers basically talks about laptops and cell phones. Students bring their laptops in the class for PDF files, slides and other works. As most of the students used technological devices, research shows their used were making the classroom more distractive. And more on even in a lecture time the students responding their other texts and call or operative unnecessarily their laptops, mobile phones, devices that they really do not usually getting benefited.

Learning in a dual relationship between teachers and students might help get rid of the situation where the teachers were not disgusted with the deeds of the students and students also would get the exact teaching materials.

What would disturb in the class with the learning and the learning of the associates in the class. And what could the solution to help the teachers and students out each other. The solution could not be the simplistic like banning the technology in class or strictly using technology in the class room during lecture session of the professors. This was not a monad complain but a collective groups of people were complaining about this was issue for a long time. In the meantime the technology was helping the students in a very umpteen way that a single book or library work might not help in that way.

**2.1 Class Room Management:** Agar (2006) did a research on this and found out that students' used of technology had increased in a huge sizes- 98% keeps, 90% were on community mass media throughout lesson, 72% of the pupils checked their cell phones. Under this nous, multitasking of the pupils in the period was continually ongoing. By means of consequences teachers were getting dissatisfied to give speeches in the lesson. In addition Fried (2008) said that the study was to explore the nature in the class the laptop usage in a large lecture course and how that usage was related to student learning had conducted. He continuously observed his class for a whole semester and his research came to this point, that students were always involved in multitasking while the class was going on. So, students never pay proper attention to their class. This research of Fried also came to a result that too much used of laptops and other devices make the students addicted to the technological uses. As a result, students were being dependable towards this and they had no interest on their text books or, class lectures. On top of that, this addiction makes the students too much busy in social networking that they do not get time to interact with their teachers or, family as well.

**2.1.1 Using technologies in class:** Another research was done by Hembrooke & Gay (2003) who divided a class in two groups for this research. One group was allowed to use all kinds of technology and digital tools like, social media, laptops and cell phones etc. On the other side, half of the students were not allowed to use kind of technology; they had to attend the lectures in the class and they could use their course book materials. The result was astonishing. The group who was allowed to use technology, research shows that they did unnecessary work most of the time. They did online shopping, browsing in different sites apart from the study sites and also they were on social media most of the time. The other group was busy with their assignments, examination preparation and taking notes from the lecturers.

The effects of using technologies by students in class there Hembrooke & Gay did another research on the same two groups. They asked both the groups about the class lectures when the previous research was going on. Even the result of this research was more shocking. The group, who used technology during the class, did not get any of the lectures properly and they even did not remember the topic of the lectures. So, in this research the group who avoided digital tools during class was more successful in their study.

Unprincipled by the pupils during inspection it was available as a result from a research that, using of cell phones in the classroom increased cheating during examination. Students typed short notes on their cell phone and while the examination was going on, they cheated. Besides this research also came to a result that sudden loud ring from students' phone while an important class was going on, was disturbing for the whole class and also for the teachers as well.

**2.2 Use of Dictionary:** Students often used cell phones to find the dictionary using which helped them in time consuming regular search from a hard copy. It was time consuming if it checked in hard copy for a single word.



**2.3 Impacts on both teachers and students:** In this section the impacts on both teachers and students were discussed about how these impacts were noticed and the researcher's research paper as well.

**2.3.1 Negative Impacts on Student:** In another research, Rainie (2012) said that smart phones were particularly popular with young adults 66% of students' age 18-29 owns a smart phone. They were addicted with their smart phones in a huge level that they could not stop themselves from using it. Even they do not bother about how important the lecture when they were present in a classroom.

Negative Impacts on teachers' according to Paddick (2016) told that many teachers believes such technology distracts students from learning, although the profession remains broadly open to the potential future benefits, with three quarters (74%) agreeing that when integrated effectively and used as an education tool rather than a leisure device, such as technology could make their job easier. Most of teachers usually get distracted while they were seeing their student were involved in multitasking. So, they could not concentrate on their own lectures even.

Cheating by the students during examination and Campbell W. Scott (2007) published a result from his research that, using of cell phones in the classroom increased cheating during examination. Students typed short notes on their cell phone and while the examination was going on, they cheated. Besides this research also came to a result that sudden loud ring from students' phone while an important class was going on, was disturbing for the whole class and also for the teachers as well.

**2.3.2 Negative Impacts of teachers:** Paddick (2016) also did another research which was released by Couldvas had highlighted how personal tech devices were being banned in classrooms due to teachers' fears that they would cause distraction, although many of them recognized they might had future usage in the classroom. The study revealed that more than one-third of teachers (34%) in the UK had banned

personal devices like mobile phones and tablets from the classroom significantly more than in U.S. schools (23%).

**2.3.3 Negative Impacts on Teachers and Students:** Another survey Fried (2016) did on the student where a debate had begun over whether in class laptops aid or hinders learning. While some research demonstrates that laptops could be an important learning tool, anecdotic evidence suggests more and more faculty were banning laptops from their classrooms because of perceptions that they distract students and detract from learning. For this perception, the teachers banned their student's device and the next result was shocking. Most of the students were missing class lectures intentionally and they were seen in the campus but not in the class. They were addicted to technology this much, they could not avoid their phone from using.

Negative impacts on students (Fried, 2008) conducted a study to examine the nature of using laptop in class in a large lecture course and how that used was related to student learning was. He had students' complete weekly surveys of attendance laptop used and perspectives of the classroom environment. Results showed that the students who used laptops in class spent their important time in multitasking and that the laptop used asserted a significant distraction to both of the users and fellow students who do not using laptops. The fact was that the level of laptop usage was not related positively to several measures of student learning including self-reported understanding and of course material and overall course performance. As per Fried explained, that research raised serious concerns about the use of laptops in the classroom. Students admitted to spend considerable time during lectures using their laptops for things other than taking notes. More even the usage of laptops was negatively related to several measures of learning also.

Dietz & Henrich 2014 states that the increase of students cell phone used in classrooms had led to a decrease in academic performance and satisfaction with instruction. Recently it was unknown as to whether student classroom cell phone using during class session had any effect on the teacher or not. The reason behind of this study was about to determine student and teacher opinions of classroom cell phone usage and perceived distraction.

