THE COURSE SHOULD RETAIN THE ATTENTION AND INTEREST OF STUDENTS

AIM
is to understand the importance of motivation in the learning process and try to learn skills to arouse it.

IMONED consortium

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IMPROVEMENT OF THE KNOWLEDGE, SKILLS AND COMPETENCE OF THE
TEACHERS IN ON-LINE AND DISTANCE EDUCATION
PROJECT NO 2020-1-ES01-KA201-082730

TOPIC 4:

The course should retain the attention and interest of students

General

Specific topic	The course should retain the attention and interest of students
Duration	**3 hours**

Specific Topic

- External and internal factors affecting students' attention focus
- External and internal factors that influence students' motivation, arousal, and sustained interest
- Students' abilities and limitations in focusing attention
- Ways to increase students' attention levels
- Ways to effectively motivate, arouse and sustain students' interest
- Areas of adaptation of the conditions of remote education process (i.e. rules, methods, forms, didactic means) in the context of sustaining students' attention)
- Areas of adjustment of the conditions of the remote education process (i.e. principles, methods, forms, didactic means) in the context of arousing and sustaining student interest
- Areas of adaptation of the conditions for testing the level of knowledge and skills in remote learning (methods, forms, assessment criteria) taking into account the activity, motivation, attention and interest of the student
- Consequences of the lack of skills to focus attention in remote teaching
- Consequences of lack of teachers' skills in arousing and maintaining students' interest

Summary

This topic deals with the essential elements of the learning process, which undoubtedly include the ability of students to focus their attention on the tasks at hand. In this area, the competence of teachers to systematically arouse and sustain students' interests should be a primary consideration. Both of these factors are an integral part of effective education. On the one hand, they influence the increase of students' engagement in the educational process, implying better learning results, on the other hand, they limit the scope of school failures. In this regard, the course of distance learning should undoubtedly include 2 areas of tasks for teachers. The first one is defined by the conditions of teaching during online classes, while the second one concerns supporting students' independent work.

Learning Outcomes. After this topic attendees will be able:

1   Know the external and internal factors affecting students' attention focus,
2   Know the external and internal factors that influence the motivation, arousal and maintenance of pupils' interest
3   Know the capacity of students to focus attention;
4   Know the ways to improve the level of attention of students;
5   Know ways to effectively motivate, stimulate and sustain students' interest.
6   Recognize the need to adapt materials in the field of students' attention;
7   Recognize the need to create materials that positively influence students' motivation and interest;
8   Identify factors that interfere with students' attention, motivation and interest;
9   Consider instructional principles in terms of modified media tools;
10 Anticipate consequences of actions that do not address students' attention span;
11 Anticipate the consequences of actions that do not address student interest
12 anticipate the consequences of actions that do not take into account the growth of the learner's independence;
13 Select appropriate methods, means of education using digital technology

Guiding Concepts

●   The ability to focus attention is a basic requirement for effective learning.
●   Attention deficit disorder generates behavioural disorders and educational failures in students.
●   Lack of motivation and interest of students results in lowering of their level of knowledge.
●   Concentration of attention can be developed through the use of appropriate methods, techniques and exercises.
●   Systematic reference to previously acquired knowledge accelerates the process of assimilation and consolidation of new learning content.
●   The use of different forms of communication (image, text, sound, action, interactive elements) significantly affects their level of attention, motivation and interest.
●   Presentation of the taught content in various forms available on the platforms (lectures, case studies, charts, tests, discussions, chat, video conferencing) stimulates students' motivation and interest.
●   Encouraging students to become active on their own by creating an environment conducive to various forms of student engagement (e.g., discussion groups) significantly influences the formation of new interests.
●   Providing students with feedback on the quality of their assignments increases their level of motivation and interest in the learning process.
●   Group work, in which students learn to cooperate by sharing ideas and collaboratively seeking solutions to problems, strengthens students' interests and motivation.
●   Knowledge of principles and rules of effective development of teaching materials affects the level of attention, motivation and interest of students.
●   Use of activating materials, i.e. self-tests (self-evaluation tests), increases the level of concentration, motivation and interest of students.

Guiding Questions

- What are the most important external and internal factors that influence students' attention span?
- What are the most important external and internal factors that affect motivation and arousing and sustaining students' interest?
- What are students' abilities and limitations in focusing attention?
- How can students' attention levels be improved?
- What are the ways to effectively motivate, stimulate and sustain students' interests?
- What principles, methods, forms and didactic means should be used in distance learning to maintain students' attention more effectively?
- What principles, methods, forms and didactic means should be used to more effectively arouse and sustain students' motivation and interest?
- What methods, forms, criteria of checking and evaluating knowledge should be used to motivate students to learn?
- What are the most common consequences of lack of attention skills in remote learning?
- What are the most common consequences of lack of teachers' skills in arousing and maintaining students' interest?

Glossary

Substitution - replacing traditional methods with technology without changing the type of tasks: instead of using a pen, students write in a word processor; instead of using a chalkboard, the teacher uses an electronic whiteboard;

Augmentation - extension - we start using the e-tool feature, e.g., sharing lesson e-notes with students, getting an e-document for review, students solving an online test get instant feedback;

Modification - there is a significant shift in emphasis to student work using digital technology. At this level, the teacher differentiates tasks, adapting them to the individual needs and abilities of the student. This promotes increased student motivation, engagement, and interest;

Redefinition - it requires the use of technology for collaboration of students working on the task; the role of the teacher changes from that of a lecturer to a moderator and coordinator of student learning. Enabling students to collaboratively edit documents (learning materials) created in the form of videos, images, sounds, animations, texts or numerical data, process them and present them in shared virtual spaces (movie channels, network folders, web boards, websites, etc.) strengthens their interest in the topic.

Focus of attention

Attention deficit disorder

Task motivation

Student interest

Ways to maintain attention

Ways to motivate students

Ways to develop and maintain students' interest