Understanding Distractions in Remote Learning

CTHCI Research Project

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Motivation

- ## Covid Pandemic enforced remote learning
  [Cumbo et. al., Exploring the Opportunities for Online Learning Platforms to Support the Emergency Home School Context. In CHI Conference on Human Factors in Computing Systems (CHI '21)]

- ## Declining number of teachers
  [Prof. i. R. Dr. Klaus Klemm, "Entwicklung von Lehrkräftebedarf und -angebot in Deutschland bis 2035", im Auftrag des Verbandes Bildung und Erziehung (VBE)]

- ## There is always a crisis somewhere
  [Wani et. al., "Hartal (Strike) Happens Here Everyday": Understanding Impact of Disruption on Education in Kashmir. In CHI Conference on Human Factors in Computing Systems (CHI '22)]

Study Design

- Online questionnaire

  - Living conditions

  - Name distractions

  - Rate 9 types of distraction based on frequency and severity

  - Comparison between remote learning and in-person learning
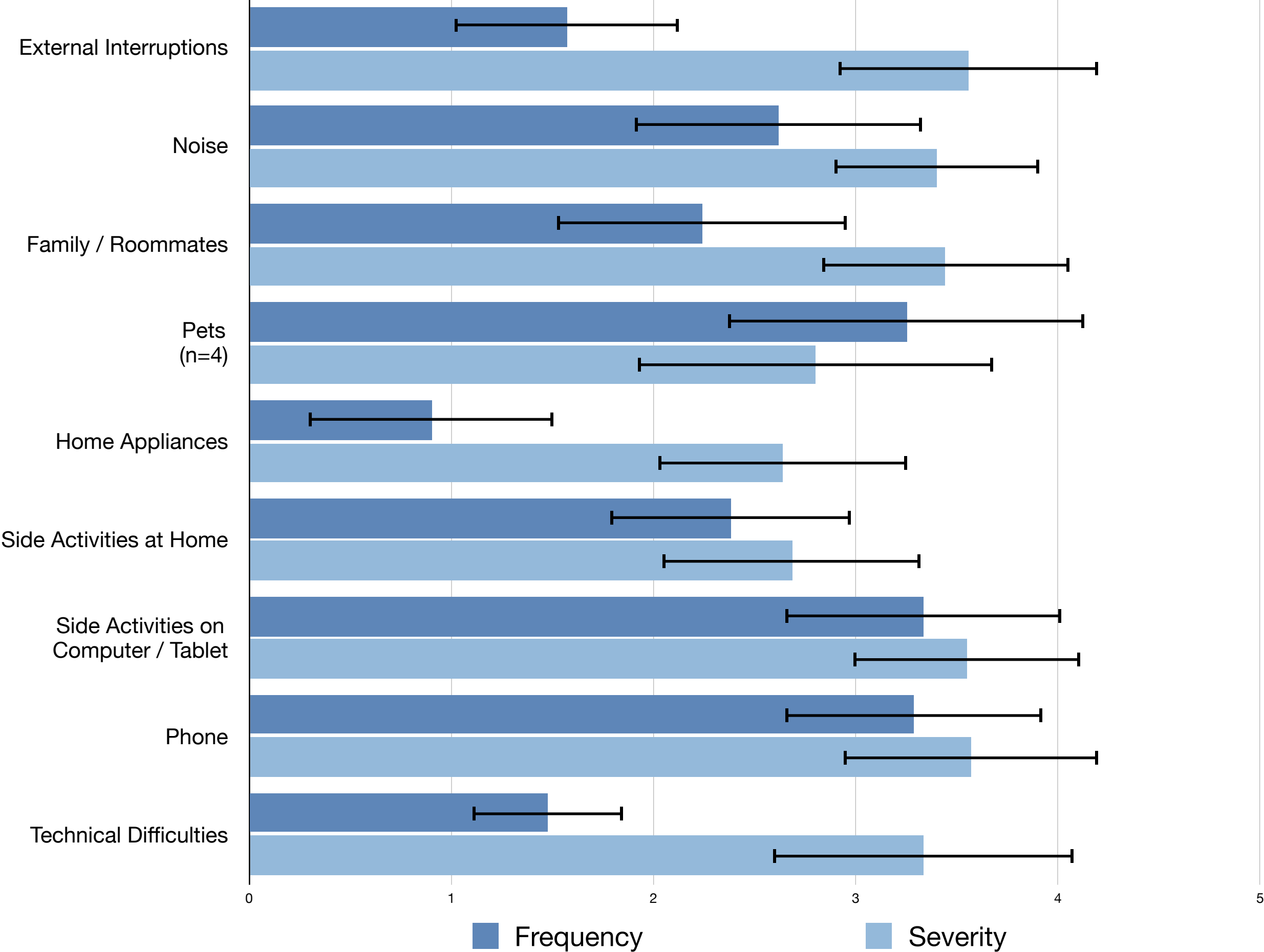
Qualitative Data