**2.3.4 Negative impacts on teachers:** The distraction happens when people were imitating a goal that really motives and then something obstacles that efforts to achieve it. After all that it's not that don't consider the distraction when students were scrolling through Facebook on a weekend night with nothing else to do were only distracted when scrolling through Facebook while trying to grade papers.

On another research Schafhauser (2016) states that the most prevalent form of distraction had been texting, reported by 87 percent of students in the 2015 study. Thus teachers get very angry and researches shows that teachers sometimes cancelled their lectures and do not feel interested to take the lectures anymore. For a teacher this situation was actually embarrassing and also insulting that their student does not pay any attention to their lectures. And which was harmful for their education and might be one of the most disrespectful manners for the teachers who were willing to teach in class session.

**2.4 Positive Impacts on students and teachers:** Other than the negativity there were some logics and researches had outcomes on positivity along with some obvious rules and restrictions during allowing the students on accessing into their devices. And at the same time the teachers also need to utilize the time. In the meantime teachers and students should use technologies in the proper way. On this note there the researches with positive outcomes were going to be discussed.

According to Cox (2005) that it's the impact of that technology had had on today's schools had been quite significant. This widespread adoption of technology had completely changed how teachers teach and students learn. Educators were finding the way of teaching with developing skills as per the technologies in the meantime pupils had been spending time on progressive technologies to spend their time as their relaxation. Instructors were really getting interested with their pupils to use technologies for improving their study. However most of the surveys and research proves that students get distracted by using technology and they do not feel interested in study. So they used their devices for their entertainment. Cox wanted to say that this was a wrong way to use technology. For this distraction teachers were being disturbed while taking their class and they do not feel any motivation to take such classes.

Mary Flanagan June 6, 2014 argued that accrete of the laptop was too much for students and university culture needs to dignify the substantial nature of the classroom and turn off technology. As a digital humanities professor he spent many working hours in communicating and in creating on a computer based works. He had designed a class that minimizes lecture and create time to sitting activities concerning like mapping making diagrams and hosting debates on virtual experiences. He also let everyone to know there he putted a time and place to associate with actual people. There was a flourishing concern among faculty members across the country on the need to superintend classroom culture regarding technology so students might actually get benefited.

Blake Garten 3 years ago He had good performance from students with digital communication devices in class but he thought there had been more distracted behavior more missed opportunities for conversation because of misused of these devices in class. If it's not students' just absolute texting in class then it was creating a distraction on a laptop that one's side partner student had to gaze at.

Meanwhile the class discussion crashes along. That was just not assessable anymore. He said that his time was the student's time and student's time was his time.

In "Facing the Facebook" written by Micheal Bugeja the professor he said that time changes with the flow and things in life was constantly transpiring to something better or something more efficient especially technology. College campuses were overflowing with students packing laptops and cell phones. College student were obsessed with the latest technology and in today classroom such technologies captured the audience. He also examined the ethical and educational effect of the time student spend online. Social networks like Facebook contribute to the distraction while in class. The learning process for student had changed vividly and technology had used in many aspect for teaching.

Respected teachers believe that particularly more than students that cell phones should not be used during class sessions. A big portion of teachers also indicated that they had been distracted of the students who used their cell phones where on the other side the half amount of the students believe that their teachers had been distracted by cell phones using during lecture or class session. Even their teachers' distraction during class might affect more than their individual academic performances. So which means student cell phone usage might actually had had a negative impact on the entire course and class even the quality of teaching.

Sana et al 2013 had done a research on this topic and she states that there was a question came out that the students were continuously looking at their cell phone for which purpose. Then the answer was a bit fascinating like the students purpose at looking at their cell phones more often at non educational purposes because they found their devices more exciting and stimulating rather than the topic or the discussion that happening in the class. The students had also been found that using cell phones or laptops in non-educational purposes during class session instructions even if the students aware of the

negative impact of using cell phones or laptops in class room during lectures they often do it just for no specific reason but they believe in multitasking.

Kuznekoff, Munz, & Titsworth, 2015 told that the students who believe in multi-tasking that knowledge or better to say that concept should be compared to the teachers believe of multitasking. The student who believed they could do multitasking should be more focused on multitasking in education or on that topic of that days lecture or study materials rather not to waste time on cell phones or laptops on texting or social media apps using.

Even if the teachers attention goes on that students who were out of the context and used cell phone or laptop as per their multitasking purposes then the teacher or course instructor might get interrupted because of the students activity might distract that teacher from the concern of that instructions even they the students might not get the proper lecture instructions due to this multitasking. This had obviously a negative impact on the students.

James M. Lang MARCH 13, 2017 imperatively stated that the distraction actually raised from a conflict reason between two fundamental features of the brain of the students that the ability of the brain to create and plan high level goals were vice versa the ability to control the mind.

Gazzaley and Rosen wrote that this distraction from any particular goal was because the putting aside mentality of the digital angle for the moment could come from multiple sources.

Dian Schaffhauser 01/20/16 reported that more of the students' portion were more distracted than previous times. They tend to check their devices more often particularly their cell phones and the estimated statistical result was something like 11.43 times during the class session for non-educational purpose or something not related to their course instructions. And it was also said that 12 percent of the

students do messaging mailing or checking the time or other activities in class more than 30 times a day basis.

On the other side what students said that the reason of being distracted in class were the reason because cell phones and laptops were allowed in lecture time. And there were another reason that the lecture materials were not that much engaging for them towards the course on positive impacts on both teachers and students. It was said that interruption elevated from a battle among two important landscapes of the mind the capability to generate and to plot in elevation of aims in competition with the capability to regulate the thoughts. Almost every book or article available to read about this topic starts with a knowledgeable analysis summary of all of the directions and in which distraction it could interfere with learning. But the Distracted Mind provides a broader adherence.

The distraction happens when people were imitating a goal that really motives and then something obstacles that efforts to achieve it. After all that it's not that don't consider the distraction when students were scrolling through Facebook on a weekend night with nothing else to do were only distracted when scrolling through Facebook while trying to grade papers.

**2.5 Necessity of using technologies:** Gazzaley and Rosen wrote that distraction from any particular goal if it's kept aside the digital angle for the moment could come from multiple sources. Those sources could be externally (the bird at window feeder, a child clamoring for the attention of a student, a colleague knocking on the office door) or internally (making a cup of tea, switching from one task to another).

