

Focus Interruptus: Why are they not paying attention?

Chaz Pugliese for Pilgrims 45th

Related content: *Creating Motivation*
(Helbling, 2017).

'I hate it when you start your lesson and I'm not ready for it' .

(Delphine, 21).

Fact #0:

Our brains are predisposed to distractions,
wandering 47% of the day.

Fact #1:

Our minds wander the most when we're stressed, bored, and when we have some attention to spare (ie During a repetitive, monotonous task).

Fact #2:

Work (and learning IS work) takes 50% longer if we switch between tasks.

Fact #3:

We switch between computer apps 566 times during a working day. That's 11 times every hour.

(source: C. Bailey)

Memory, learning, attention interconnected.

Explicit learning requires effortful attention.

...The ability to focus is one of the biggest contributors to learning...

...The brain learns and remembers best when focus is greatest...

To master a skill, it takes *deliberate* focus.

- Daydreaming.
- The Internet
- FB and other various apps.

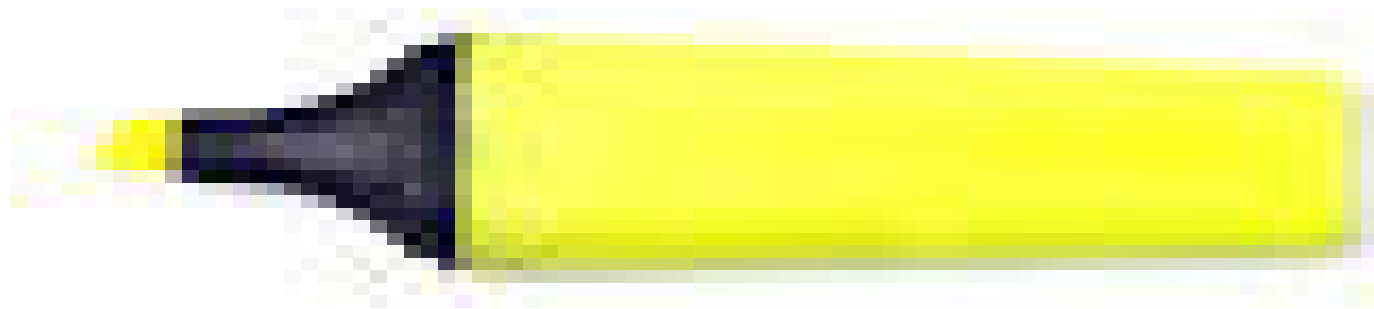
Weapons of mass DISTRACTION....

More facts:

High-school and college students wander from schoolwork up to 50% and 1/3 of the time, respectively.

When we're supposedly reading, we're daydreaming 15-20% of the time.

Attention is...





Stimulus 1



Stimulus 2



distraction

here and
now

Problem: attention is a limited resource.

When we allow ourselves to be distracted we're giving things that are of low-importance undue attention. (Daniel Goleman)

Who said?

“Any man who can drive safely when kissing a pretty girl is simply not giving the kiss the attention it deserves”.



Multitasking or MONO-tasking?

Examples of Multi-tasking or...?

Driving and having a conversation.

Cooking and holding a baby.

Walking and chewing gum.

Listen to your boss and text your friend.

Listen to someone on the phone and type an email.

You can't chase two rabbits at the same time.

(Japanese and Russian proverb).

Multi-tasking = myth.

- What to do?
 - a) “*Prime*” the students for learning.
 - b) Help control our students’ “attentional space”.
 - c) Surprise!

Strategy: promote a sense of flow.

High achievers combine what they do with a sense of enjoyment.

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