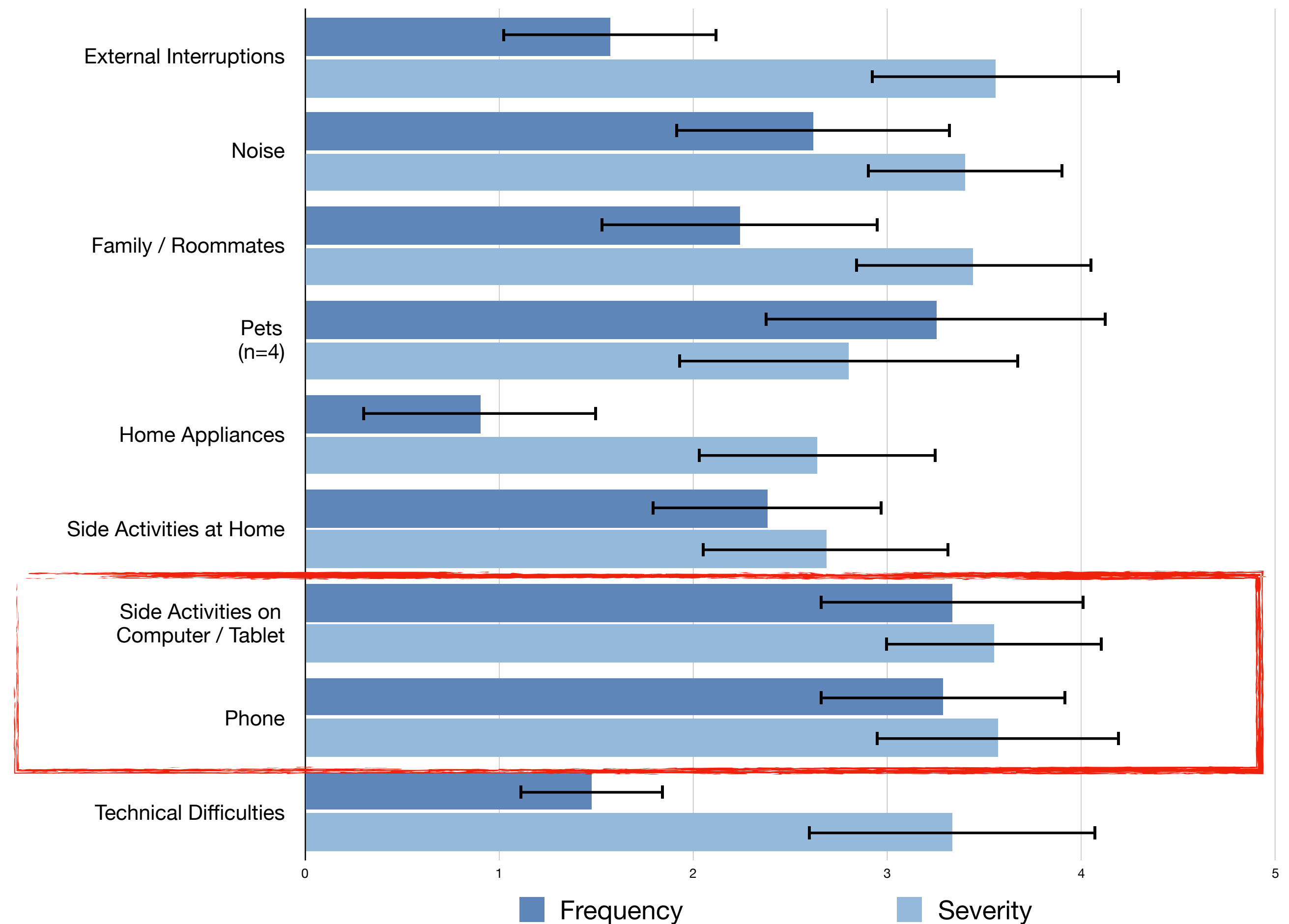"Phone"

