**Title:** Engaging the Low Attention High Tech Students

**Presenters:** Gordon Dunne and Jason Roberts

**ABSTRACT**

Research clearly indicates that students learn more effectively when they are engaged. This seems almost common sense; however, the traditional-style lecture persists as the primary method of instruction at colleges and universities. Although more recently much effort has been made to engage students and various novel and interesting ideas have been put forward, e.g. “the flipped classroom,” these strategies are not always effective or appropriate for many of our courses and students, especially in developmental education. The techniques presented here are not necessarily new but they are easily adaptable and can be implemented with only minor changes to lesson plans. Moreover, they directly address the issue of many of today’s students who arrive in our classrooms with very limited attention spans. While we acknowledge that we as instructors are not here to entertain, we also understand that students’ interest must be sparked. The double strategy of communicative interaction activities as well as using simple technology that appeals to these students can make all the difference in terms of improved motivation and learning. We have found that our students are more responsive, more attentive, more willing to participate, and overall more successful when we engage them with each other and the coursework in creative but simple ways.

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