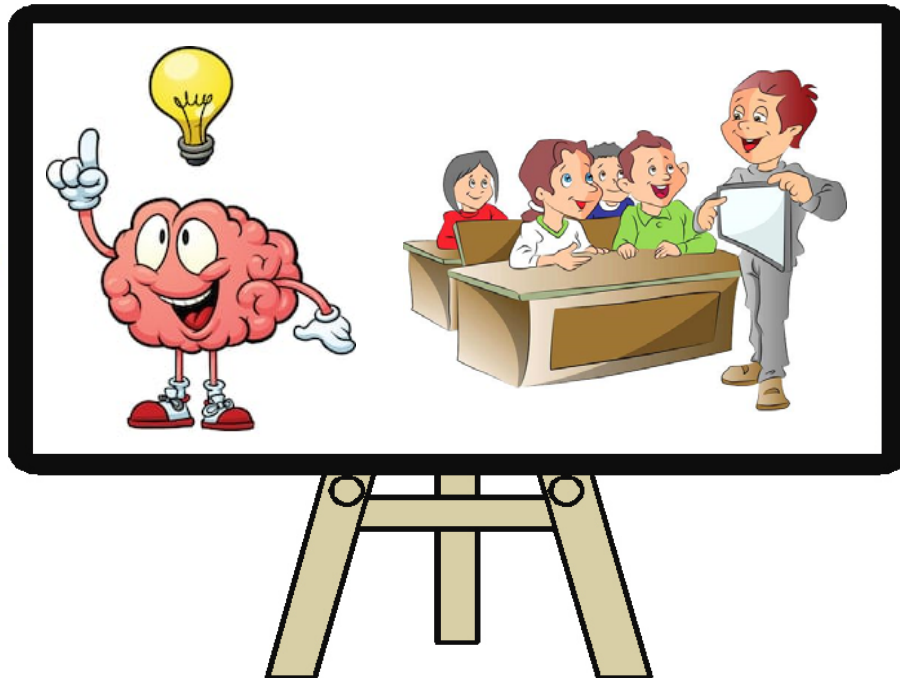




STUDY ON THE **ATTENTION LEVEL** OF **SRI LANKAN** **UNDERGRADUATES** DURING A **1-HOUR LECTURE**



Manoharan Kesavan

Department of Construction Technology,

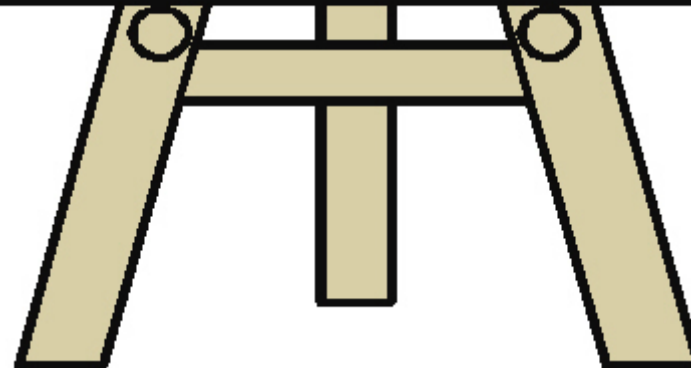
Faculty of Technology,

Wayamba University of Sri Lanka,

Sri Lanka.



“No country can really develop unless its citizens are educated”

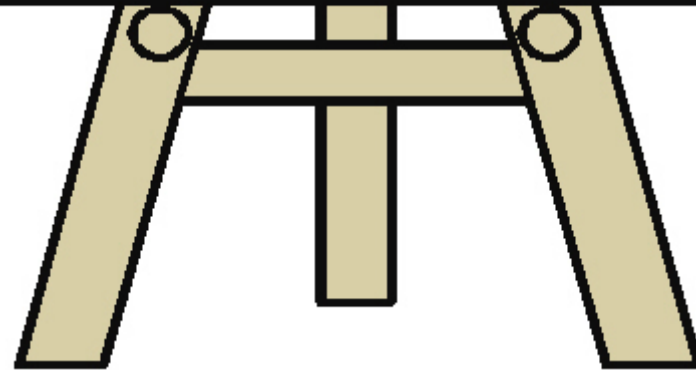


'FREE EDUCATION'





The courses are taught to the students using various teaching methods. But, **lecturing** is used as the **major teaching method** in Sri Lankan universities.

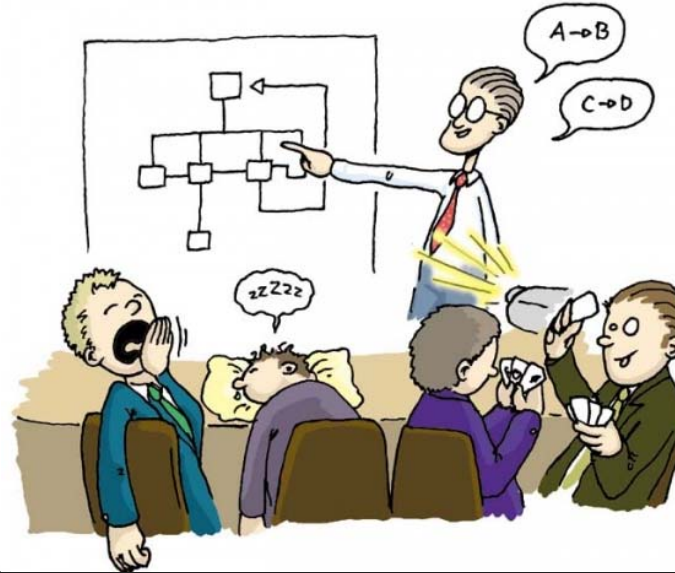




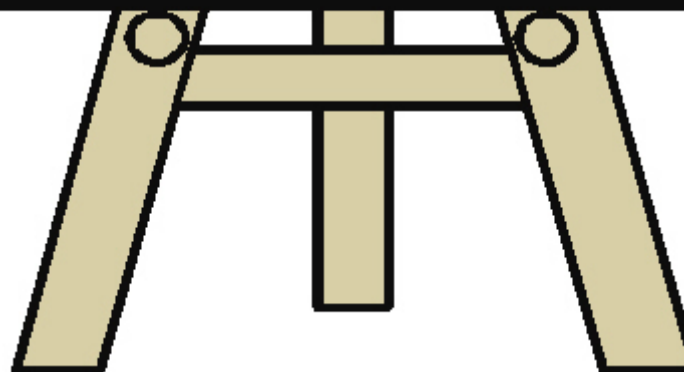
Lecturing is not simply a matter of standing in front of the students and sharing what the lecturer knows.

It is vital to conduct the lectures in such a way that **motivates and inspires the students** for creative thinking.

Students Attention Level

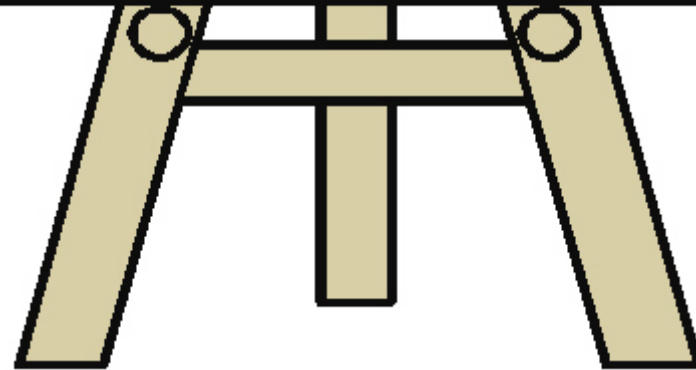


Students Attention Level



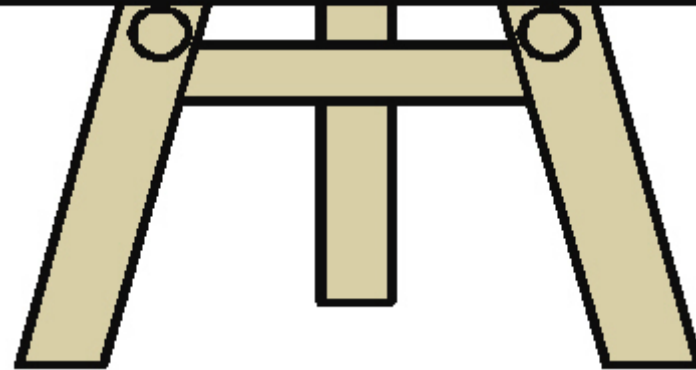


Lecturers' responsibility is to prepare the students for **achieving the learning outcomes of the courses** by utilizing effective learning methods, strategies and assessment methods.

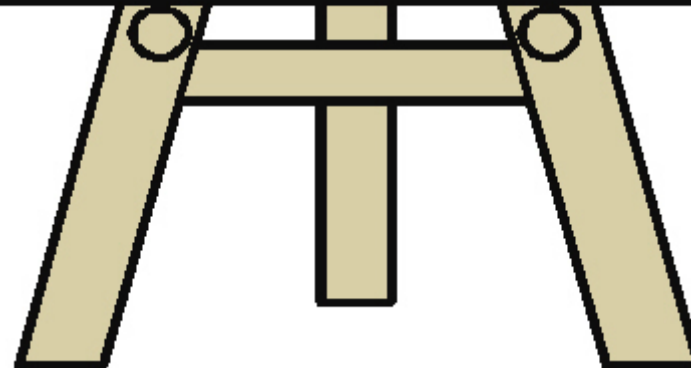




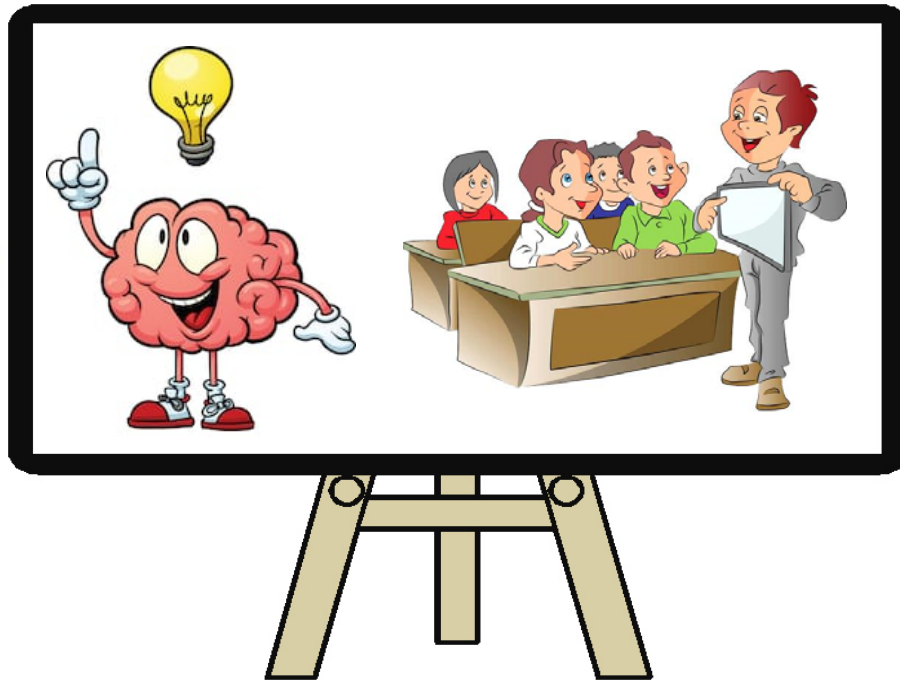
It is **important** for the students to **pay attention and concentrate during the lectures**, because it enhances their competency to memorize the content for a longer period of time, while broadening the understanding on subject related concepts.