**2.5.1. Positive usage of technologies:** In a research there it's found that students were using technologies for completing tasks that was manual in previous period but now technology made them sure easy and comfortable for them as well for the reader of the information. And this usage of the

students during class session might help them to sort out of the exercise problems that were easier than the text book in internet or in device. Even in modern devices students could carry books which they could not even carry with them in their bags.

In a task as per assumptions if a student was likely to do as per the instructions they could work just as a working office. And during class time the tasks that students were involved in were like doing researches creating web pages or developing web pages, and sometimes writing documents. The energy in the room was always high and the works were divided into circle and around from group to group while providing helps. Sometimes the working on class time in the devices was likely pushing students who need help.

The classes which were turned into an active laboratory of learning there students were always having complex tasks to complete together or individual. There always should be a given limited time to finish that specific task. In that meantime the students also get motivated for their tasks and works to finish on proper note. The way of teaching and the environment of the backdated performances of the students were the main obstacle to maintain the new technologies in class room.



# Chapter 3

## Methodology

## **Methodology**

Technology had been an addition in progressive study and making information so handy that a particular person such as teacher or a student could easily access to any statistical or any data that needed to be informed to that person. Technology could be sorted by the modern devices most of them were wireless and so handy that everyone had now own at least one device and could carry with him or her to anywhere even in class room too. According to the research topic here the technology if as a blessings or harmful for a student even for a teacher that had ended up with a ratio result on the basis of data collected from teachers and students.

**3.1 Research Design:** In this part there the discussions on the research process and planning would be in details.

**3.1.1 Procedure:** This research on the topic Technology as Distractions while teaching in a Classroom was based on some trial questions and answers from both teachers and students. The questioner was designed according to the researches that was published in journals and books. On that note the most counted and repeated answers were the highest in percentage that showing the opinions from both side on this topic.

**3.1.2 Preparing Questions:** For the research questioner most importantly it was recognizable to communicate with the honorable professors and students who were the main object for this research.

Here in this research question there were agree and disagree options subsequently for the readers and then the answers that also resembled in the analysis portion.

For this research paper there the questions were assembled according to the course and method. It was for two different sectors and two different questions set. One was for the respected teachers and the other one was for the students.

For the research it was wise to do a hard copy questioner that it helped out the way it was not even conceivable either way. For this reason teachers were get involved here directly with their respected opinions and suggestions to make the situation better.

On the other side the students' portion were participating so spritely that the outcomes and the reasons behind came out. There were also questions based on the positivity and negativity of using technologies during class sessions. They also commented from their perspective and view of thinking along with the probable solutions that they were thinking of.

So to sort all of the reasons and obstacles and mostly the distraction that were creating a gap in the relation of students with study and teachers delivering lecture materials in class session it was designed with the proper guidance of honorable instructor. There the questions were set on the basis of the current situation and circumstance. Here the involvement of both sides was the main purpose. Even this situation which was creating criticism in the process of teaching and learning knowledge was focus in designing the research paper. Hence this research could help the peers and the instructors or teachers to understand the reasons, explanations and reasons that were instigating and influencing to be critical day by day. There also be the presence of potential way outs to get purged of this condition.

**3.2 Theoretical Framework:** In teaching, technology was a part of the information that dedicated to generate new implements for the ultimate better teaching, dispensation actions or tasks and removing of resources in charging a relation with the peers.

It's insupportable to explain in a method that all pupils' initiatives remain passionate about at all periods of lectures. Tutorial room performances should be public level if the days talk was not incredible. Academies were not able to be that infotainment as much as pupils demand it be there. This was one of reasons behind the using technologies in class room during lecture sessions.

For this research there the object of being distracted from studies by technologies was the basic focus. So based on this the research was planned and premeditated. The researcher own self had to understand the basic components that the topic was based on teaching obstacles that affecting by the students who were involving themselves in more into mobile phones, devices and not concentrating on courses. In this paper here the research was only to focus on the outcome that should be implicated in the program of the education system. As it was contemporary approach and in this era the modules, mechanism were attracting students more and more than the traditional teaching that students were getting bored of. Despite of this boredoms the students felt more stimulating and more affectionate in technologies.

It's a human nature when an individual gets bored that one would always try to derive out from boredom and would discover another way so randomly. And this situation was also partially responsible for this situation also. In another way there the objective of this theory was to find the exact scenario of the topic selected in real class room. Even in the class room there the students were allow to facilities consuming which were always been updating accordingly the day to day basis. In this way the rate of using technologies during class session were reported that it was approximately 85% increasing and the surprising issue was there the age cataloguing were included even high school students. Which means really alarming for educators and for the education system also.

**3.2.1 Students focused research:** Students' eternal nature was they were multitasking devotee. They would always do multitasking at a time. It's their tendency as always to do this sort of characteristics that doing or trying to concentrate in more than two tasks at a time. However they do not even know the consequences and the penalties they were paying unconsciously and as a result sufferings were causing at a great rate. Since students were not sincerer in most of the cases so they were having a tendency to ignore and overlap every conditions and terms even some times rules and regulations also. Meanwhile there the students were getting benefits more and more on in long run because of allowing the usage of technologies, this was an up to date era where information was important for any individual and students were more into it to utilize the information.

**3.2.2 Teachers focused research:** Tools and technologies supporters would contend that, by the entrance of in the least new technologies individuals had continually fussed roughly almost the incompetence to concentrate and to give attention. Intellectuals' boundaries were fragment of the planning of the brains. And it was overwhelmed for centuries. The honorable teachers already updated in most of the case to convoy the modern teaching process and tasks. But in some circumstances it's not always working because of some interruptions occurred by the students or by the technologies that were allowed to use by the students in the class room. Apparently the result was not meeting the expected standardized performances rather it's becoming more complicated. So teachers had to have been more conscious and more sincere in class room to make sure the productivity and participations of students. Making them busy could be one of the solutions that might force the students to be involved in discussions and study even lectures also.

**3.3 Sampling:**It is a must to mark an indent in the problematic situation of modern interruptions in lesson, so to arise by illustrative in the strategies it had to be formed and the motives of the situation aroused. Individuals' explanations influence of appearance might differ from lecturer to lecturer.

