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| Nota di contenuto | Chapter 1: The Why... -- Chapter 2: How Do Students and Teachers Define Digital Distraction in School? -- Chapter 3: How Do Students and Teachers See Digital Distraction in School? -- Chapter 4: What Do Students and Teachers Believe Contributes to Digital Distraction in School? -- Chapter 5: How Do Students and Teachers Respond to Digital Distraction in School? -- Chapter 6: What Types of Experiences do Students and Teachers have with Digital Distraction in School -- Chapter 7: Implication for Theory and Research -- Chapter 8: Key Takeaways and Conclusions. |
| Sommario/riassunto | This book shares a wealth of educational stakeholder viewpoints about |

digital distraction from a 1:1 technology integrated high school. Data was collected before, during, and after the start of COVID-19, which provides a unique view into integrated learning and its transformation since the pandemic. The author conducted interviews with both teachers and students who also provided logs of their technology use, allowing for a qualitative and quantitative understanding of digital distraction. Through this insight, the author explores the triggers of digital distraction and strategies to help mitigate the phenomenon. .