Think & Act Globally



STUDY ON THE **ATTENTION LEVEL** OF SRI LANKAN UNDERGRADUATES DURING A **1-HOUR LECTURE**





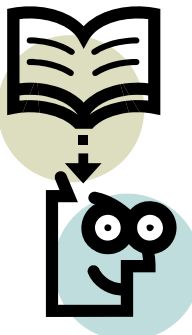
Assess the students' attention level during a 1-hour lecture



LITERATURE STUDIES

Sausa,(1998)

Peak period for learning within the concept of class activity is the first 10 minutes. Lecturers are encouraged to use this time slot for teaching ne concepts.

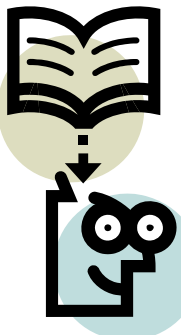


LITERATURE STUDIES

Sonica et al. (2014)

Major Factors Affecting the Attention and Concentration Levels of Students

- ✓ Duration of the lectures
- ✓ Methods of teaching
- ✓ Nature of the topic
- ✓ Surrounding environment
- ✓ Health and emotional status



QUESTIONNAIRE SURVEY



Total No. of Responses = 120

- ✓ 1st year students (30)
- ✓ 2nd year students (30)
- ✓ 3rd year Students (30)
- ✓ 4th year Students (30)



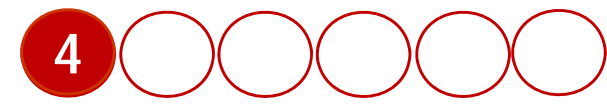
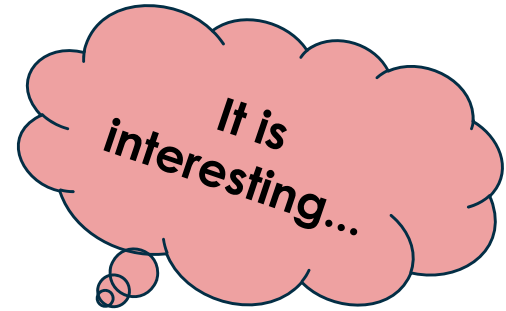
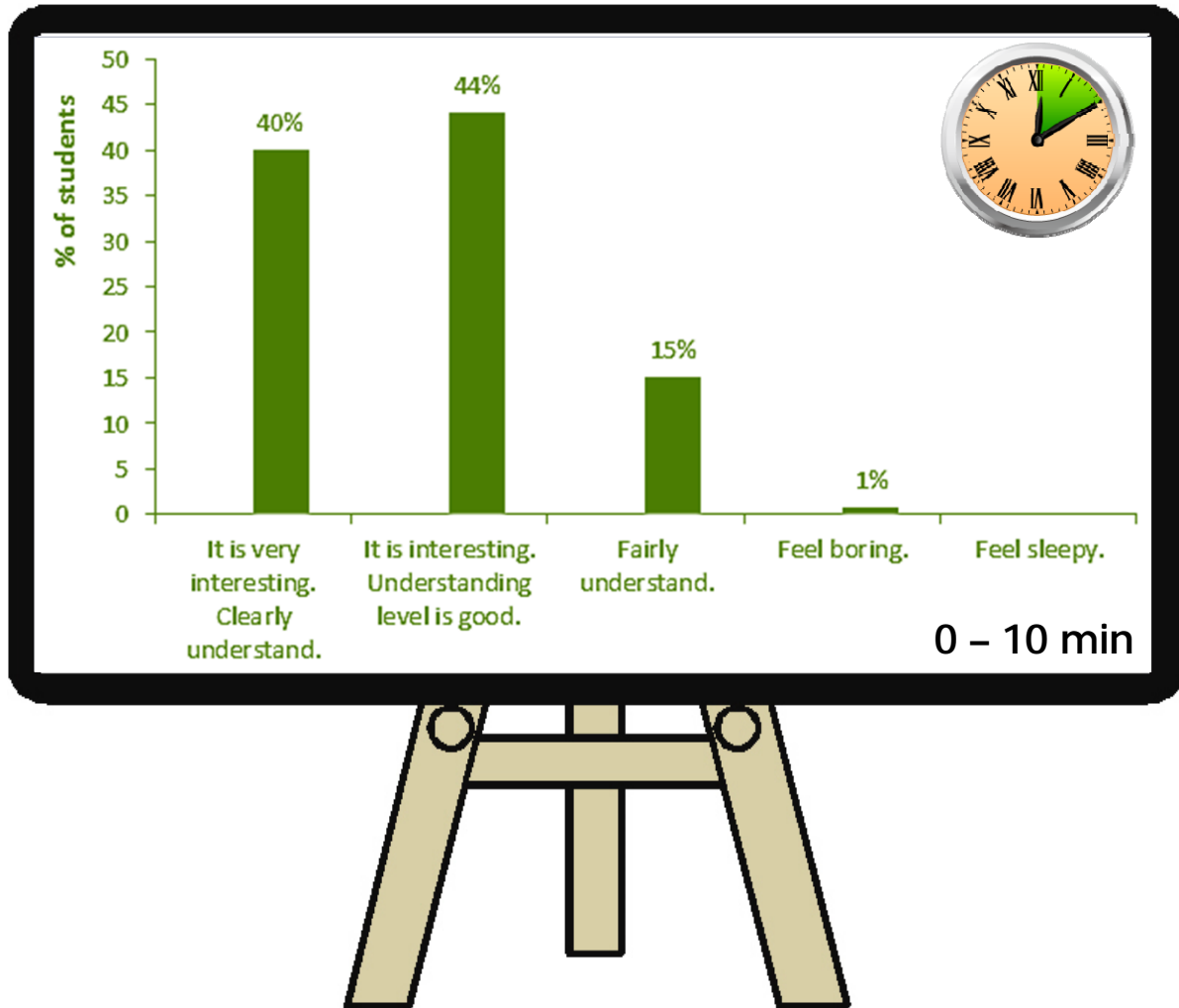
QUESTIONNAIRE

Table 01: The attention level of the students during a 1-hour lecture without any break

| Time (min) | Attention Level | | | | | | | | | | |
|------------|--|-----|--|-----|---------------------------|-----|---------------------|-----|---------------------|-----|----|
| | <i>It is very interesting. Clearly understand.</i> | | <i>It is interesting. Understanding level is good.</i> | | <i>Fairly understand.</i> | | <i>Feel boring.</i> | | <i>Feel sleepy.</i> | | |
| | 100% | 90% | 80% | 70% | 60% | 50% | 40% | 30% | 20% | 10% | 0% |
| 0 – 10 | | | | | | | | | | | |
| 11 – 20 | | | | | | | | | | | |
| 21 – 30 | | | | | | | | | | | |
| 31 – 40 | | | | | | | | | | | |
| 41 – 50 | | | | | | | | | | | |
| 51 – 60 | | | | | | | | | | | |