Aimed at data collection it was best to follow the questioner method. So as a result it was easy to sort and segment the feedbacks in to criteria's according the questions. There the sampling was designed and planned collect the required data from information field. Even there were options for secondary data which also would give an ultimate result showing historical session's data and information but here it was advised to collect sample data from random students and honorable faculty members and teachers from different institutions.

For collecting data there it was obvious to travel one university to another. Different faculty members had different opinion but they all were thoughtful with opinions but in the feedbacks they were almost similar. There were unity in the feedbacks from honorable faculty members and different institutions teachers.

For students data collection it was astonishing experience for the researcher because different point of views came out. Random students were requested to cooperate by completing and answering the questions and them just spritely participated to concluding their views on this perspective.

**3.4 Setting:** Technology as distractions while teaching in a classroom was the topic of the research paper and to accomplishment of this research goal there was to attain the average situation. To accomplish the situation it had to create two question set from the view of researcher and to conduct the object that were the students and the honorable teachers. To collect the information it was planned to present on physically to different university campuses due to collect the basic information. Then according to the information and with the help of those university students in Dhanmondi area there many university students and some fellow juniors devotedly helped. They helped to complete the questioner of the students and even they helped to reach to their faculty members. The honorable faculty members helped to solve the questioner and suggested their opinions. It was one of the great

experiences to get into ULAB, EASTERN University, UIU and many random institutions that were convenient. Even for the traffic some days the way to these institutions were impossible to reach in time but the kind help of the students and teachers simultaneously were beyond considerations.

**3.5 Instrumentation:** As it was a paper work so the whole research questioner were based on hard copy. To enticement the consideration from the teachers it was planned to meet them and greet them and then asking for the concerns about this topic. There were 12 questions for the honorable teachers and instructors. There were a comment section also for the feed backs that were urged to contribute in this research paper. There the students were also offered to contribute in this research through hard copy and a set of 12 questioner and also with a comment section for them to give their opinions and feed backs.

**3.6 Data Collection Procedure:** This research paper was prepared in the basis of raw information which was sampling the data collection and based on that data.

For collecting the data from the field like some educational institutions it was apparently obvious to go into their classrooms and to the teachers in physical presence means. It was one the great experiences of having the opportunity to observe the situation and to discuss the research topic face to face. It helped amazingly to make ready this research paper.

**3.7 Data Analysis Procedure:** For analysis the data there were two set of questioners where one for teachers and another for students along with their comments also:

**Set A:**

Questioner for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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1. I think the use of technology like laptop/ phone in class was necessary	20%	50%	20%	10%	0
2. Teachers should use technologies instead of students using	70%	20%	5%	5%	0
3. While using this technology it creates distraction from study	0	40%	10%	30%	20%
4. I feel disturbed when students used phone / laptop during class	80%	20%	0	0	0
5. I think using this laptop/phone were decreasing concentration from study in the class	70%	20%	10%	0	0
6. I think traditional teaching was better than using technologies in the class	10%	15%	20%	35%	20%
7. I think it was more difficult to maintain the class when	80%	15%	5%	0	0



students were allowed to used phone or laptop					
8. I think students rely more in using technologies than listening to the lectures in the class	60%	30%	5%	5%	0
9. Students get bored with lecture topic that's why they were more into using technology	20%	20%	30%	25%	5%
10. Students used technology for cheating often	10%	30%	20%	25%	15%
11. Students get distracted for multitasking like using technology	60%	20%	10%	5%	5%
12. Students could access more vast information which helps them to understand more on lecture topic by using technology	50%	30%	50%	0	0

\*\*What do you think, were students involving in Plagiarism mostly because of using technology in an improper way?

The first question was to teachers:

1. I think these of technology like laptop/ phone in class was necessary;

Here it was found that more than 20% alleged that the habit of technology like laptop or phone in class was necessary and it's a study material sometimes. On this question there 50%of teachers agree with the questioner and the other 20% of them believed that they had neutral opinion. Another calculation shows 20% of teachers did not support 10% in this fraction.

2. Teachers should use technologies instead of students using;

On this question it urged more than the half concern of both sides. 70% of the teachers concluded strongly positive response. Another20% were agreed. The remaining were neutral and some of the allotment of 5% were in disagreement part.

- 3 While using this technology it creates distraction from study conducts strongly;0% of the honorable faculty members. Another 40% of them agrees on the question and 10% were neutral. 30% of the participated faculty members were disagreed on this slice. And the 20% of the sampling size of the teachers were opposed of the question.

3. I feel disturbed when students used phone / laptop during class;

And according to this opinion the teachers' conducts 80% positively. The other 20% of them were also positive and agreed on this statement as it was a statement which was in reality relevant of contemporary scenario.

4. I think using this laptop/phone were decreasing concentration from study in the class

Among the questions it was one of the renowned statement of the teachers who were really disturbed and 70% of the teachers agreed on this. Another 20% of them were also agreed on this statement basis. 10% of them were neutral.

6. I think traditional teaching were better than using technologies in the class;

On this specific question there were receptive response of 10% on strongly agreed part. The 15% of the surveyed were supporting and 20% of them were neutral. There the 35% did not agree on the question. There were also 20% disagreement in response.

7. I think it was more difficult to maintain the class when students were allowed to use phone or laptop;

In the survey on this question there were responded on stalwartly agreed 80% and there the agreed portion were 15%. In this basis of the question there were neutral at a 5% of the whole number. There were no disagreement and strongly disagreement.

8. I think students rely more in using technologies than listening to the lectures in the class;

In the collective information 60% of the surveyor selected the strongly agreed part. 30% of them were agreed and 5% of them were neutral and another 5% were disagreed.

9. Students get bored with lecture topic that's why they were more into using technology;

There were an enormous conflict raised on this question and there were most responses came at 20% of them were certainly settled another 20% also did the similar. Some were not agreed neither disagreed and so they were in between of the concern at 30% over all. There were also negative response at 25% and some were strongly disagreed at 5% correspondingly.

10. Students used technology for cheating often;

Not more than 10% of the survey result showed that the strongly agreed percentage on these critical question even teachers was positively responded on such negative criteria of using technology. There were most plaid in agreed portion and it was at 30%. There were minimum 20% of the respected teachers who thought that it was not likely happening as it was described so the portion were 25% and some teachers were fully disagreed and it was at 15%.