"Social Media"

"Computer"

"Family Members"
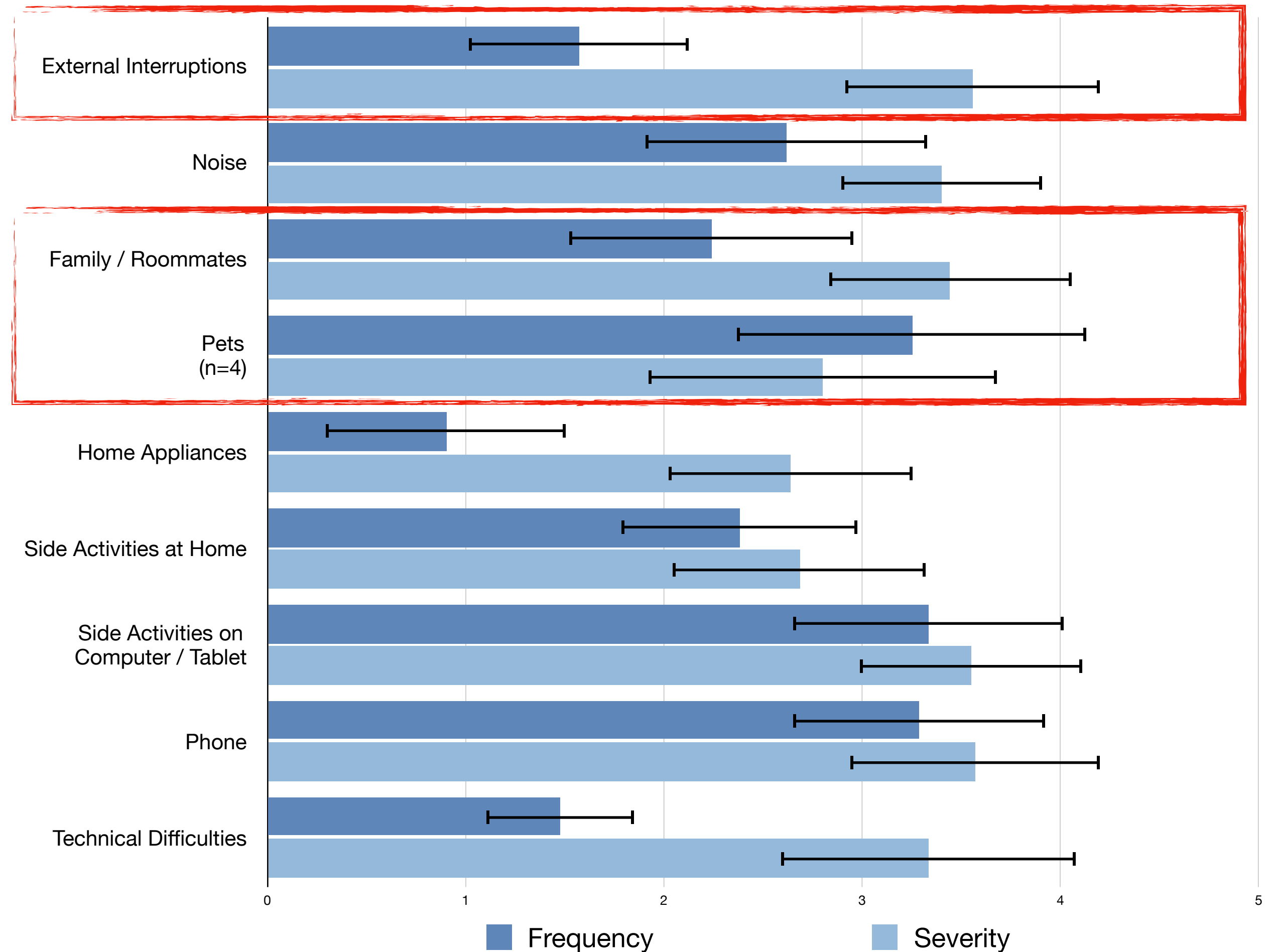
"Mailman"