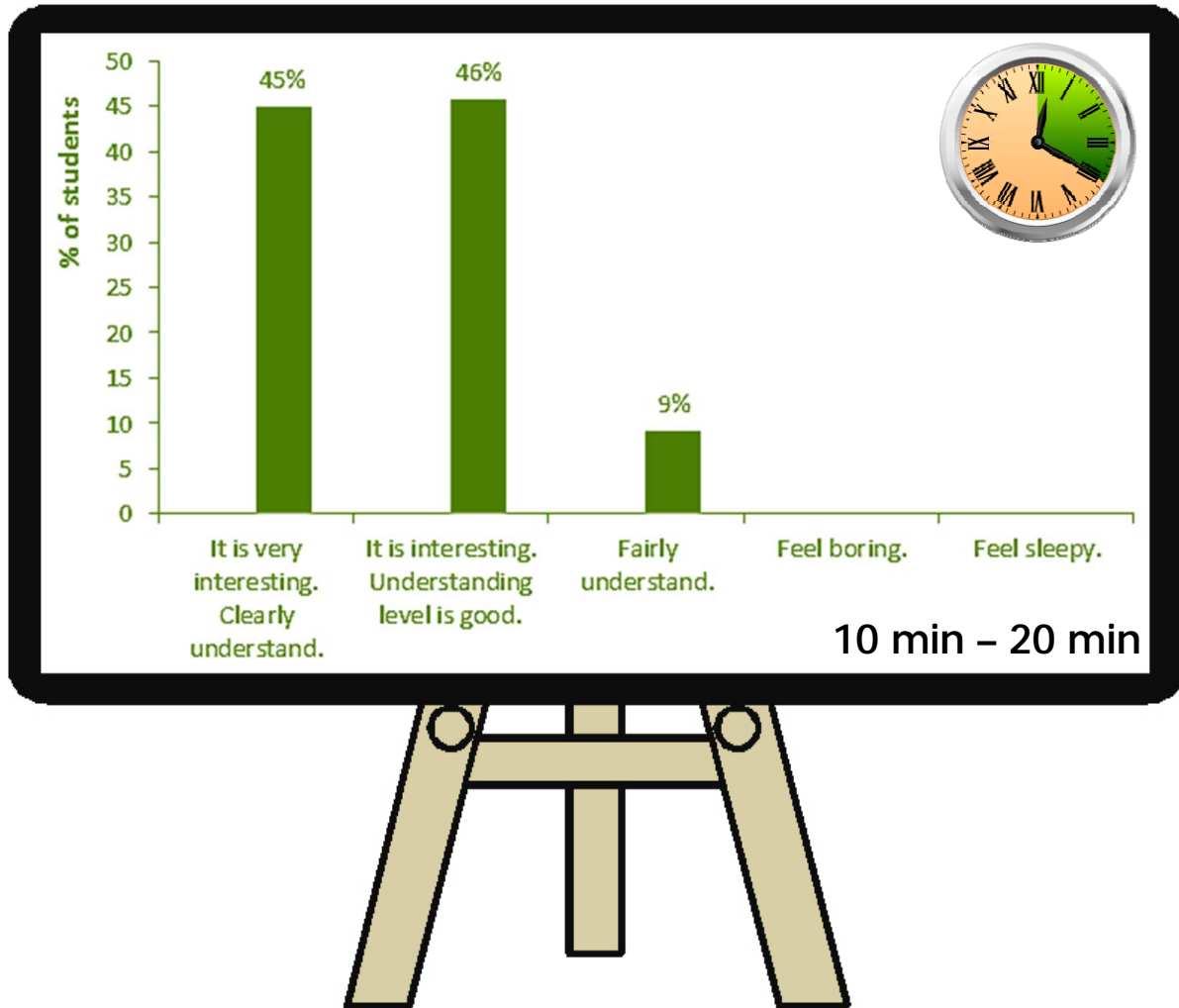


STUDENTS ATTENTION LEVEL



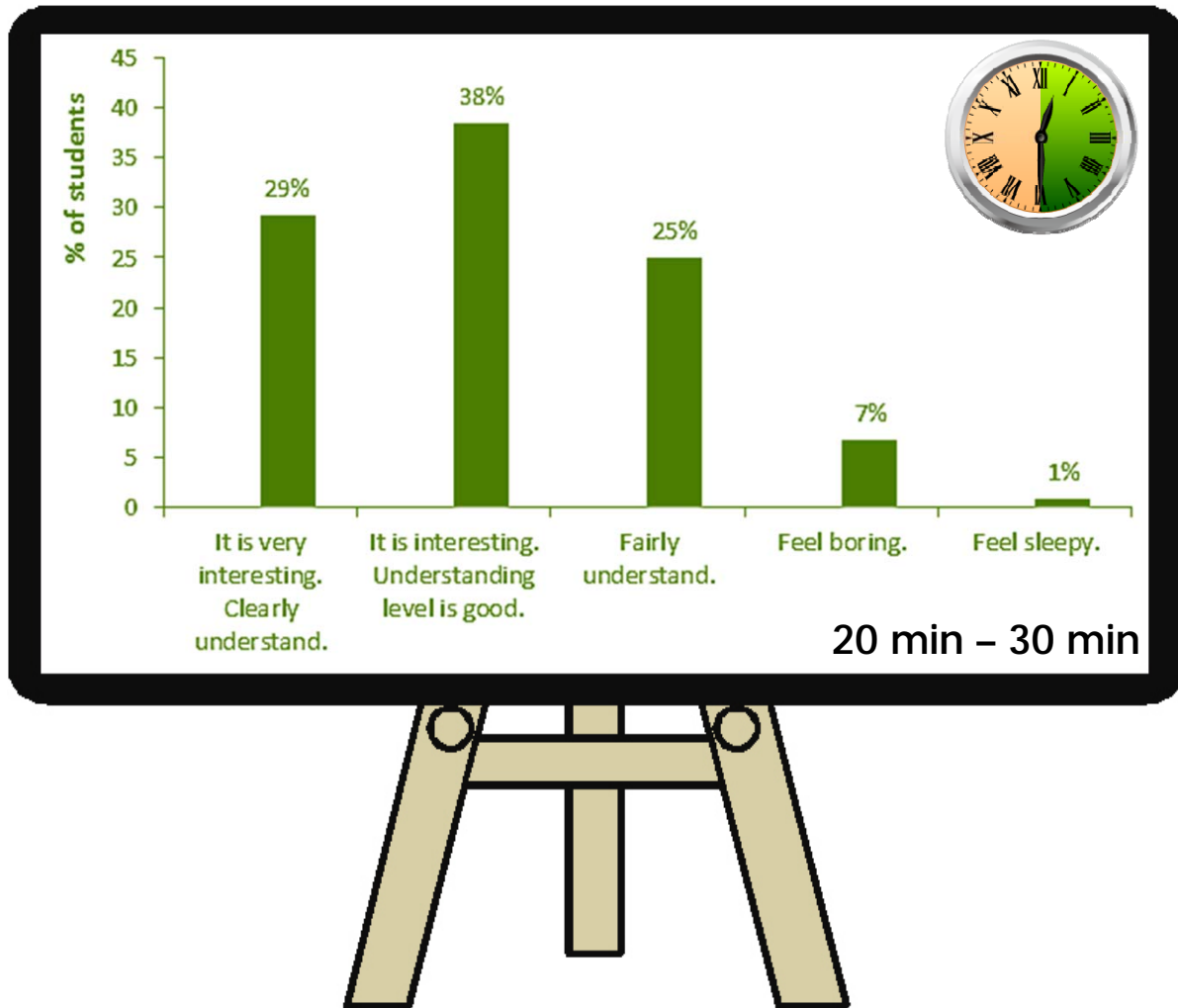
Understanding Level

STUDENTS ATTENTION LEVEL



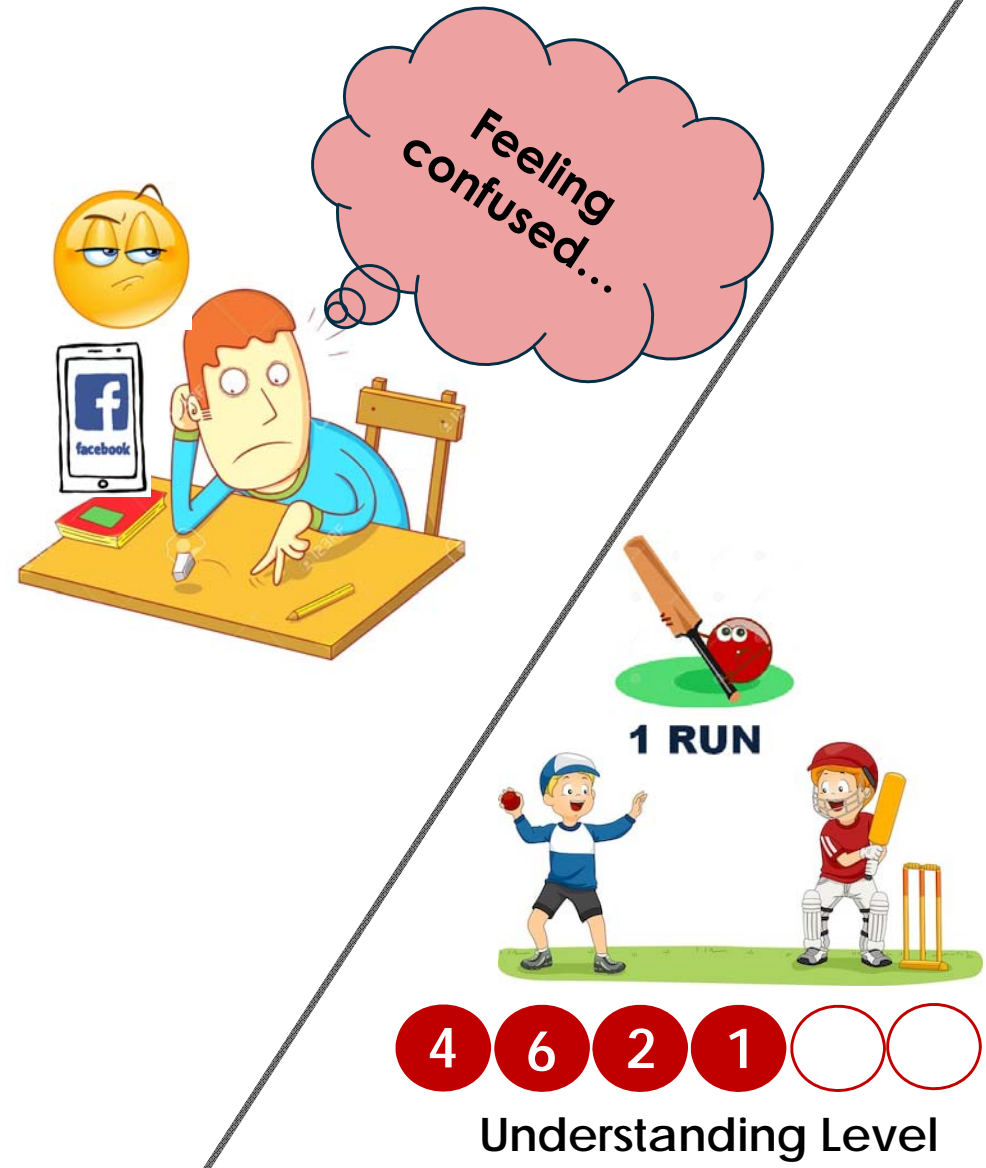
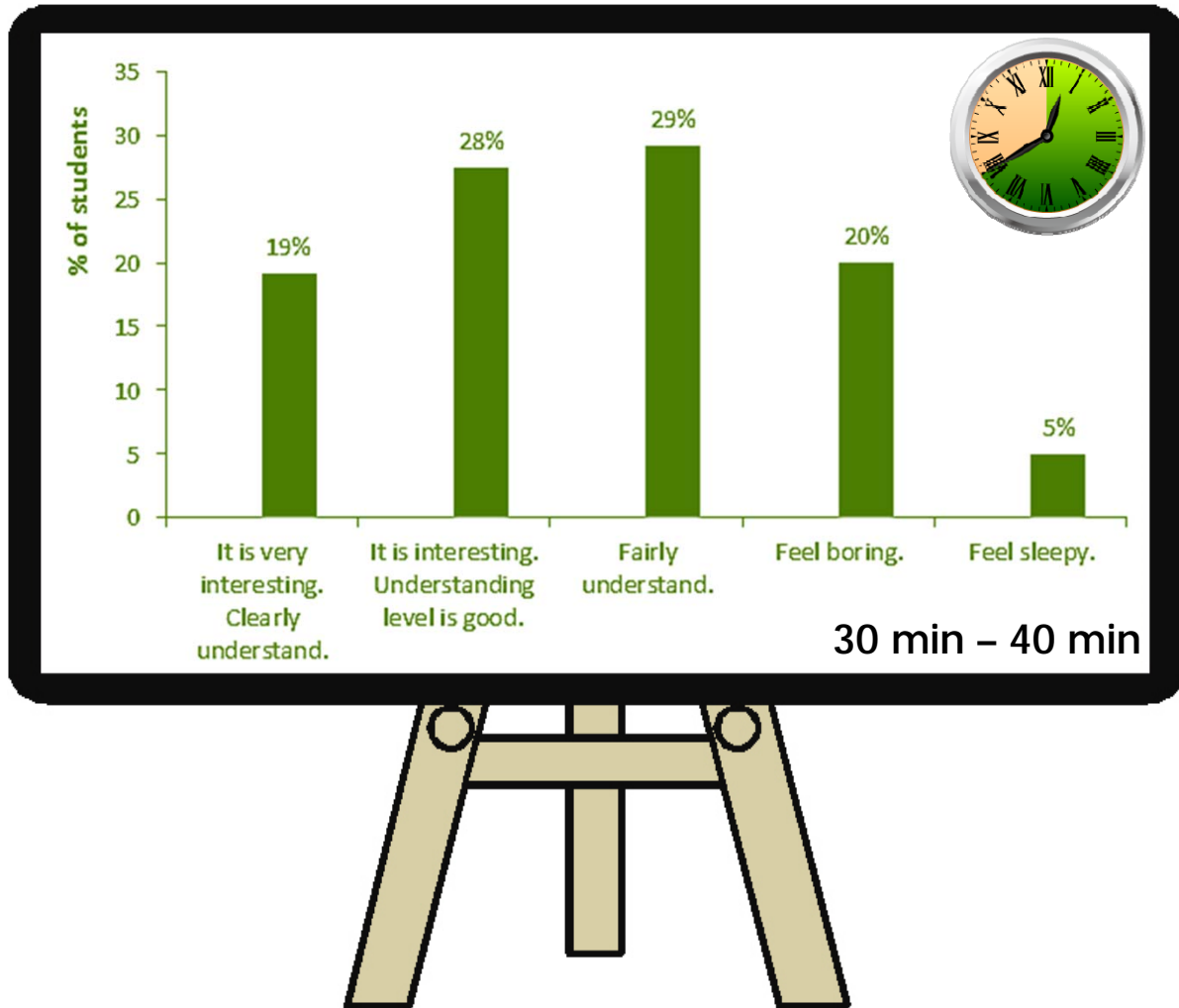
Understanding Level