11. Students get distracted for multitasking like using technology;

At 60% of the data collection of the teachers were agreed on the negativity of using technology throughout the class session. There were also some portion as usual who were having a normal agreement at a 20% of the data size. 10% of the extent were neutral and 5% of the entire statistics scheme were disagreed and another 5% were strappingly disagreed.

12. Students could access more vast information which helps them to understand more on lecture topic by using technology;

In a class there were different proficiencies of the teachers and they also conducted them all in the questioner and as per this question it was there opinion that it was actually happening. And 50% of them strongly agreed another 30% of the respected teachers were agreed. And astonishingly there were no disagreement rather there were 50% of neutral estimation and they retort in that portion.

**\*\*What do you think, were students involving in Plagiarism mostly because of using technology in an improper way?**

According to the question there were many opinion attained. Among them there one of the opinion was likely to present in this part and that were that technology was surely paving the way

for the students to obtain acquaintance on a specific topic. It was said that however it was the students who were not aware of the global plagiarism rules regulations since they were not even aware of the consequences also. That was a reason behind the tendency of the students to adopt this way via technology in the sagacity of in work at a less hard or easiest possible way.

**Set B:**

Questioner for students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I think the use of technology like laptop/ cell phone in the class was necessary	50%	40%	10%	0	0
2. Students should use technology in the class for better learning	40%	30%	10%	10%	0
3. I think by using technology in the class helps me in my study	20%	20%	50%	0	10%
4. I think using	70%	30%	0	0	0

technology in class sometimes distract me from study?					
5. I check texts or calls while using phone for the purpose of study	30%	40%	20%	10%	0
6. Sometimes I answer / reply texts or calls when the class was running	80%	20%	0	0	0
7. I feel bored while listening traditional lectures from teachers and prefer using hones or laptops for taking notes	20%	30%	30%	10%	10%
8. I think the code	30%	30%	40%	0	0

of conduct should be changed and allowed the students to used technology in the class					
9. Teachers often do not explain much on topic so students used technology for more information	20%	40%	20%	15%	5%
10. Students get bored on lecture topic that's why they were more in to technology	30%	20%	50%	0%	0%
11. I think in class teacher should not permit using	10%	15%	30%	20%	25%

mobile device instead a domain desktop					
12. Teachers should be more concern on lecture environment so students were not able to miss used their lecture time	30%	35%	20%	15%	0

\*\*what do you think as a student, using technology gives you the scope of cheating and involving into plagiarism?

1. I think the use of technology like laptop/ cell phone in the class was necessary;

When it came to the students' questioner part there the student gave a feedback that were spontaneously surprising and alongside it was potential also. On the question there it were approximately 50% of the students strongly agreed. Another 40% were agreed and there were also some opinions in between the agreement and dis agreement and the portion was at 10%.

2. Students should use technology in the class for better learning;



There were 40% at strongly agreement point and the portion of the opinion were at this number of percentage just because students feedback on using technologies were because of increasing potentiality. There were also at 30% at agreement. And at neutral part there were at 10% who did not find the question suitable at class room throughout lecture session. 10% also disagreed with this question.

3. I think by using technology in the class helps me in my study;

There were students who agreed strongly with the question as technology as a part of education increased the students' knowledge level. So there were at 20% who agreed strongly and normal agreement was at 20%. However since it was all about the assistance of the technologies trendy study there were 50% of the entire statistics were respond in neutral position. And in strongly disagreement was at 10% among all of them.

4. I think using technology in class sometimes distract me from study;

There were at 70% of all inclusive data size who strongly agreed at this point as it was about distraction that had been creating because of the using of the technologies. There were also 30% of the students who agreed with the meaning of the question. And surprisingly there were no disagreement; even not a neutral opinion.

5. I check texts or calls while using phone for the purpose of study;

This question was eventually represented the whole scenario of the situation and there were at 30% of the students agreed and another 40% were agreed as students often did check their cell phones even mails during the lecture which made them in attentive on the lecture topic. Even there were unbiased neutral opinion on this portion and the size of the percentage were at 20% which were calmly presented their opinion. There were also disagreed portion and it were at 10%.

6. Sometimes I answer / reply texts or calls when the class was running;

As students arbitrarily checked their cell phones or mails so they apparently responded them at an in elevation rate and they could not even some times close their eyes to some important calls. But due to answering back on that time of lecture session it defiantly hampered their study. So at 80% of the students responded that they actually respond in class time by replying unnecessarily wasting their time. There were also at 20% who agreed on this portion. Even in this question there were no disagreement not even neutral opinion of the students.

7. I feel bored while listening traditional lectures from teachers and prefer using hones or laptops for taking notes;

Students got bored so easily at anything indifferent in study as well. So at a rate of consistent were at 20% were agreed strongly so there they agreed with the question. Hence there were 30% of them were also agreed on this particular part. There were also some neutral opinion regarding this question and the percentage of neutral opinion was 30% of the sample data. There was also disagreement at 10% strongly part. Another 10% were at disagreed part.

8. I think the code of conduct should be changed and allowed the students to used technology in the class;

At this question it was the most responsive discussion that was held. At a 30% of the students strongly agreed to change the code of conduct and there the 30% of the students who believed that they were supporting this change should be done. There were also some who were in neutral opinion section and the rate was at 40% of the students.

9. Teachers often do not explain much on topic so students used technology for more information ;

At a rate of 20% of the students believed that they need assistance to understand the topic of the lecture of the teachers and there were some who also agreed some time they also needed help from technology and the rate was at 40%. Some were at neutral portion and the percentage was at 20%. There were 15% of the students who felt that they were having a disagreement with this question towards them. Lastly there were also 5% of the students who strongly disagreed.

10. Students get bored on lecture topic that's why they were more in to technology;

In a portion of 30% of the collection of the information of sample data size students agreed in a strong manner that they often got bored that was the reason behind using technologies. There were also 20% of the total students involved in the sample size were agreed with it. There was also neutral opinion from the students at a 50% portion. In this question there no student gave their opinion in the disagreement fragment.

11. I think in class teacher should not permit using mobile device instead a domain desktop;

There were at 10% of the students strongly agreed at the point of the question headed for them. Another 15% of them were agreed but there were also neutral opinion that of 30% among the students. The disagreed portion of the students was at 20%. And strongly disagreed were at 25%.

