

WPA 2016, Long Beach PT@CC TEACHING TAKE-OUTS

Friday, 9:00 - 10:30
Barcelona

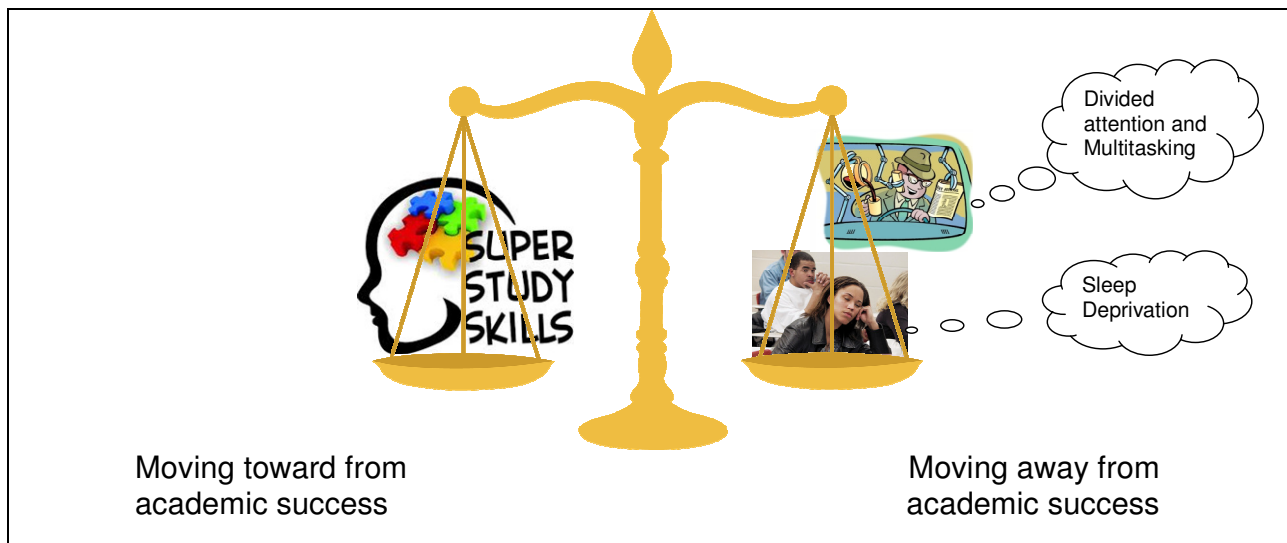


Psychology Saves the Day! Multitasking: Demonstration, Video Clips and Life Improvements

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Personal narratives influence behavior and perception. There are incomplete narratives regarding improving student performance. Focusing on study skills might improve student performance, but without focusing on reducing multitasking and sleep deprivation, a student's performance gains might be offset by factors that reduce a student's performance.



In this talk, I will provide a demonstration you can perform with students and video clips on the deficits of multi-tasking and divided attention. You can find a link to the presentation at:

<http://media.lanecc.edu/users/kime/WPA2016.html>



Psychology Saves the Day!

There is a narrative that technology will lead to improvements in life. That is an incomplete narrative. Reducing multitasking and divided attention can lead to a better life.

Why is learning about multi-tasking and divided attention important?

- (1) Improved student performance
- (2) Fewer accidents
- (3) Improved relationships with others (which is positively correlated with happiness)
 - a. "My husband never remembers anything!"
- (4) Noticed nuanced and subtle behavior or cues,
 - a. Become a less annoying driver by noticing when the light has changed or when someone yields the right of way.
- (5) Reduced use of stereotypes and automatic behavior.
- (6) Fewer workplace errors
- (7) More likely to receive and give help (which is associated with happiness)



What is Psychologically Occurring While Multitasking

It takes your brain some time to switch between two tasks.

As a simple demonstration of the loss of efficiency of multitasking,

- Recite the letters A through J as fast as possible
 - Recite the numbers 1 through 10 as fast as possible
- Next, interweave these two tasks as fast as you can
- A, 1, B, 2, C, 3...

First Set: Serial	Second Set: Task Switching
A	A
B	1
C	B
D	2
E	C
F	3
G	D
H	4
I	E
J	5
1	F
2	6
3	G
4	7
5	H
6	8
7	I
8	9
9	J
10	10

Task Switching

- (1) Ask your partner their first name
- (2) Have them perform the task switching task (A, 1, B, 2, etc.) without visually reading it.
- (3) When they are 25%-75% done, ask them one of the following questions
 - (a) What is your last name?
 - (b) What is today's date?
 - (c) What is your next class?
 - (d) What was the last thing you ate?
 - (a) What is the color of your shirt?
 - (b) What time does class start?
 - (c) What is day of the week is it?
 - (d) What was the last thing you drank?
- (4) After they answer, ask them to continue where they left off.