STUDENTS ATTENTION LEVEL

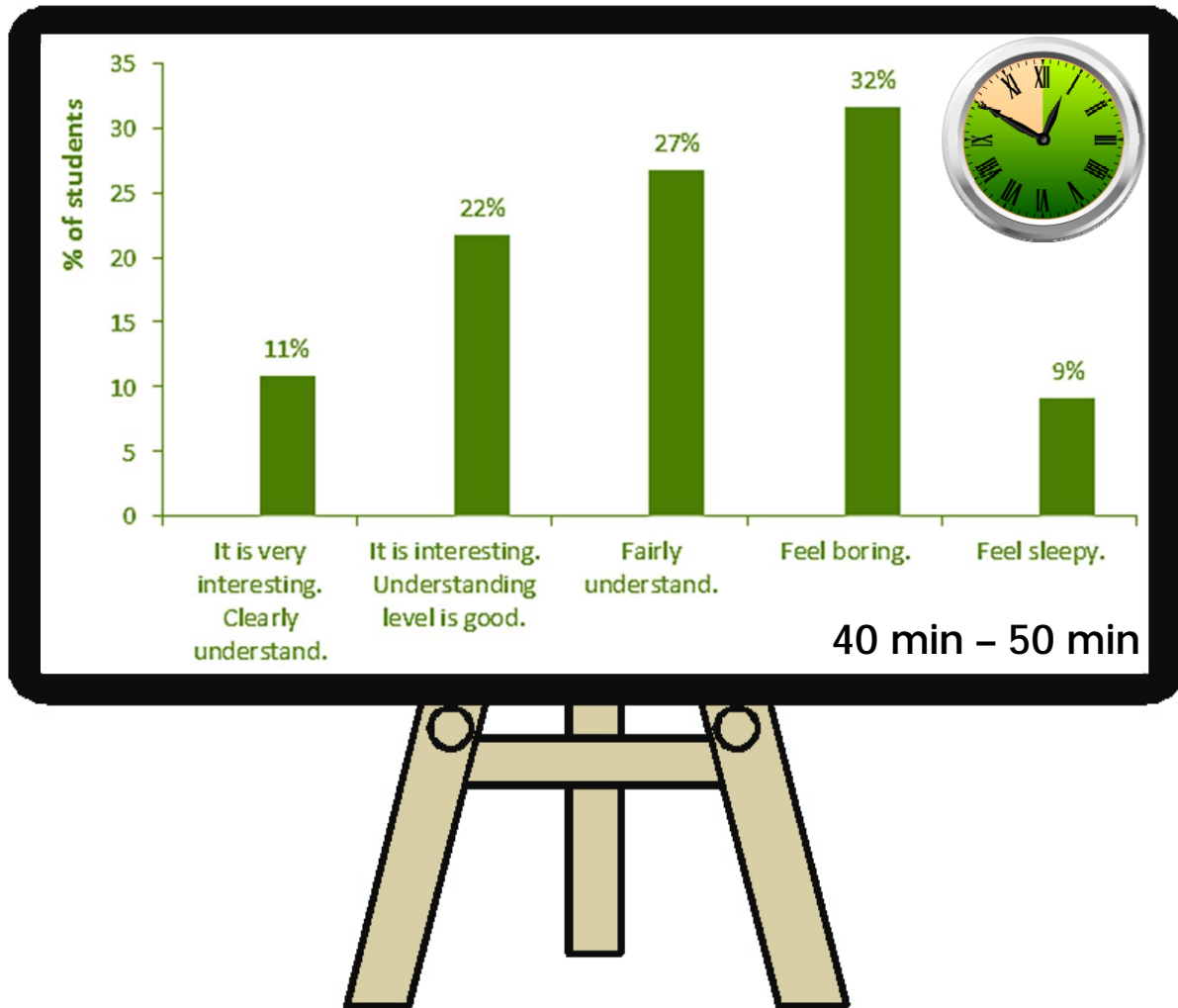


Understanding Level

STUDENTS ATTENTION LEVEL



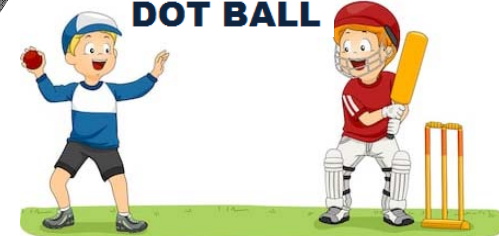
STUDENTS ATTENTION LEVEL



Feeling bored and tired...



