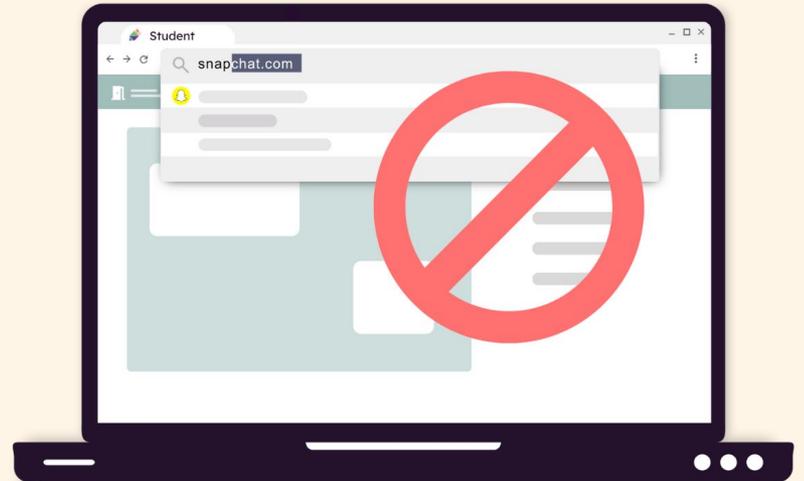


Plattformen för digitala prov *+ fokus i klassrummet*

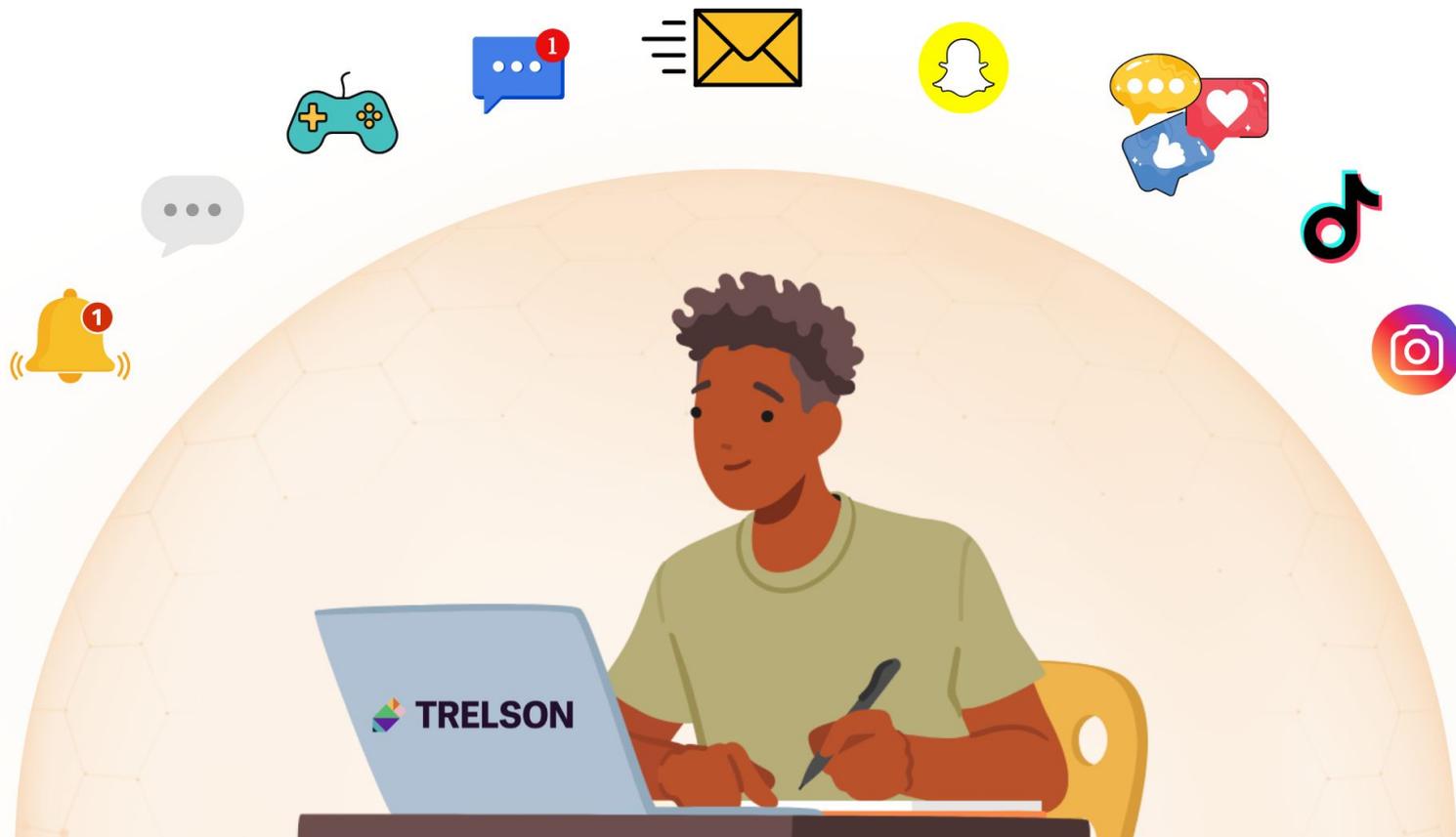


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Produktchef



Fokusrum – En bubbla som skyddar mot digitala distraktioner



Prov vs. fokusrum

Bedömning

Prov



Eleverna skriver i Trelsons egna skrivvyta eller frågeformulär. Läraren äger/kontrollerar elevens arbete.