Quantitative Data

Quantitative Data

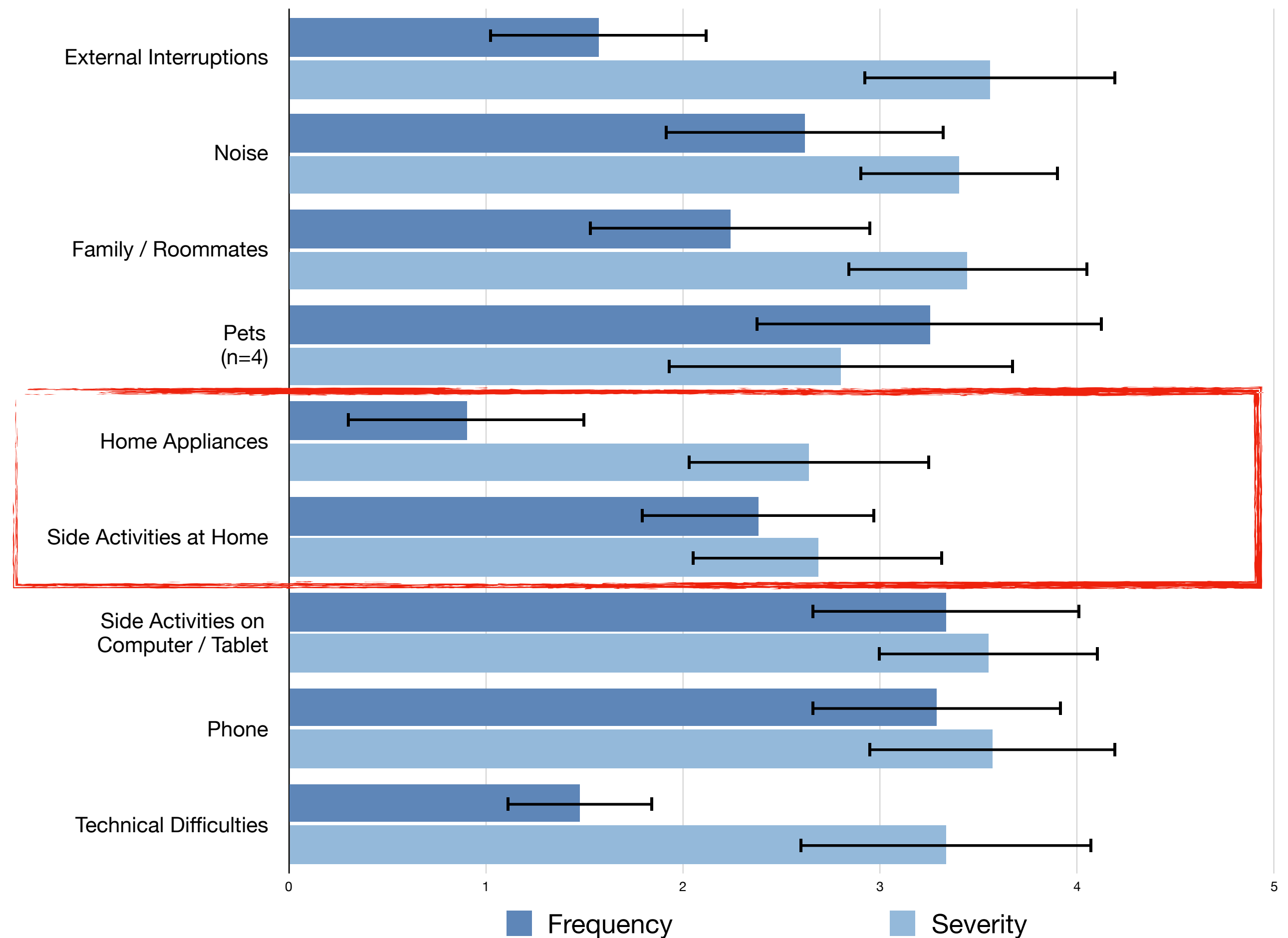- Side activities on computer / tablet or phone