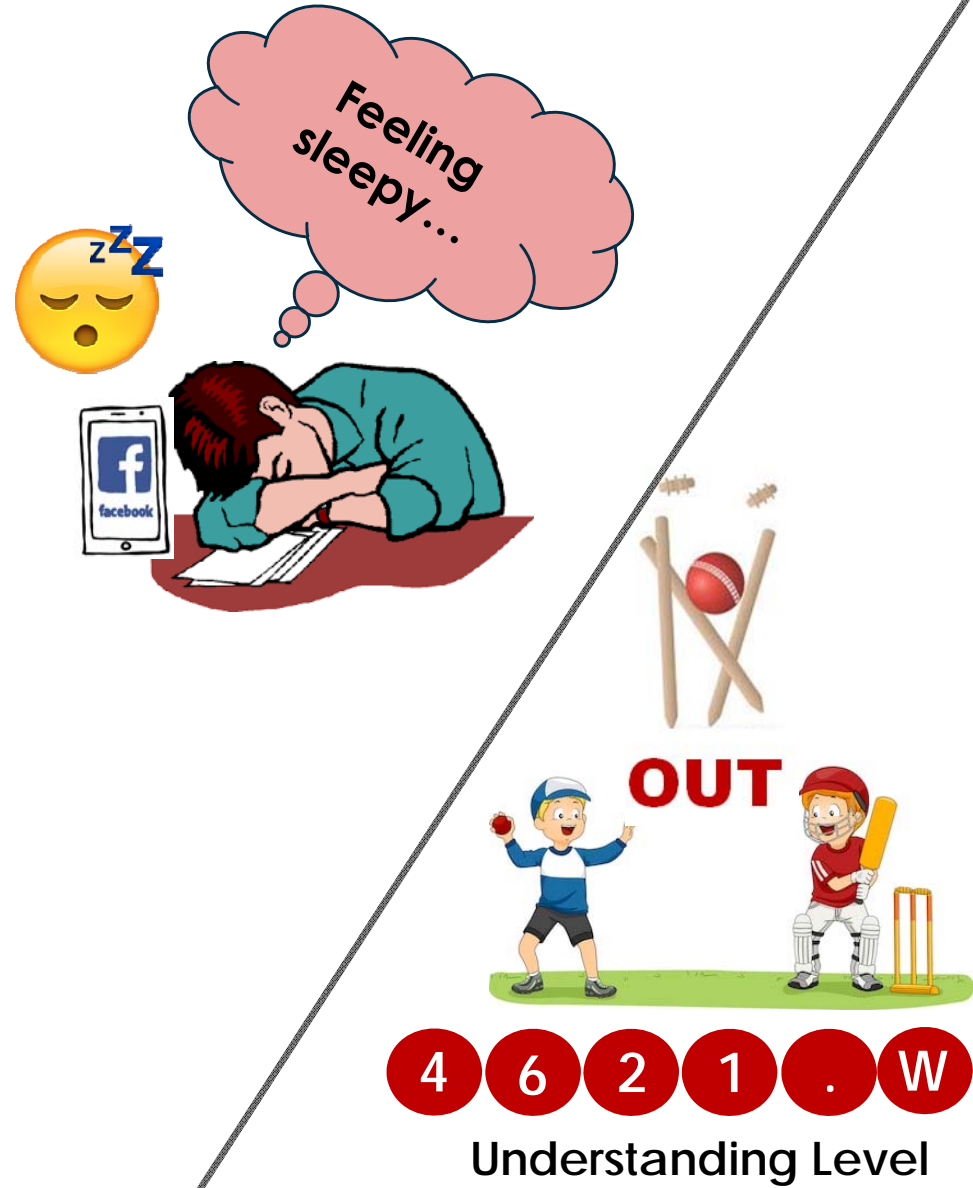
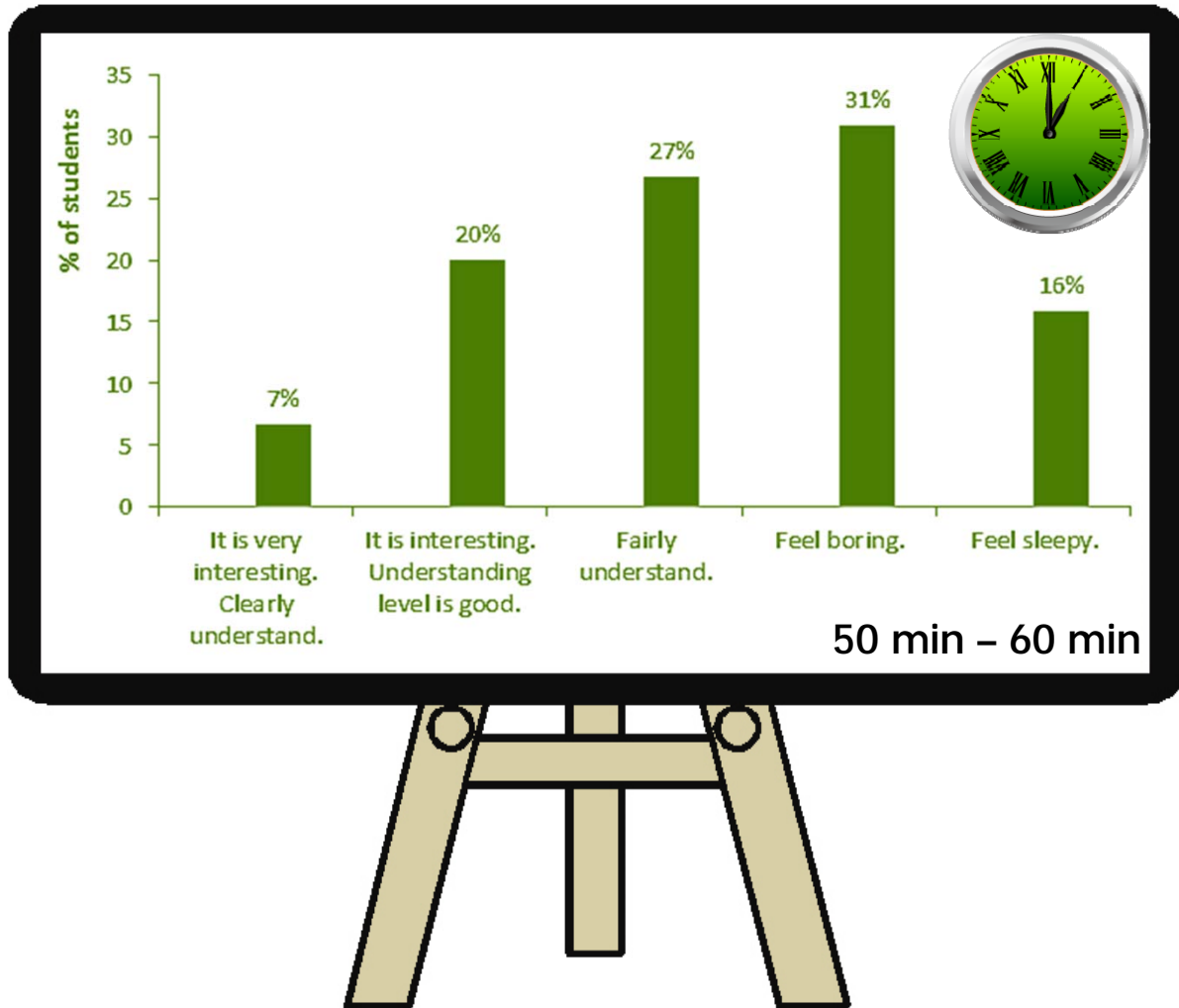
DOT BALL



4 6 2 1 . ○

Understanding Level

STUDENTS ATTENTION LEVEL

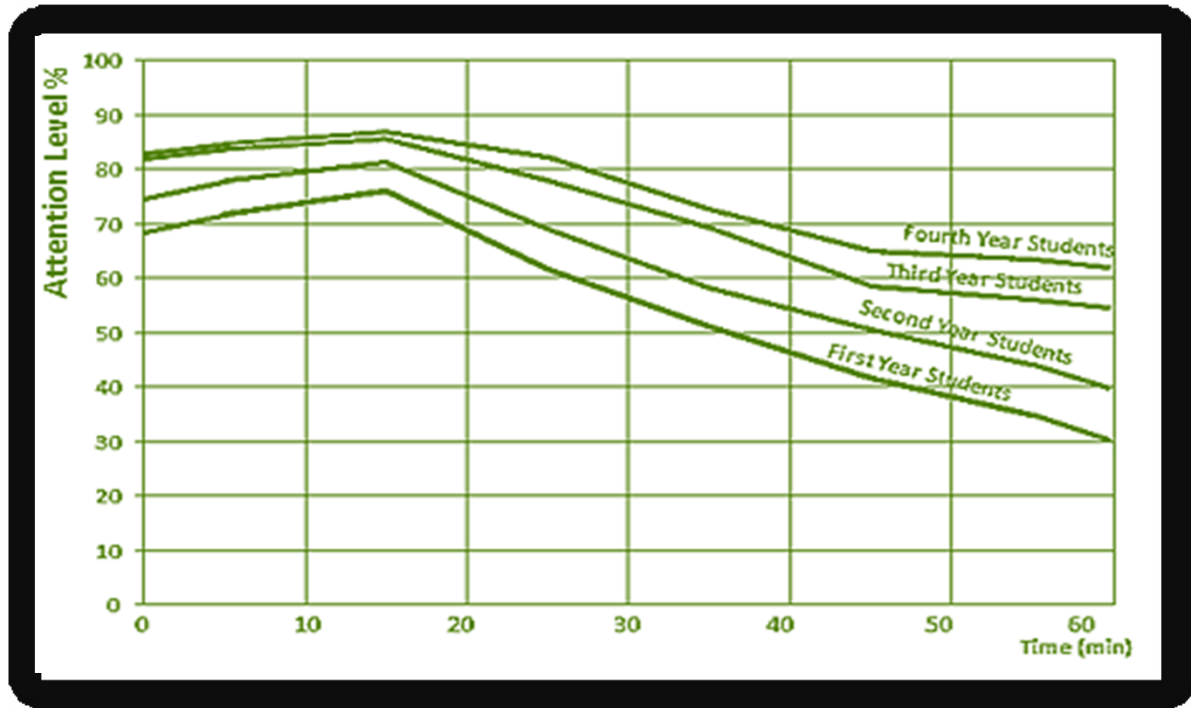


STUDENTS ATTENTION LEVEL

- ✓ 0-20 minutes, **more than 80%** of the students have felt interested in the lectures.
- ✓ **Only 27%** of the students have maintained their attention level at **'interested level'** till the end of the lecture.



STUDENTS ATTENTION LEVEL

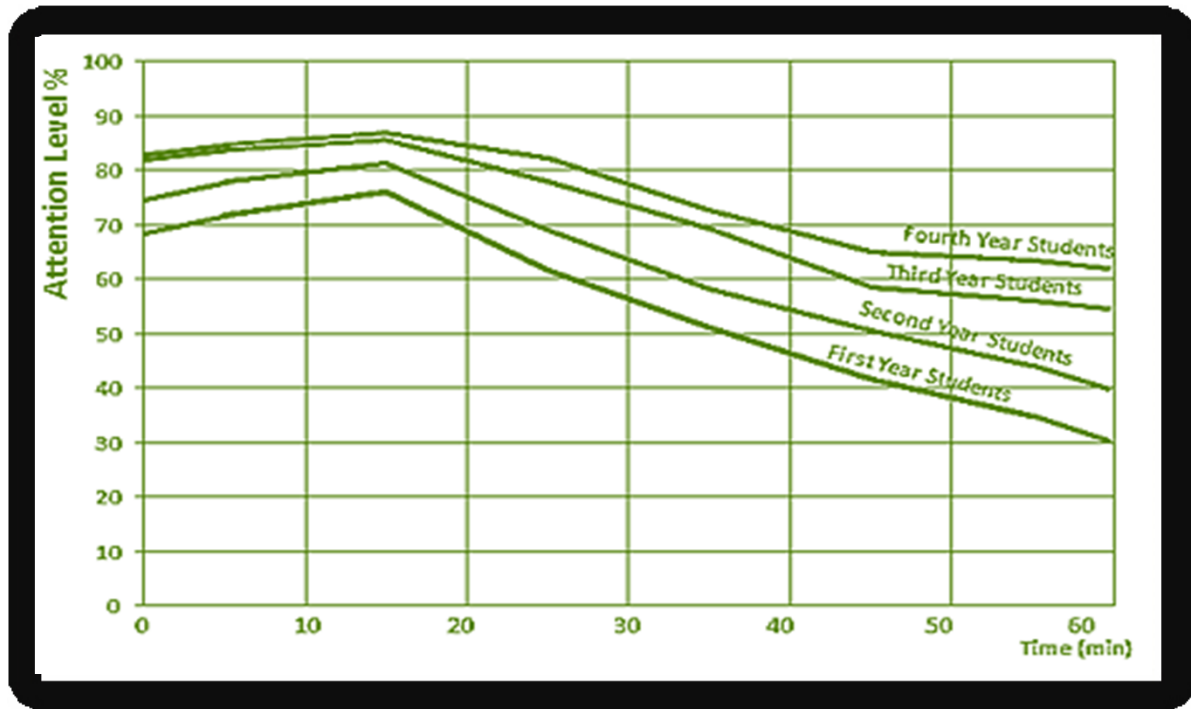


For 1st year students, Students Attention Level

- It **decreases by 30%** between 15 minutes and 45 minutes.
- It approximately **dropped up to 30%** at the end of the lecture (60 minutes).



