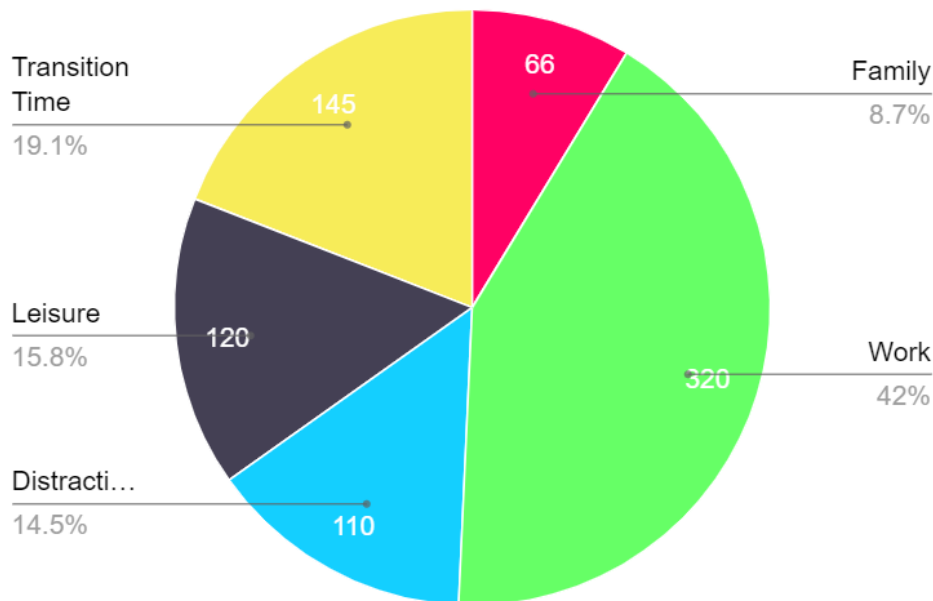


Attention Log

Time	Attention On? Multitasking?	Time spent focused?	What caused you to pay attention to it?	Distractio ns or feelings ex. Bored, tired etc
7:00 am	Phone Getting ready Visiting with my neice Start Driving	10 min 25 min 5 min	Alarm Family	Zoned out Tired
8:00	Driving Went down for coffee chat with coworker	45 minutes but not totally focused, a bit zoned out and thinking about what I needed to do today etc. 20 min	Safety Immediate need (what am I teaching soon)	
9:00	Prep block- working on lesson plan -multitasking listening to podcast and completing work tasks like email, booking workouts, to do lists for coaching -eating breakfast Talking with coworkers Covering last 30 minutes of class for coworker	20 mins then stopped to do something on my phone (5 mins) 25 mins prepping. Interrupted to cover a class 15 min reading course material	-Teaching the lesson next class -remembering a task I needed to get done Post long weekend catch up	
10:00	Teaching Foods 11 Canada's dark history of the Canada food guide	1hour 15 mins	-In front of students -interested in the topic	interested
11:00	Teaching Foods 11 BCTF survey	1 hour 10 mins	-prompted with an email	-
12:00 pm	Lunch	60 minutes	-Coworkers asking questions	Feeling busy and

	Prepping materials for afternoon classes Prepping Food Safe next week with colleague	Interrupted by talking to coworkers about lesson planning (10min)		a bit rushed
1:00	Foods 9 lesson on Food security vs sovereignty	45 mins lesson 25 mins work time/distracted by email and technology	-leading discussion	Busy and pulled in many directions
2:00	Foods 9 lesson on Food security vs sovereignty Scrolling email and assignment tasks while students worked for last ten minutes Booked a workout for the evening	45 mins lesson 25 min work time	-leading discussion/students -	- distracted during student work time -boredom
3:00	End classes -sprint to car to avoid as much traffic as possible Driving home		safety	
4:00	Eating a snack Playing with my niece	25 min		
5:00	Watching tv Texting Getting ready for workout Answered the door Looking up dough shaping videos Drive to workout	10 minutes 10 minutes 5 minutes 1 min 5 mins 15 min	-Notification on phone, -Reminder of workout -Doorbell rang -Question about tomorrow lab	
6:00	Workout	60 mins	Instructor, timers	Tired, motivated, engaged
7:00 pm	Drive home Prepare dinner with my sister	10 mins 35 mins	Safety Chatting with family	Happy, energized

Attention



Heading into this exercise I was curious to see how my time was spent, however I was worried it would be difficult to multitask and ensure I was not missing data or distracting me from work. After reviewing the data, I was interested to see how little leisure time I had. This data was recorded on a less busy day, which indicates this piece of the pie is generally even smaller. As Citton (2016) notes, “frustrations arise less and less frequently from a lack of resources, and increasingly from a lack of available time to read, listen or watch all the treasures hastily downloaded onto our hard drives or recklessly accumulated on our shelves” (2016, pg, 4). I often find a lack of time to complete hobbies and take time for myself and this was a clear visual representation of this.