Quantitative Data

- Side activities on computer / tablet or phone

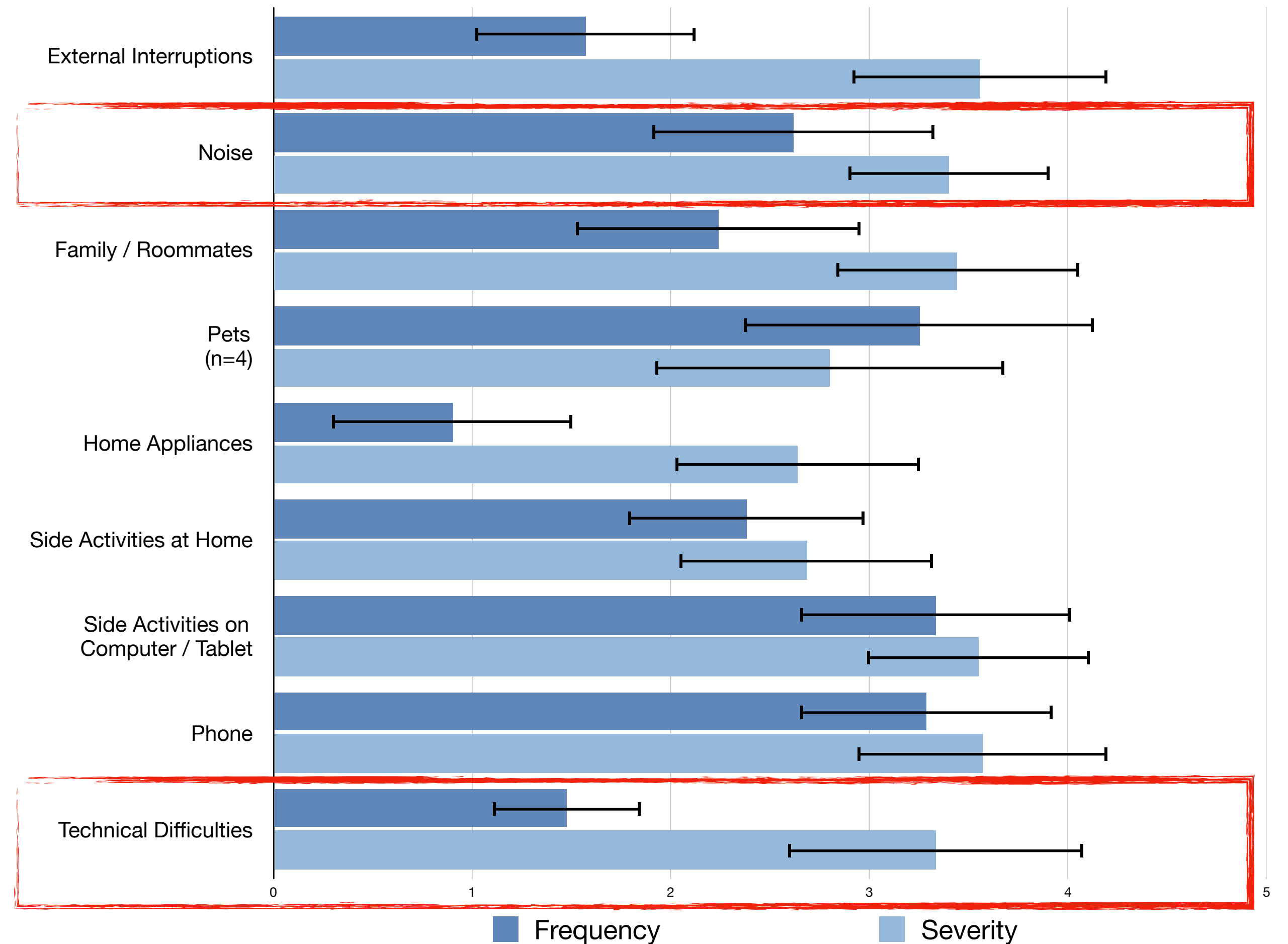- People / Pets interrupting

Quantitative Data

- Side activities on computer / tablet or phone

- People / Pets interrupting

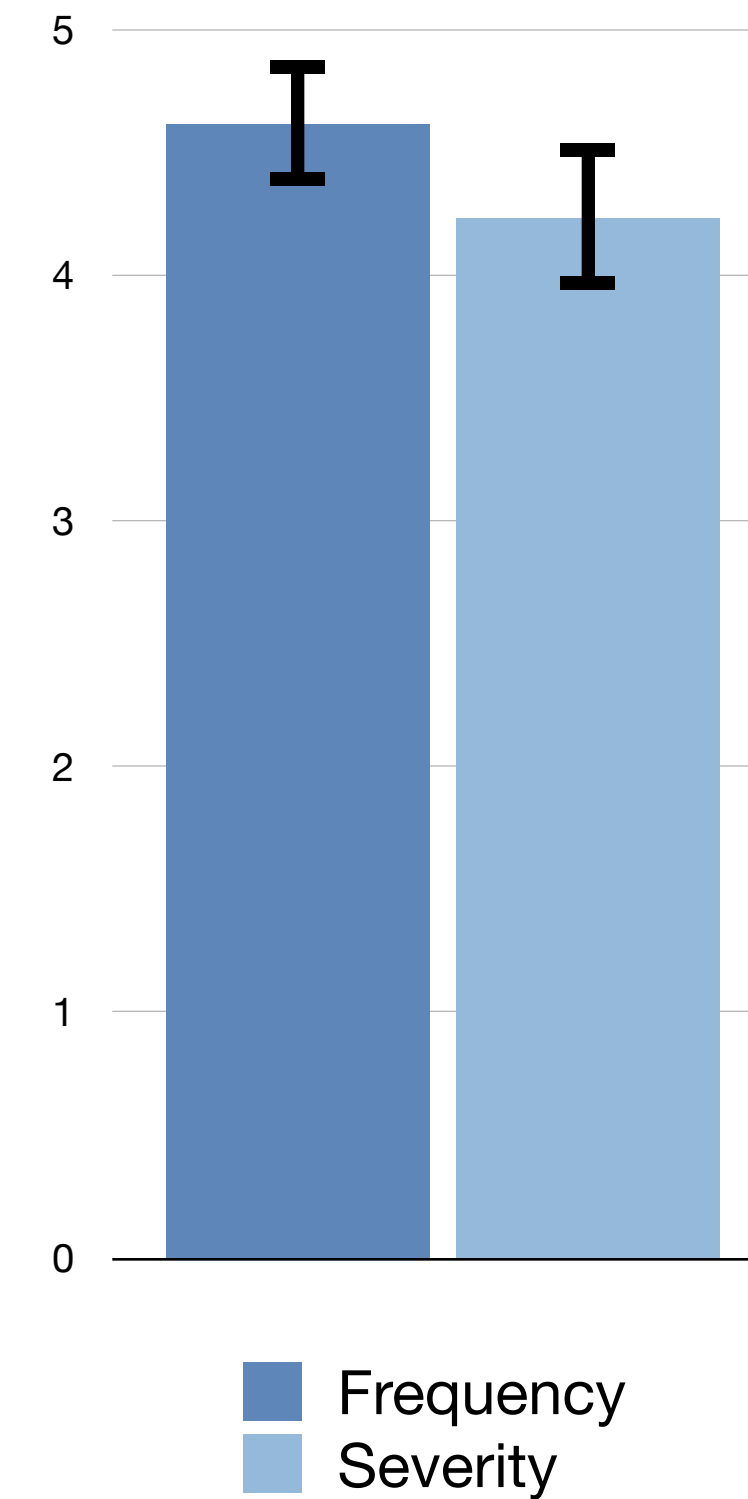- Side activities around the house

Quantitative Data

- Side activities on computer / tablet or phone

- People / Pets interrupting

- Side activities around the house

- Noise