STUDENTS ATTENTION LEVEL

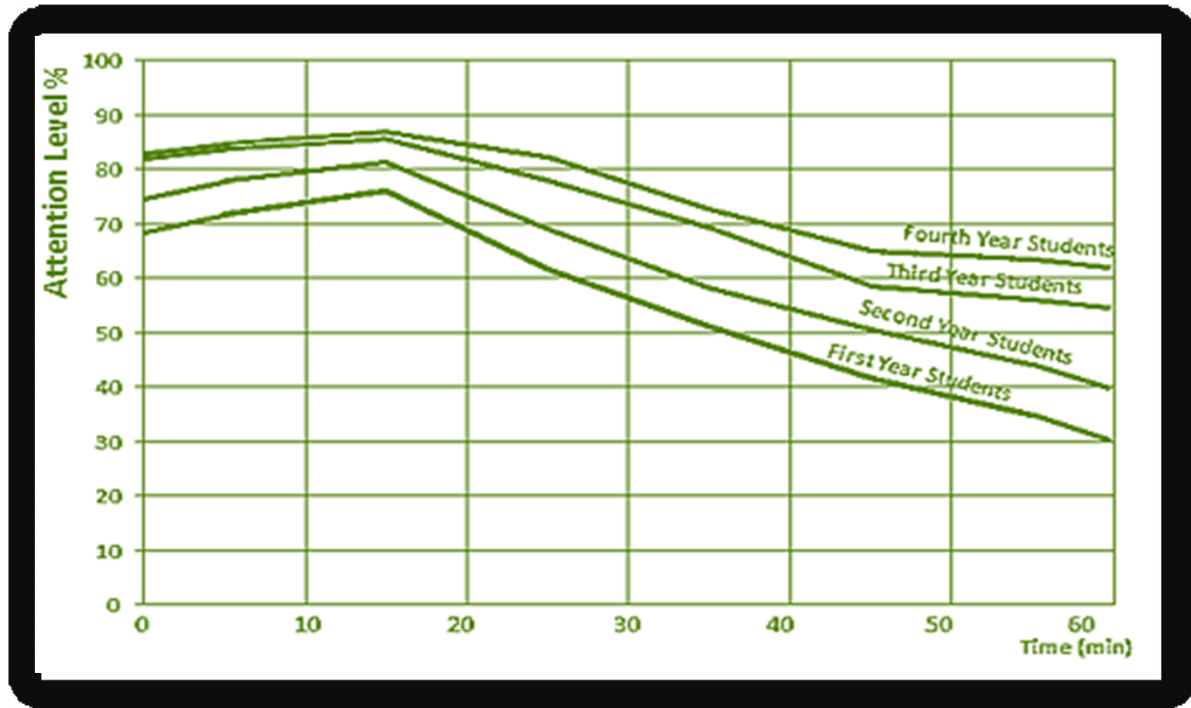


For 2nd year students, Students Attention Level

- It **decreases by 30%** between 15 minutes and 45 minutes.
- It approximately **dropped up to 40%** at the end of the lecture (60 minutes).



STUDENTS ATTENTION LEVEL

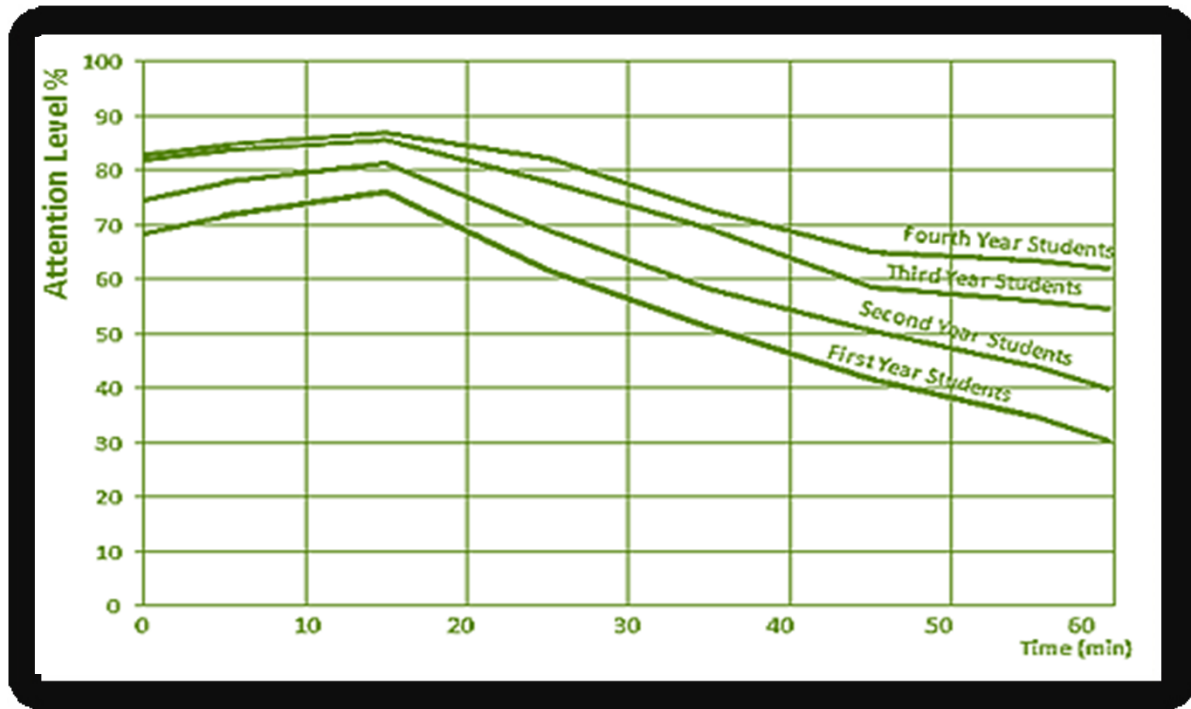


For 3rd year students, Students Attention Level

- It **decreases by 25%** between 15 minutes and 45 minutes.
- It approximately **dropped up to 55%** at the end of the lecture (60 minutes).



STUDENTS ATTENTION LEVEL

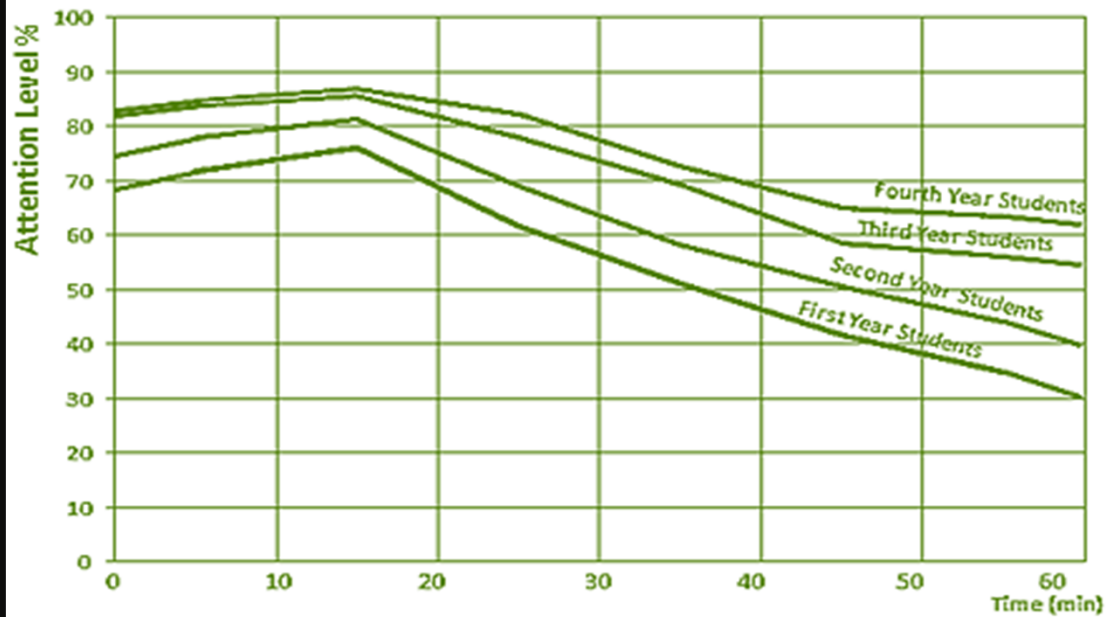


For 4th year students, Students Attention Level

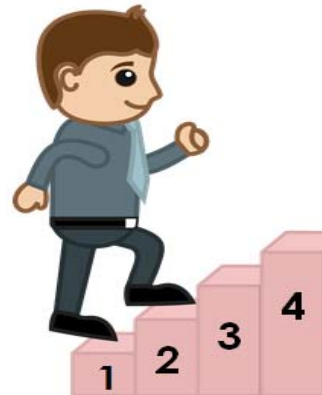
- It **decreases by 20%** between 15 minutes and 45 minutes.
- It approximately **dropped up to 60%** at the end of the lecture (60 minutes).



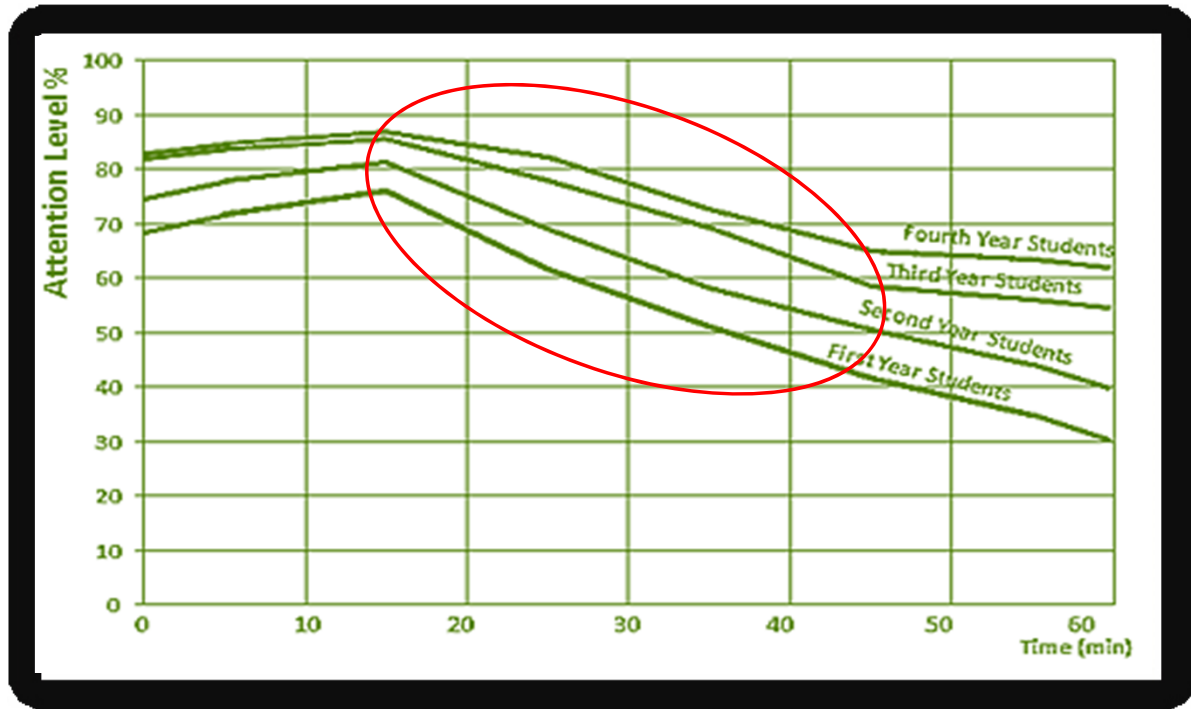
STUDENTS ATTENTION LEVEL



Attention level of students during lectures increased with the **level (maturity)** of the students.