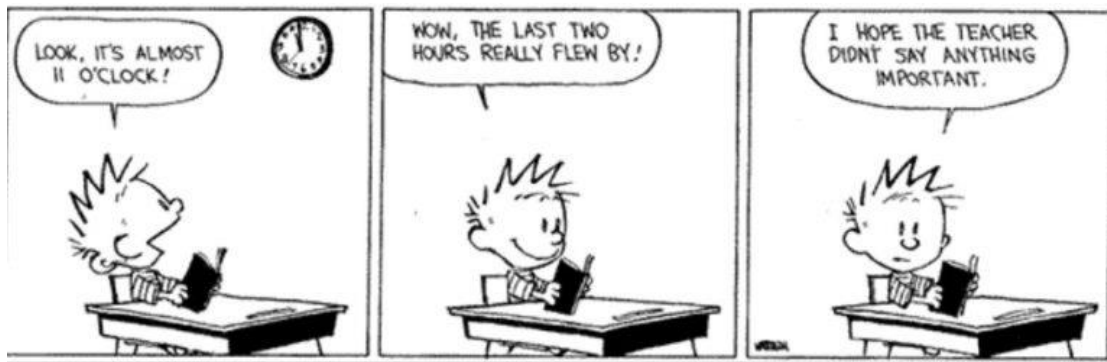
Something I was surprised by was the lack of attentional time I devoted towards social media. My distractions were not only technology based and accounted for 14.5% of my time. This means that my social media was probably half of that. I checked it at the start and end of the day when my attentional feeling was boredom, and I was alone.

Instead, my attention was captured by people and relationships. My family, students, and coworkers required my attention, and I was pleased to see I gave it to them. However, this is also draining and is why I need quiet time when I get home to decompress from so many questions, decisions, and people requiring attention. I also noticed that the entire day I was multitasking. Even logging my activity was done while teaching or preparing lessons. I had never noticed just how much I am working on simultaneously during a school day.

“Attention is captured and held by compulsory schooling laws and, more traditionally, by fear: fear of failure, fear of corporal punishment, and fear of disapproval. Furthermore, teachers have typically positioned themselves as the center of attention, at the front of the class, “all eyes forward,” and as the central figures in the distribution of information (textbooks, worksheets, library) and knowledge (subject matter)” (de Castell & Jenson, 2004, p. 382).

After reflecting on my data and this quote, I agree with this statement. However, in my practice I strive to be the guide on the side not the sage on the stage. I do believe that students should be able to somewhat control their attention in the classroom and that showing you are listening and engaged with others is a sign of respect. I do not totally agree with de Castell and Jenson’s (2004) statement that “it is the teacher who must earn or deserve the attention of [their] students” or else “students will turn [their attention] elsewhere” (pg, 382). Yes, I need to be thoughtful and innovative with lesson planning to try to capture this sought after attention, however students are not passive actors in this scenario and need to participate as well. I acknowledge that this is hard in the world today. “It is no wonder, then, given the real-world importance (and economies) attached to their attention, that the attention of students in schools is becoming increasingly difficult to attract and hold” (de Castell & Jenson, 2004, p. 395). However, I believe guiding students in ways to ensure their attention is devoted to healthy and valuable areas is important. For example, there is a bill to restrict cellphone use in B.C. I am excited about this and am curious to see how this impacts the classroom, I personally believe it will be extremely beneficial.

Citton (2004) discusses the attention economy which I found very interesting and logical. This notion that the valuable resource is attention, and businesses, platforms, and people need to compete for it, empowered me as a user. This highlighted that forums like Google and Facebook need me, not vice versa. I think that if everyone including my students took this viewpoint, we may not consume as mindlessly and may be more conscious about our choices. Citton (2004) then critiques the concept of the attention economy, which views attention as a finite resource. The author argues that framing attention in economic terms imposes a narrow perspective on the complexity of human attention and its role in shaping our lives (Citton, 2004). The ecological perspective was harder for me to grasp as it includes institutional structures, social norms, and other more complex concepts all shaping attention.



Several varieties of attention are crucial in different settings including sustained attention, selective attention, and executive attention. These attention types are valuable at different times. For example, imagine a student studying for an important assessment. Selective attention would be necessary during their studying to filter out unnecessary material. "The ability to focus attention on a target and ignore distracting information is the essence of selective attention" (Green & Bavelier, 2012). Additionally, having sustained attention would be important when taking the long exam. However, executive attention would be required to plan and organize their schedule to allow for sufficient study time. I think the most important type of attention is executive attention. I see many students get distracted or require many 'brain breaks' however those who lack the ability to plan and adapt their behavior to create a desired outcome seem to have the least success in school.

Overall, I thought this task was interesting. I would not have thought as deeply about my students and my own attention and it has become clear that this topic is one that I have limited knowledge of. I take pride in communicating with students and understanding them and their needs as best I can. However, de Castell may be right that students live in the same physical spaces but inhabit different worlds, speaking new languages, writing in new forms, and communicating in ways we can scarcely comprehend (de Castell and Jenson, pg 384).

Citton, Y. (2017). Introduction and conclusion: From attention economy to attention ecology. In Y. Citton, *The ecology of attention*. John Wiley & Sons.

de Castell, S., & Jenson, J. (2004). Paying attention to attention: New economies for learning. *Educational Theory*, 54(4), 381–397.

Green, C. S., & Bavelier, D. (2012). Learning, Attentional Control, and Action Video Games. *Current Biology*, 22(6), R197–R206.
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