12. Teachers should be more concern on lecture environment so students were not able to miss used their lecture time;

There in the sample data collection in the questioner paper there 30% of the students strongly agreed with the concern of the teachers which should be increased at a rate so that students enthusiastically deny the using of the technologies in class during lecture session. Another 35% of the students performed in neutral section. Then there were 20% of the students disagreed with the question and another 15% were also strongly disagreed with the opinion according the question towards them.

**\*\*what do you think as a student, using technology gives you the scope of cheating and involving into plagiarism?**

After asking for each and every students who involved in the answering the questioner they had to answer their opinion as like the teachers so there were different opinions gathered. According to the students technologies ease them at their asking out assistance in every sphere of their study. But in the sense of the achieving the real mean of the assistance there some time it happened that of the tendency of copy paste from different sources which were considered as plagiarism. Student's thoughts that if they were properly got the guideline then they would not get involved with such sin like plagiarism or even probably they would not cheat as well.

**3.8 Obstacles Encountered:** As this topic was in addition to hullabaloo contented vessel so there were different point of views raised each and every time during the sampling time. Every opinion were conflicting with each other as everyone were so conscious and participative in this questioner sets. Even if the positivity won over the topic but the negative impacts were top of the cake.

For collection information it was the challenge the traffic and the institutional areas which were at the same time convenient but time consuming. Another obstacle was it was hard to conduct with English department students specifically. And another main obstacle were there were no sufficient or relevant

answers from both of the questioner sets. It was full of conflicts and disagreement in each questions answer. It was difficult essentially to category out and to segment them into percentages. That's why it took double effort to maintain the sequences of the answers from different students and teachers by means of relevancy.

# Chapter 4

## Analysis

### Analysis

Aimed at the resolution of this reading and study paper the researcher takes the explored and deliberated the above-mentioned queries and questions beneath the previous opinions and headings.

Whatsoever motives that might influence the suggestion for tutorial room instructions on mobile phones and laptops it should firstly mark individuals' grounds flawless to themselves and at that time be eagerly participate in spending phase and energy on amplification in students flaws.

The sessions which were turned into a lively workroom of knowledge there undergraduates were continuously devising multifaceted tasks to finish organized or individuals. They're constantly should be a specified restricted period to complete that exact assignment.

While numerous instructors had faith in such expertise technologies were distracting pupils from book learning, the occupation remainders approximately exposed to the possible upcoming reimbursements, with three quarters approving that as soon as combined efficiently and castoff as an teaching implement relatively than a relaxation scheme or device, such as tools or technologies could create their occupation more tranquil. Most of educators typically becomes diverted whereas they were observing the pupil were intimated in multitasking. So, they could not focus on their individual lectures and studies and topics even.

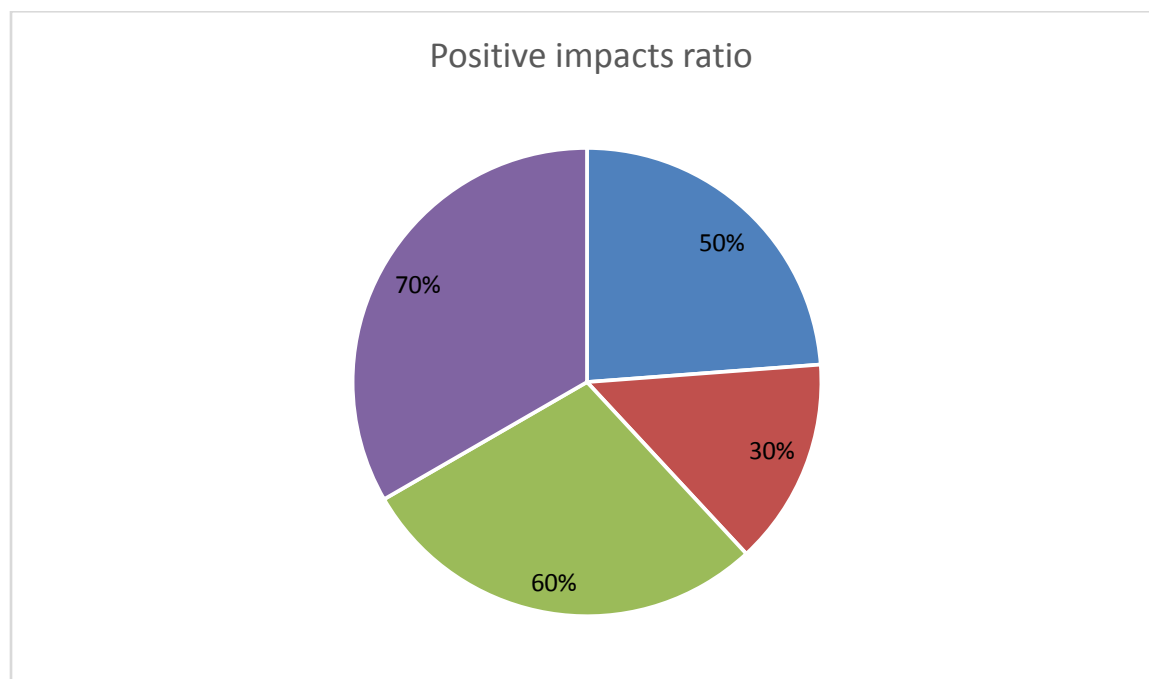
The book learning it could be offered which could convey learners together bottomless gratification and instant desire, but it requisite to participate with the fast spurts obtainable to them from their devices and PCs.

At this point it was originate that more than 20% supposed that the routine of technology like laptop or phone in class was necessary and it's a study material sometimes. On the same section there 50% of teachers agreed with the questioner and the other 20% of them believed that they had neutral opinion.

Another calculation shows 20% of teachers did not support 10% in this fraction.

Teachers had better used of technologies in its place of pupils using and it commended more than the half concern of both sides as per teachers and pupils. 70% of the teachers concluded strongly positive response. Another 20% were agreed. The remaining were neutral and some of the allotment of 5% were in disagreement part.