STUDENTS ATTENTION LEVEL



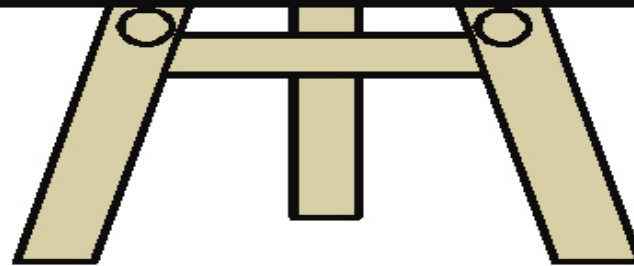
Attention level of students significantly decreased between 15-45 minutes



STUDENTS ATTENTION LEVEL

To

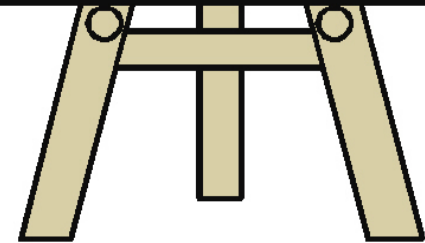
Maintain the **attention level**
in **acceptable range**





TAKE A BREAK

An **effective method** to allow the level of attention to recover.



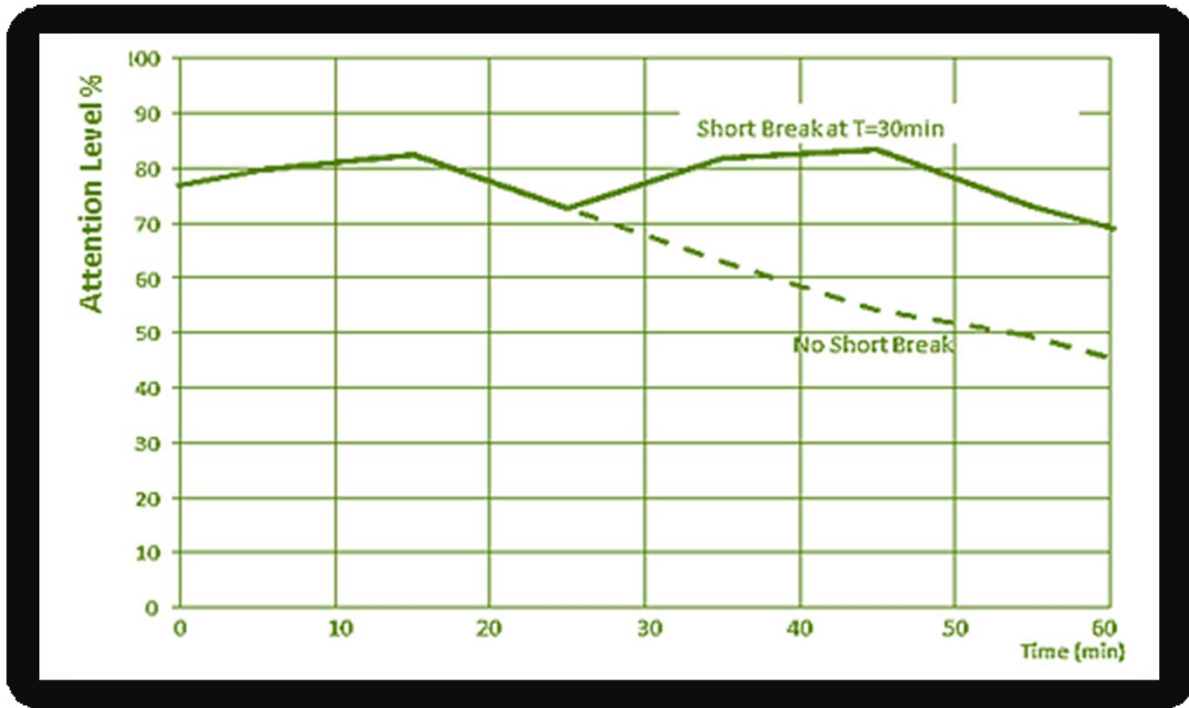
QUESTIONNAIRE

Table 02: The attention level of the students during a 1-hour lecture, if a break is given at 30 minutes

| Time (min) | Attention Level | | | | | | | | | | |
|------------|--|-----|--|-----|---------------------------|-----|---------------------|-----|---------------------|-----|----|
| | <i>It is very interesting. Clearly understand.</i> | | <i>It is interesting. Understanding level is good.</i> | | <i>Fairly understand.</i> | | <i>Feel boring.</i> | | <i>Feel sleepy.</i> | | |
| | 100% | 90% | 80% | 70% | 60% | 50% | 40% | 30% | 20% | 10% | 0% |
| 31 – 40 | | | | | | | | | | | |
| 41 – 50 | | | | | | | | | | | |
| 51 – 60 | | | | | | | | | | | |

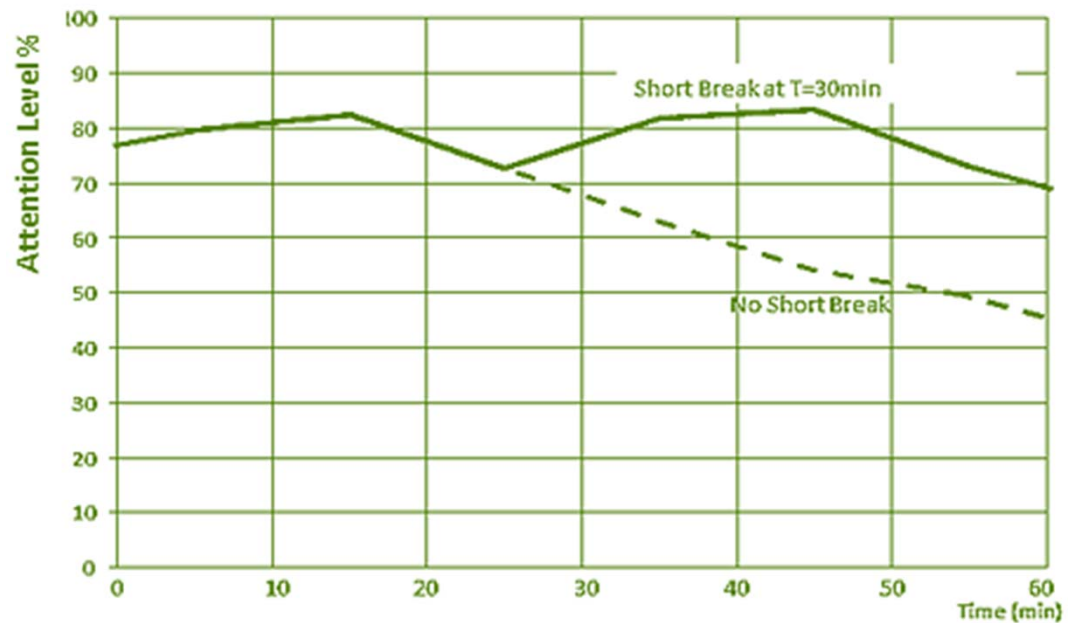


STUDENTS ATTENTION LEVEL



- ✓ A **30% drop** of attention level could be expected, if no lecture break was given.
- ✓ **The least attention level of 45%** was reported at the end of the lecture.

STUDENTS ATTENTION LEVEL

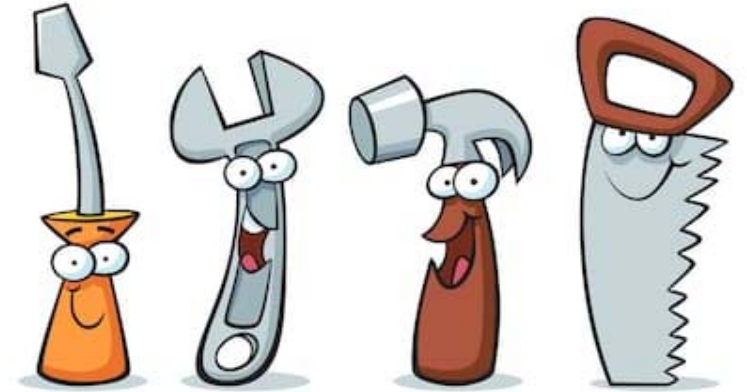


- ✓ A short break would improve the attention level of students and maintain it within the range of 70% and 85%.

STUDENTS ATTENTION LEVEL

In addition to provision of short lecture breaks,

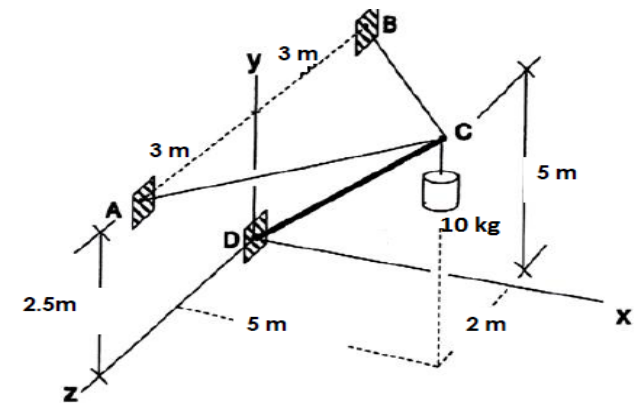
a variety of other tools could be used to improve the attention level of students in lectures.



