## Multitasking Mania!

**Lesson 4: Researching the Problem**

**Problem Statement:**

Your task is to create both a computer-based task and non-computer-based task that helps employees evaluate the effectiveness of multitasking and helps them plan their work efficiently.

**Lesson 4: – Multitasking Mania: Researching the Problem**

To fully understand the nature of an issue, researching and analyzing is an integral part of making decisions and thinking critically. This lesson is designed to provide students with:

* Three to four timely articles regarding multitasking
  + Articles will be organized into digestible in-class readings
  + Articles will have annotated questions
  + Articles will have a central, essential question for discussion by groups
* Quick debate protocols
* Claim, evidence and reasoning analysis

**Learning objectives:**

* Students will be able to closely read scientifically-based articles about multitasking
* Students will be able to apply the concepts and discuss
* Students will produce a collaborative report based on their findings in a short CER (Claim, Evidence, and Reasoning) paragraph.

**Lesson standards (NGSS, CCSS, CTE):**

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| [CCSS.ELA-LITERACY.RI.6.7](http://www.corestandards.org/ELA-Literacy/RI/6/7/) | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| [CCSS.ELA-LITERACY.RI.6.8](http://www.corestandards.org/ELA-Literacy/RI/6/8/) | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| CCSS W 7.1 | [CCSS.ELA-LITERACY.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/)  Write arguments to support claims with clear reasons and relevant evidence.  [CCSS.ELA-LITERACY.W.7.1.A](http://www.corestandards.org/ELA-Literacy/W/7/1/a/)  Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  [CCSS.ELA-LITERACY.W.7.1.B](http://www.corestandards.org/ELA-Literacy/W/7/1/b/)  Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  [CCSS.ELA-LITERACY.W.7.1.C](http://www.corestandards.org/ELA-Literacy/W/7/1/c/)  Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |

**Soft skills:**

* Habits of Mind: <http://www.chsvt.org/wdp/Habits_of_Mind.pdf>
  + questioning
  + listening
* Communication: discuss questions and ideas
* Critical Thinking: look for bias and discern fact, opinion and truth statements

**Locally and/or personally relevant for students:**

**Connections to career and educational pathways:**

Analyzing and writing white papers are a product of a collaborative, professional workforce.

The purpose is not only to draw conclusions but describe and create a common vision for the team and workplace. Values in articles and research help inform those decisions.

**Materials:**

Possible articles: Note: many of these articles have higher reading levels. Scaffold as necessary.

* [Psychology Today: The Myth of Multitasking](https://www.psychologytoday.com/blog/creativity-without-borders/201405/the-myth-multitasking)
* [NPR: Think you're multitasking? Think again.](https://www.npr.org/templates/story/story.php?storyId=95256794)
* [Cell phones can be addictive](https://www.sciencenewsforstudents.org/article/watch-out-cell-phones-can-be-addictive)
* [Amazon Wrist Bands NYT link](https://www.nytimes.com/2018/02/01/technology/amazon-wristband-tracking-privacy.html)
* [Exploring How Students Learn](https://sites.google.com/a/uwlax.edu/exploring-how-students-learn/multi-tasking)
* [The Myth of Multitasking](https://www.psychologytoday.com/blog/creativity-without-borders/201405/the-myth-multitasking)

For enrichment discussion:

[Amazon Wristbands](https://docs.google.com/document/d/1Zvd9leuz_8_NCMBdd4Ymc1dPzNTe3guSB-oYrb54OaM/edit?usp=sharing)

**Lesson preparation:**

Pull out enough of the annotated articles/questions for approximately 6-9 groups. Divide students evenly between three articles.

Article A- 3 groups of 2-4 students each

Article B - 3 groups of 2-4 students each

Article C - 3 groups of 2-4 students each

Article D 3 groups of 2-4 students if necessary

**Time required:**

2 classes of 45 minutes:

1. First Session will include students receiving scaffolds for articles and close reading questions
2. Second session with be student c0-creating a claim, evidence and reasoning paragraph

**Grouping of students for instruction:**

Group students in groups of 2 to 4 students. *The goal is to have more articles read and shared out if possible with fewer students.* Consider heterogeneous groups: for accessibility and equity.

More accessible articles:

<https://www.psychologytoday.com/blog/creativity-without-borders/201405/the-myth-multitasking>

and

<https://sites.google.com/a/uwlax.edu/exploring-how-students-learn/multi-tasking>

|  |  |  |  |
| --- | --- | --- | --- |
| Article A | Article B | Article C | Article D |
| Article A | Article B | Article C | Article D |
| Article A | Article B | Article C | Article D |

**Understanding the Problem**

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| --- | --- |
| **Teacher** | **Student** |
| “We are reading some informational text articles today and tomorrow in order to gain deeper understanding into what happens when we try to multitask.”  *Show images of multitasking or students sneaking looks at their phones.*  *Use an advanced graphic organizer to collect thoughts.* | Students begin with a warm-up discussion about their experiences or beliefs about multitasking and device use. |
| Teacher: in small groups - help guide students through the articles. Each group will jigsaw and closely read the articles to make meaning.  <https://www.weareteachers.com/strategies-for-close-reading/> | Students will be instructed to read once for the gist: second time to annotate:  What ?s  What ! (surprises)  What is important - circle or underline key words or phrases |

**Accommodations:**

This lesson is scaffolded for low readers with enrichment activities: it is also intended for ELL students.

**Extensions:**

Take a current topic like the Amazon wristbands and have a Socratic Seminar on being respectful of human needs in the workplace.

**Assessment:**

Student learning will be assessed through pre-reading discussions and advanced graphic organizer. The post-assessment is a writing statement with a clear claim, evidence, and reasoning about their findings from the articles. This student-centered assignment is intended to be a reflection and analysis of how devices and multitasking affect one's productivity.

**Here is a link to the lesson plan for ELL students:**

<https://docs.google.com/document/d/15UnhVeYI070aMLibh9sqYPJzFVT9oKagviQ5hLHuENA/edit?usp=sharing>