Rendering to the research paper on the basis of the questioner there were two diverse fragment of quotas of teachers and students and there were questions symmetrically for both portions. In the mean of supporting the technologies from the questioner from teachers and from question there it was concerned about the students accessibility of technologies during class and the feedback of the teachers were mostly in the agreed part. A graph was given below according to the data:

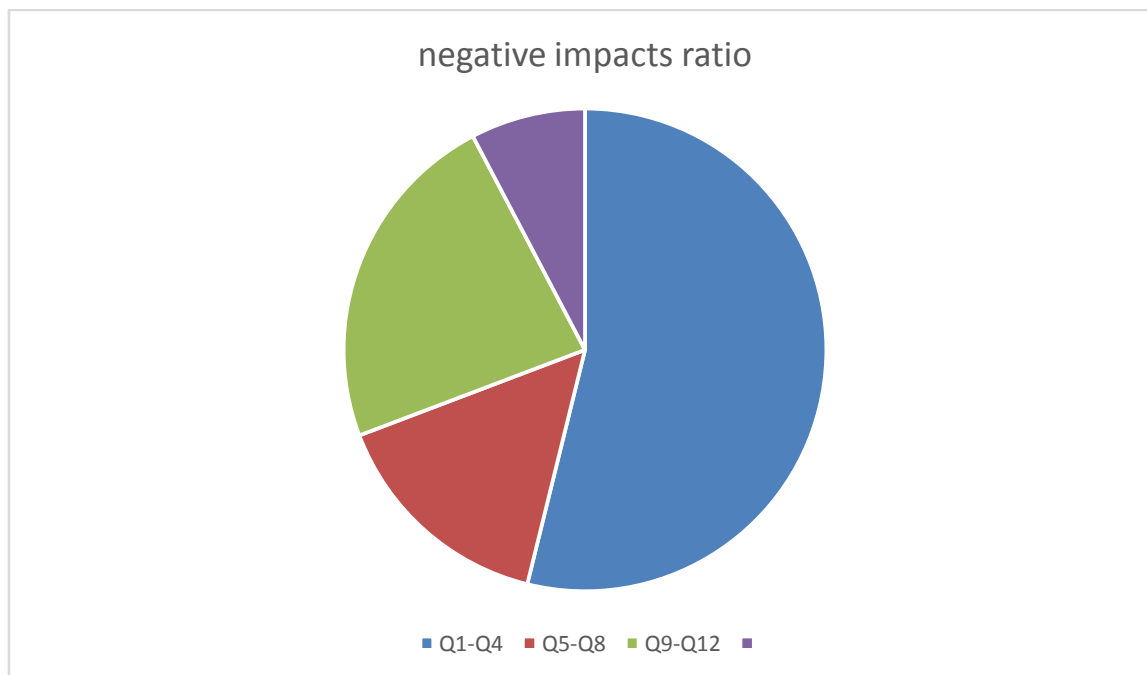


As per negativity there were also a huge portion gave their cherished opinion also. While using this technology it creates distraction from study conducts strongly 0% of the honorable faculty members. Another 40% of them agrees on the question and 10% were neutral. 30% of the participated faculty members were disagreed on this slice. And the 20% of the sampling size of the teachers were opposed



of the question. I feel disturbed when students used phone or laptop during class and according to this opinion the teachers' conducts 80% positively. The other 20% of them were also positive and agreed on this statement as it was a statement which was in reality relevant of contemporary scenario that of using this laptop/phone were decreasing concentration from study in the class among the questions it was one of the renowned statement of the teachers who were really disturbed and 70% of the teachers agreed on this. Another 20% of them were also agreed on this statement basis. 10% of them were neutral. I think traditional teaching were better than using technologies in the class On this specific question there were receptive response of 10% on strongly agreed part. The 15% of the surveyed were supporting and 20% of them were neutral. There the 35% did not agree on the question. There were also 20% disagreement in response. A thought of teachers that it was more difficult to maintain the class when students were allowed to used phone or laptop In the survey on this question there were responded on stalwartly agreed 80% and there the Agreed portion were 15%. In this basis of the question there were neutral at a 5% of the whole number. There were no disagreement and strongly disagreement in the case of students relied more in using technologies than listening to the lectures in the class In the collective information 60% of the surveyor selected the strongly agreed part. 30% of them were agreed and 5% of them were neutral and another 5% were disagreed. Students get bored with lecture topic that's why they were more into using technology were an enormous conflict raised on this question and there were most responses came at 20% of them were certainly settled another 20% also did the similar. Some were not agreed neither disagreed and so they were in between of the concern at 30% over all. There were also negative response at 25% and some were strongly disagreed at 5% correspondingly Students used technology for cheating often Not more than 10% of the survey result showed that the strongly agreed percentage on this critical question even teachers were positively responded on such negative criteria of using technology. There were most plaid in agreed portion and it was at 30%. There were minimum 20% of the respected teachers who thought that it was

not likely happening as it was described so the portion were 25% and some teachers were fully disagreed and it was at 15% Students get distracted for multitasking like using technology At 60% of the data collection of the teachers were agreed on the negativity of using technology throughout the class session. There was also some portion as usual who were having a normal agreement at a 20% of the data size. 10% of the extent was neutral and 5% of the entire statistics scheme were disagreed and another 5% were strappingly disagreed. Students could access more vast information which helps them to understand more on lecture topic by using technology In a class there were different proficiencies of the teachers and they also conducted them all in the questioner and as per this question it was their opinion that it was actually happening. And 50% of them strongly agreed another 30% of the respected teachers were agreed. And astonishingly there were no disagreement rather there were 50% of neutral estimation and they retort in that portion.



#### **4.1 Teacher's and student's perceptions:**

The perceptions of teachers and students about the distraction of technology were seen as a running debate till today. Students usually support to use technology and they had their own logic. On the other hand many researches already proved that used of technology was a massive distraction in a classroom.