Problem

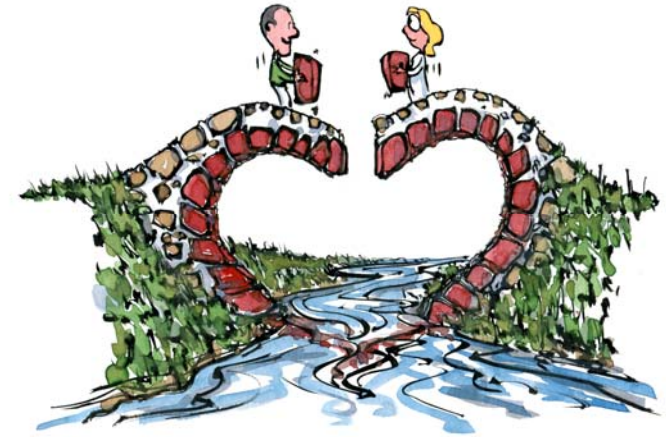
Determine the forces in cables.

Dear students,
please divide into
groups of 5 members to
solve this problem.



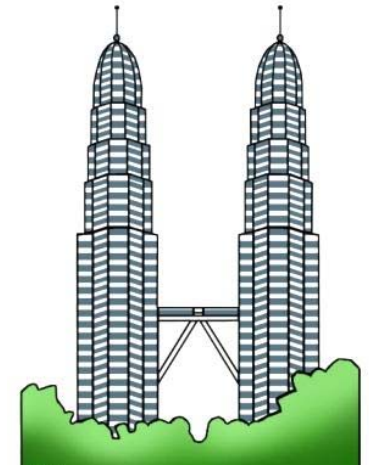
Joints of the Bridges

Today, I am going to start the lectures with an interesting story related to joints of the bridges.



Structural Analysis

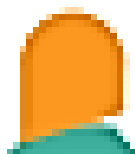
Let's discuss about the structural components in Twin Tower.



Question Time

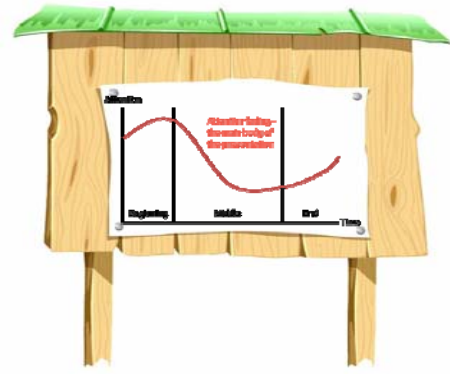
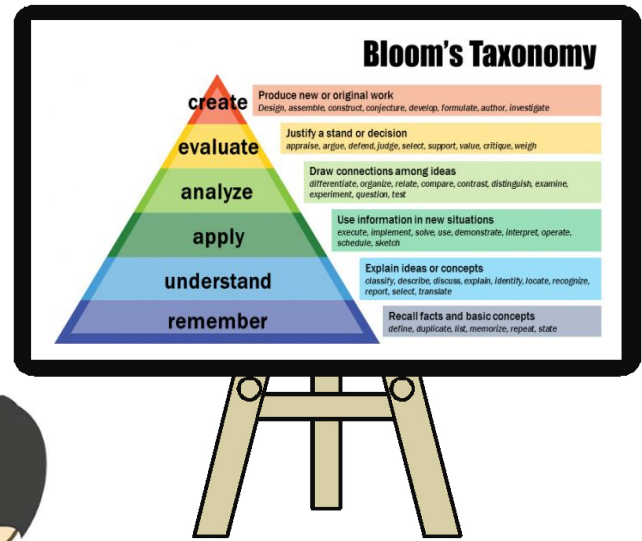
What are the advantages of ready mix concrete?

1. High quality
2. Low amount of labour needs
- 3.



Sir, it saves a lot of time.

Sir, could you please suggest any ideas to improve the attention level of the students during the lectures?





ACKNOWLEDGEMENT



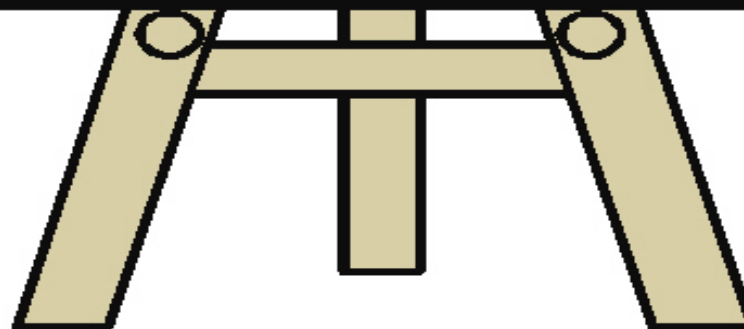
Prof. E.M.P. Ekanayake

The Vice-Chancellor
Wayamba University of Sri Lanka
Sri Lanka



Prof. Renuka Silva

The Director - Internal Quality Assurance Unit
Wayamba University of Sri Lanka
Sri Lanka



ACKNOWLEDGEMENT



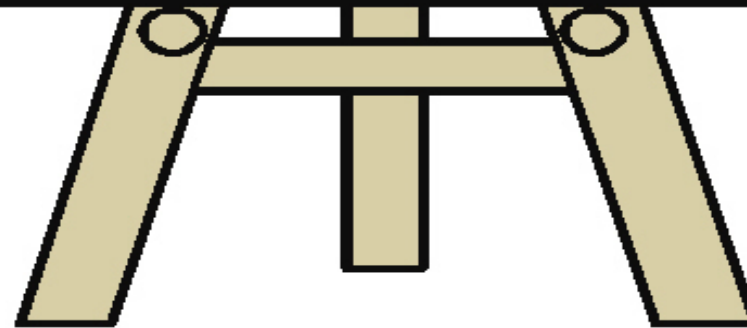
Prof. J.M.U.K. Jayasinghe

The Director – Staff Development Center
Wayamba University of Sri Lanka
Sri Lanka

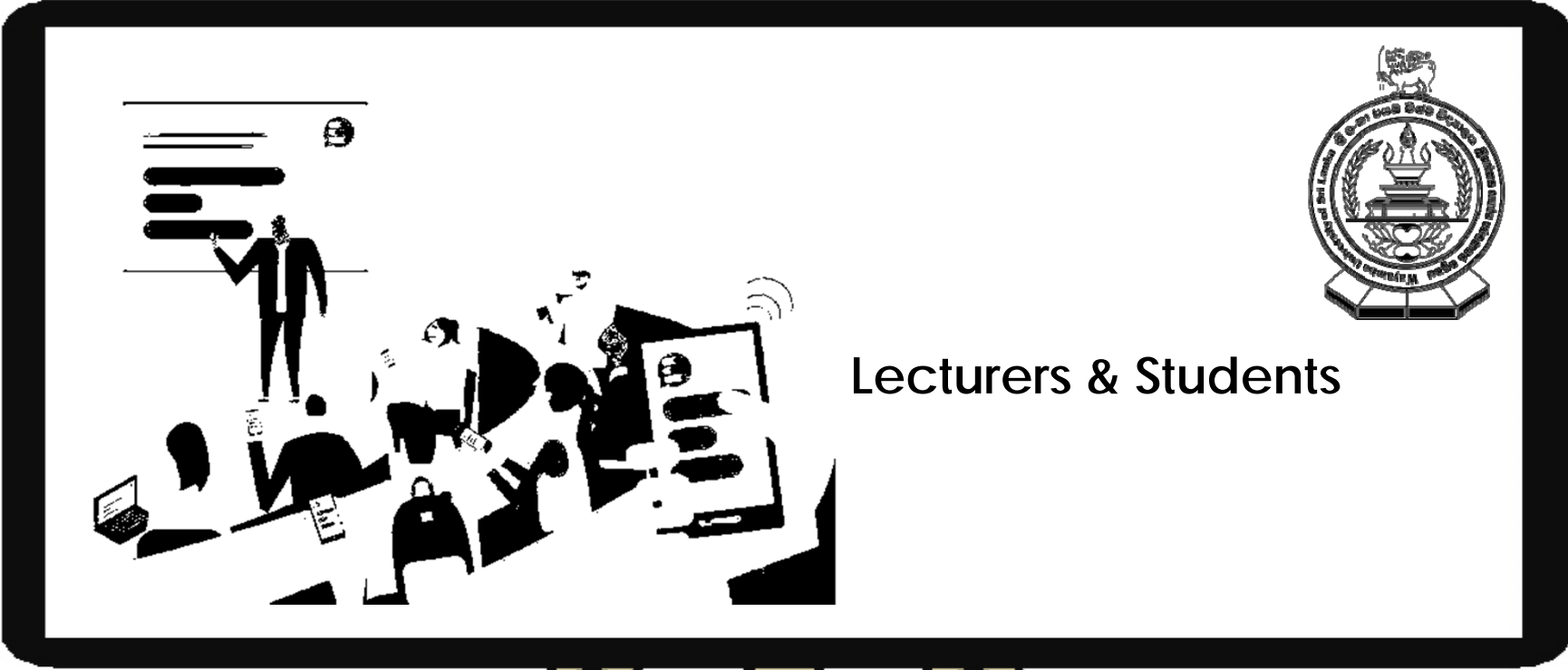


Prof. B.P.A. Jayaweera

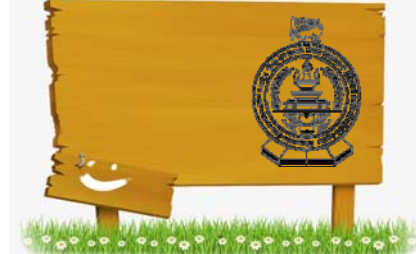
The Dean – Faculty of Livestock, Fisheries & Nutrition
Wayamba University of Sri Lanka
Sri Lanka



ACKNOWLEDGEMENT



Lecturers & Students



INQAAHE 15th Biennial Conference 2019

Quality Assurance, Qualifications, and Recognition: Fostering Trust in a Globalised World

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University Grant Commission Sri Lanka



Sub theme

Thinking and acting globally: The role of QA in qualifications frameworks and student and talent mobility: challenges and opportunities

Study on the Attention Level of Sri Lankan Undergraduates during a 1-Hour Lecture



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