**IP 8: Attentional Record and Analysis**Of July 22, 2023 From 7:30am to 7:30pm

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| **Time** | **Attention to** | **Length of Time** | **While Doing** | **Affective Experience** | **Attention Type** |
| 7:30 | Baby crying3 kids bursting in | 3 min2 min | SleepingNursing | GroggyTired | ReflexiveReflexive |
| 8:30 | Breakfast prepKid #1 Tantrum (doesn’t want to go horseback riding) followed by Kid #2 and Kid #3 mini meltdowns (over breakfast preferences) | 20 min30 min | Take care of dog and kids Resolving the issue by talking it through | MultitaskingTrying not to show irritation, stressed | IndividualJoint |
| 9:30 | Father-in-Law pickup kid #1The clock | 5 min<1 min each | Convincing Kid #1 to go horseback ridingEating breakfast, feeding baby solids and watching the clock for 10am MET group meetup | RelievedMultitasking | JointIndividual |
| 10:30 | WhatsApp notification for horseback riding waiverSudden baby wailing | 1 min2 min | MET group meeting MET group meeting | Multitasking, Alarmed, concerned | Reflexive, IndividualJoint, Reflexive |
| 11:30 | Pickle ballKid #2  | 60 min15 min | Prep baby, food, supplies, water, hats, sunscreenBathroom emergency | Focused, excitedAnnoyed  | IndividualJoint |
| 12:30 | Kid #2 and Kid #3  | 20 min | Playing on the playground | Vigilant | Individual |
| 13:30 | Lunch prepDriving | 10 min40 min | Making quick lunchPicking up and diving home Kid #1  | RushedRelaxed, Calm | IndividualIndividual |
| 14:30 | Phone & Baby | 20 min | Nurse to sleep, reading news | Calm, relaxed multitasking | Individual, Collective |
| 15:30 | Phone TimeReading ETEC notes | 30 min30 min | Catching up on messages, documenting day’s activities for this assignment, reading news | Bored, multitasking, relaxedDrudgery | Individual, CollectiveIndividual |
| 16:30 | Husband | 15 min | Chatting about his cooking dinner plans, reading course notes | Multitasking | Joint |
| 17:30 | Baby crying | 2 minutes | Reading course notes, instructing Kid #1 to retrieve baby | Concerned | Joint, Reflexive |
| 18:30 | Dinner not readyLikelihood of not finishing 50 page reading before dinner | 5 minutes5 mins | Reading course notes, ask kids to check on DadReading course notes | HungryWorried, disappointed | JointIndividual |

**My Attentional Activism Analysis**

Given the busy dynamics of our bustling household of 4 children varying in age from 10 months to 8 years, a senior dog in her sunset years, a pilot husband who is often absent and me -- a self-diagnosed ADHD math teacher obsessed with embracing “carpe diem”, our chaotic daily life is not for the faint of heart. Since I am the architect of our schedules, my attention must be distributed appropriately to ensure our family operates like a well-oiled machine.

I focus my independent attention on a lot of what needs to be done to provide predictability for my family. Multi-tasking is essential in order to survive the demands of busy suburban life. In the past year, I turned my phone’s notifications off and my ringer on silent. This way, I can “alienate myself” (Citton, 2017) and am in control of my attention which is both liberating and empowering. Due to the sheer number of people in my household, the frequency of expended joint attention was almost a third of the total attention types in this 12 hour period. Due to fiercely protective instincts, my reflexive attention is activated when the baby was perceived to be in pain or was being neglected.

I find myself irritated and annoyed when events do not match my scheduled expectations. My attention habits generally support a frenetic pace of life lacking in genuine where my day is directed by an endless task of to-dos. I am consciously aware that I must take the time to unplug from technology to create “attention vacuoles”, pay attention to the “commons”, and focus on that which promotes positivity (Citton, 2017). Lastly, I rarely have time for collective attention. To my chagrin, my house is full of addicted gamers who are constantly clamoring to play on the tablet or on my phone. They “play attention” to all the blingy sound effects of stimulating games as well as the immersive visual experience which has especially ensnared my husband and our son which can be used as a powerful tool for motivation (de Castell & Jenson, 2004) and can enhance attentional control and executive functioning (Green & Bavelier, 2012).

Wherever our dedicated attention is directed, I find it has “life-giving” properties both in humans and non-humans alike. It imparts dignity (Citton, 2017) and energizes my children as well as brings to life cultural objects such as books (Citton, 2017). “Attention is individuating to the extent that it chooses what I will be tomorrow by getting entangled in what I see, hear, smell and touch today (Citton, 2017).” In short, we are what we consume (by way of our attention).

**Educationally Important Attention Varieties:**

When I was in high school, I recall distinctly the time when I realized I benefited from providing my math teacher with “Illusory attention” (de Castell & Jenson, 2021). My rapt attention and perfectly-timed head-bobbing nods toward the “sage on the stage” seemed to please and encourage him as well as provide leniency as I was often off-task doodling in class.

Nowadays, constructivist learner-based approaches to learning has shifted the power dynamic of attention from teachers to students (de Castell & Jenson, 2004). Teachers now are the “guide on the side” and should allow students the flexibility to engage in their learning in order to create meaningful connections for themselves. Considering new technology that vies for their attention, Jacques Ranciere believed students could unlock their potential if they chose their attentional activism (de Castell & Jenson, 2004), learning for the value of learning. Only time will tell the truth of his beliefs.

**References:**

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Citton, The ecology of attention. John Wiley & Sons.

de Castell, S., & Jenson, J. (2004). [Paying attention to attention: New economies for learning.](https://www.researchgate.net/publication/227642852_Paying_attention_to_attention_New_economies_for_learning)

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Green, C.S., & Bavelier, D. (2012). [Learning, attentional control, and action video games](https://www.sciencedirect.com/science/article/pii/S0960982212001303). *Current*

*Biology 22*(6), R197–R206.