Tindell & Bohlender (2010) did a research on their students on using cell phone in the class. After two weeks they came to a conclusion that students used their phones unnecessarily in the class. Even kept texting each other in the same class and tried to make fun of their teachers in the texts. From the same research when Tindell & Bohlender wanted to know from the students, why the students used their cell phone in the class most of the time, the students gave their own logic. The students answered they had to share class notes with each other in the class and even sometimes their parents were texting to know where they were so, they had to used their phone. Actually, college students must have the ability to consider the advantages and disadvantages of their behaviors. This study enlightens the situation about used and abuse of cell phones during courses. However, this research created an ethical dilemma as for using the technological device the students even did not hesitate to tell a lie. Professor Rosen of California State University said, "Students who tended to "multitask" (or, really, to change tasks frequently) or to check Facebook even once during the 15-minutes they were monitored were likely to be poor students." In reply the students also support their professor that they got distracted while their notification continuously buzzed and the light of their phone repeatedly was blinking. So, from this survey, actually it was proved that technology really creates distraction in the whole class. Carr (2010) states that, "Psychological research long ago proved what most of us know from experience: frequent interruptions scatter our thoughts, weaken our memory, and make us tense and anxious." The students,

who continuously used their laptops or, phones during the class, could not concentrate on the lectures. Hembrooke & Gay's research already proved it. According to Jackson (2008), "The brain takes time to change goals, remember the rules needed for the new task, and block out cognitive interference from the previous, still-vivid activity." So, if a student engages himself/herself in multitasking; none of his/her work would be succeeded and the brain might take more stress that student feel tired without doing any heavy task.

# Chapter 5

## Discussion

### Discussion

From the researches and the perspectives of both teacher and students, it was being understood that technology made a massive distraction in the class. It was also disturbing for the teachers or, lecturers while taking a class. Many authors and researchers gave their research result and perceptions about this topic. Technology obviously makes everything easy but, it was also true that every coin had two parts. Too much of involving in technological tools of course could harm people.

Besides, many researches also include doctor's advices as well. Doctor's had always suggested to avoid too much use of technological devices as the devices always creates pressures on our eyes and brains as well. As researches shown, multitasking makes the brain too busy that the brain feels pressurized and the capability of taking pressure in our brain could be decreased day by day. Moreover, keep using devices for a long time creates a huge physical phenomenon and mental force as well. In addition, these devices LED lights always had bad effects for our eyes. Migraines, high blood pressure etc. Also causes for using these devices for too much time.

The insights of teachers and students about the distraction of technology were understood as a consecutively argument even currently. Students typically sustenance to use technology and they had their own rationality. On the other hand many researches already demonstrated that used of technology was a gigantic interruption in a classroom.

In the Literature review part, it was already showed that those distractions of using technology in class could create a huge distance between the teachers and the students. The more they more they used technology; the less their interaction would be occurred. As a result, teachers and students would never had a comfortable zone and the interest of the students in taking notes or, hearing lectures would be vanished in future. On top of that, teachers would also lose interest in giving lectures in the class properly. As a result, the statistics of attending classes for taking lectures would be decreased in recent.

As Carr (2010) said, too much of multitasking could damage our brain and weaken our memory. According to this statement, too much of use technology could cause our memory loss in a very young age. Jackson (2008) also response in the same way as Carr respond about using technology. Both of them talked about the brain effect while using technology. As our brain takes time to switch and cope up with other work, continuing multitasking always would give a huge pressure on our brain which could be a very big health issue in future.

# Chapter 6

## Conclusion



### Conclusion

To conclude this paper, it was seen that technology distraction in classroom makes a mess while teaching. For a teacher it was very difficult to handle a class while the students using their device and even distracting other students who tried to concentrate in class lectures. Diverse manners of researches had been done previously researches and researchers had diverse points of view about this topic of this research paper. To talk about the distractions while teaching, researchers basically talked about laptops and cell phones and time spending throughout the class lecture. Students brought their laptops in the class for PDF files, slides and other works. As most of the students used technological devices, research shows their usage was making the classroom more distractive. And more on even in a lecture time the students were responding their other texts and call or operative unnecessarily their laptops, mobile phones, devices that they really do not usually getting benefited. Also in that case the increase of students' cell phone usage in classrooms had led to a decrease in academic performance and satisfaction with instruction. Recently it was unknown as to whether student classroom cell phone using during class session had any effect on the teacher or not. The reason behind of this study was about to determine student and teacher opinions of classroom cell phone usage and perceived distraction. On the other hand teachers were learning how to teach with emerging technologies like tablets, iPads, Smart Boards, digital cameras, computers although students had been using advanced technology to spend their time as leisure. Teachers were actually escalating their students to use technology for improving their study. Nevertheless most of the surveys and research proves that students get distracted by using technology and they do not feel interested in study. So they used their devices for their entertainment. And this was a wrong way to use technology. For this distraction teachers were being disturbed while taking their class and they do not feel any motivation to take such classes. There were some visible limitations to the interpretation and application of the results of the researches. The

researches were administrated to undergraduate students most of the time that enrolled in different courses in different countries.

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## Appendices

### Appendix A:

Questioner for teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I think the use of technology like laptop/ phone in class is necessary					
2. Teachers should use technologies instead of students using					
3. While using this technology it creates distraction from study					
4. I feel disturbed when students use phone / laptop during class					
5. I think using this laptop/phone are decreasing concentration from study in the class					
6. I think traditional teaching is better than using technologies in the class					

7. I think it is more difficult to maintain the class when students are allowed to use phone or laptop					
8. I think students rely more in using technologies than listening to the lectures in the class					
9. Students get bored with lecture topic that's why they are more into using technology					
10. Students use technology for cheating often					
11. Students get distracted for multitasking like using technology					
12. Students can access more vast information which helps them to understand more on lecture topic by using technology					



\*\*What do you think, were students involving in Plagiarism mostly because of using technology in an improper way?

**Appendix B:**

Questioner for students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I think the use of technology like laptop/ cell phone in the class is necessary					
2. Students should use technology in the class for better learning					
3. I think by using technology in the class helps me in my study					
4. I think using technology in class sometimes					

distract me from study?					
5. I check texts or calls while using phone for the purpose of study					
6. Sometimes I answer / reply texts or calls when the class is running					
7. I feel bored while listening traditional lectures from teachers and prefer using phones or laptops for taking notes					
8. I think the code of conduct should be					

<p>changed and allowed the students to use technology in the class</p>					
<p>9. Teachers often do not explain much on topic so students use technology for more information</p>					
<p>10. Students get bored on lecture topic that's why they are more in to technology</p>					
<p>11. I think in class teacher should not permit using mobile device instead a domain</p>					

desktop					
12. Teachers should be more concern on lecture environment so students are not able to miss use their lecture time					

\*\*what do you think as a student, using technology gives you the scope of cheating and involving into plagiarism?