Undervisning

Fokusrum



Eleverna arbetar med vanligt skolarbete datorn som vanligt (Classroom, Teams eller digitala läromedel).



Studie av Lunds universitet

Trelsons fokusrum, tillsammans med lärarens goda ledarskap, förbättrar studieron i klassrummet



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Protecting students' focus: Challenges and possibilities of digital tools in the classroom

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In today's technology-driven classrooms, maintaining student focus is increasingly challenging. This study investigates the impact of "Focus room", a digital tool developed by Trelson, designed to reduce digital distractions and support sustained attention during class. Through an observational study in a Swedish school, four 8th grade student classes were observed before and during the use of Focus room. The study measured various types of distractions that can occur during computer integrated lessons and their correlation with test performance. Results indicate that Focus room contributed to a calmer classroom environment, reduced multitasking, and improved students' ability to stay on task. While not all distractions were eliminated, both quantitative and qualitative data suggest that Focus room can enhance focus and possibly learning outcomes if effectively implemented. The findings highlight the importance of schools offering limited and structured digital environments, along with great teacher-leadership as one way to protect students focus.

1 Introduction

As a society, we are increasingly losing our ability to focus (Hari, 2023; Subramanian, 2018). Multiple factors contribute to this decline including overworking, poor sleep, unhealthy diets, polluted air, and constant task-switching (Hari, 2023). Technology and social media platforms, which are intentionally designed to capture and hold our attention, contribute significantly to this decline. In the pursuit of efficiency, speed, and productivity, systems have as a result been created that fractures and disturbs attention (Subramanian, 2018).

Digital interfaces are built to keep us engaged, sometimes against our own best interests (Harris, 2017). The constant stimuli from phones and computers offer instant gratification, but at a high cognitive cost. These tools grip our minds, drawing us into endless cycles of distractions. As a result, stress levels are rising, and our energy and concentration fluctuate unpredictably. Physically and mentally exhausted, we struggle

(2023), affecting how students the possibility to offer personalized learning, mngs-institutet, 2022), by (Skolverket, 2022). flows for multitasking, tivity switching and a undermine focus and (1; Hembrøoke & Guy, e still developing, are i, 2024). They attend any key skills required of skills that are nition, historical and al reasoning. It also

includes developing abilities to maintain focus, find motivation, control emotional behavior and set goals (Haake & Gulz, 2024). However, to build these skills, students need environments that support their learning by reducing distractions, peers that motivate, and support them in both academic and social growth (Willingham, 2011).

How well the school and its teachers address these challenges can significantly influence whether students succeed or fall behind, undermining the democratic promise of equal opportunity (Haake & Gulz, 2024). While we cannot control children's environments outside of school, we can provide them with tools that help build and maintain focus during lessons. If we want to reclaim and support the ability to focus, we must rethink how we work, learn, and interact with technology. The first step is recognizing that functional concentration requires more than just effort, it requires an environment that supports it.

In response to this new reality, the digital education company Trelson, has developed a platform called Focus room (Trelson, n.d). Trelson is a Swedish company most known for its digital assessment solutions tailored for educational institutions. Particularly those utilizing Google for Education, which is a platform that works as a digital classroom management (Google, n.d). Over several years, Trelson has collaborated with teachers, school staff, and engineers to develop and optimize Focus room. Focus room functions as a lockdown browser, limiting access to only the essential resources that are connected to the lesson or assignment. It is designed to help the students to stay focused during lessons when working on a computer.

With traditional computers it's easy for students to do non-assignment related things or avoid opening assignments entirely. Focus room creates a structured digital environment, guiding students to what they should be doing, and limits them from what they shouldn't, while giving teachers real-time insight into student activity. Since computers are common in education (Haake & Gulz, 2024), this tool provides a way to support focus without eliminating digital devices altogether.

To evaluate whether Focus room effectively support student focus an observational study was conducted comparing classroom environments before and during the use of this digital tool. Additionally, the study examined whether the integration of Focus room into classroom routines can improve students' performance on tasks requiring sustained attention.

2 Background

In order to understand Trelson's Focus room possible effect it is important to discuss how technology is reshaping education, particularly in early learning environments since there are both positive and negative aspects of digital integration in classrooms. Other important aspects are highlighting what education should provide for children and analyzing the key skills that schools must help students develop, particularly self-regulation, attention, and motivation.