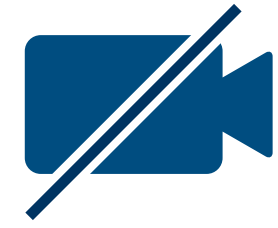
- Technical difficulties

Quantitative Data

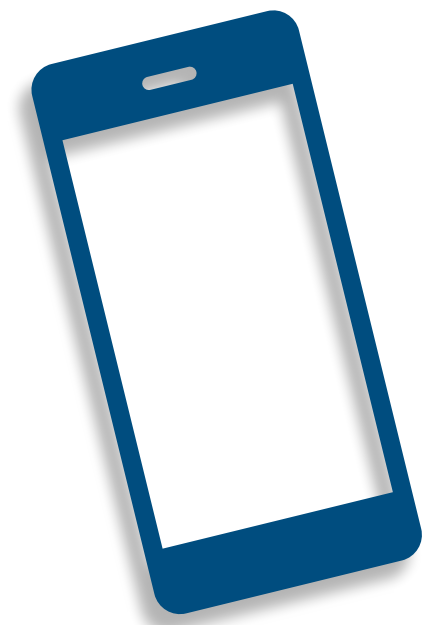- Online distractions are more frequent and severe than in-person classes

Discussion

- Anonymity / bad habits

- Side tasks / interruptions that require all the attention

- Beyond student control distractions less frequent

- Technical difficulties are rare but severe

Summary

- Online distractions are more frequent and severe than in-person