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Digital Devices and College Students

Looking at today's college students, it becomes clear that digital technology has immensely influenced their lives and behaviors. Additionally, their bond to technology causes them to have significant factors that impact their academic success and professional future. Coming back to an educational facility after twenty years, made me realize how much technology has removed us from the actual purpose of learning. At first, the change wasn't as noticeable, but very quickly it came to my attention that due to little involvement with each other technology took the place of face-to-face communication, in particular in taking responsibility of what is being said. This led me to question how will a student realize an addictive behavior? But also, how could the college be of an effective support system? As well as, how could implemented methods in a classroom be successful? I started to recognize the undeniable truth that if we want this dependence to take a different route, we all need to be part of a change and awareness towards the overuse of digital devices.

Communication has always been there since human history and can be defined in multiple ways, verbal and non-verbal. They also changed drastically over the centuries. In the beginning, literature and mouth-to-mouth conversations were the norm and today, we communicate in many different forms. Having the opportunity to talk to people through various applications on a cell phone and across the world has simplified and connected us further, but at the same time complicated our lives. We can follow people all around the world without having to miss a beat. We easily access information that was published a second ago. We are able to talk to family that

live in a different time zone. Nevertheless, it also brought us to a point where we forgot what is happening in front of our eyes, in the present moment.

This paper should help the students, parents, faculty, bosses, co-workers, and future college students to become more aware of the problem of digital devices use. Some of the consequences that are negatively affected by the over usage are issues in the classroom, such as disrespecting professors and other students, missing out on relevant knowledge and information of lecture (Ugur and Koç 58-59), unable to take notes, and creating a lack of connection with other students. Not only are those problems an influence in the classroom, they also disturb the individual's potential by having lower academic performances, needing to multitasking, having continuous partial attention, procrastination, and "phubbing," a new developed term, which means "to ignore (a person or one's surroundings) when in a social situation by busying oneself with a phone or other mobile device" (dictionary.com). Finding a way to improve those issues, I ask myself how can we create a healthier balance between college students and their use of digital devices? To do so, it requires focus on other outlets, such as mindfulness, hobbies, relationships, and other positive actions, and to increase academic performances and professional successes.

Proposition

My goal is to present studies to found concerns related to the major effects in college students of overusing digital devices and bring more awareness that could shake our future. I say our future because we all are involved with these issues, either because we are the student, the parent, the professor, a future boss or co-worker. It's like the spring of a flower, if the amount of water isn't enough or well sourced, the flower won't be able to flourish and grow. Hopefully, these findings will lead us into a mindful future.

Causes

Beginning our discoveries with the lower academic performances, Douglas K. Duncan, Angel R. Hoekstra, and Bethany R. Wilcox did a study on the impact of cell-phone use and academic performances. Their research focused over two semesters in five courses at a State University, using mixed methods, such as “in-class observations, survey responses, and semi-structured interviews.” Their results indicate that there was a relation to grade difference between using their phones (75%) and restraining from using them (Duncan, Hoekstra, and Wilcox 2). Their research also showed that students who use their phones between 3-5 times or more during a class have scored a GPA around 2.8 or lower (Duncan, Hoekstra, and Wilcox 3). It was also interesting to see that “the instructors teaching the courses were asked to refrain from verbally discussing technology use and note-taking behavior with their students” (Duncan, Hoekstra, and Wilcox 2), which shows accurate results as the phone use was according to the individual preference.

Andrew Lepp, Jacob E. Barkley, and Aryn C. Karpinski also compare the academic performance and the extent of using the cell-phones in class. This article is based on the struggle between digital devices and academic performance. They evaluated how the use of cellphones impacts the students’ college results. Their study was based on a survey that took about 10 minutes. The information requested was “demographic and lifestyle information...phone number..., and... their email addresses.” Additionally, the students had to answer questions that relate to how they complete assignments and how well they believe to accomplish academic subjects, such as reading, writing, math, etc. (Lepp, Barkley, and Karpinski 4). It is interesting to see that their study shows “the student who uses the cell phone more on a daily basis is likely to have a lower GPA than the student who uses the cell phone less” (Lepp, Barkley, and Karpinski 6). This leads me to believe that there is a setback when students are un-controllingly using their devices.

Another research on digital device influence on lower academic performance is done by Seungyeon Lee et al. Their article “The Effects of Cell Phone Use and Emotion-regulation Style on College Student’s Learning,” provides information on a study that shows four different hypotheses on a 20-minute video. The outcome indicates how the students completed a multiple-choice test and their results varied depending on how they were able to use their phones. This research demonstrated how the phone use in a classroom environment has negative effects and also that by not having a phone at hand could improve their performance, but also further skills, such as being more mindful. Quoting Lee et al.: “Cell phones can serve as distractions and reduce attention during the lecture, thus negatively impacting learning if students are permitted to use it” (364). This shows that there is an issue with having to change focus from one subject to another, which leads to a new setback the multitasking.

Before we move on to the next obstacle, multitasking, I want to emphasize that these three research on cell-phone use on academic performances are represented in three different ways. The collected information took different approaches, but unfortunately resulted in the same outcome. No matter how they gathered the data, if by researching through mixed-methods over a longer period of time, by watching a video and gather information after it, or by answering a survey, it all came down that using a cell-phone during a lecture or studies, causes the student to lose focus and unable to keep information, which ends up in lower grades as the taught knowledge is relevant to succeed.

Negative Behavioral Effects

Note that the main cause of receiving a lower grade isn’t solely the fault of using the phones, it is more that our brain is able to only focus on one thing in particular at the time. We might think that multitasking is a great skill to have. It could be, if the information received during

multitasking wasn't necessary. But studies show that doing multiple things at the same time result in not being able to one thing well, it is a myth that we are able to do so.

Laura L. Bowman et al. focused on how multitasking leads to taking longer to complete a task at hand. Their study is based on the impact of instant messaging before, during class and school work, and no messaging while reading. The results were both surprising and beneficial, because they point out how the brain is processing information and what the effects are of instant messaging during a given exercise. It shows that messaging during reading, for example, causes the student to take a quarter to double the time longer, excluding the actual time messaging, than when they didn't message or ended the conversation prior to the reading for a class (Bowman et al. 930). This emphasizes that the brain takes much longer to jump from one exercise to another, when studying for an exam or other important tasks for school. Bowman et al.'s conclusion to the topic of the issues of multitasking and instant messaging forms that students underestimate the damage it does.

Anastasia D. Elder did a research from the students' perspective on how much they think they use their smart phones called "College Students' Cell Phone Use, Beliefs, and Effects on Their Learning." Elder noticed similar outcomes that her study exposed the issue of multitasking. Due to the access of multiple application at once, from instant messaging, gaming, internet, and listening to music while reading, the students are pulled from one task to the next (587). Her sources were linked to the works of Markus Böhner et al., because the issue with multitasking isn't solely in how many tasks at once are done, but also due to the limitation of "working memory," which includes three dimensions "storage... of processing, coordination, and supervision" (Böhner et al. 253). Interestingly, we know that with multitasking there is a lack of memorizing and completing an assignment error-free, but the professional realm requires us to work several projects simultaneously. This causes an inner conflict of what is the right thing to do. It might be

possible that over time and with practice we will be able to do various tasks at the same time. However, the precision will be questioned. With this knowledge, I would aim for working more precisely and focused to get a single action done faster, instead of attempting to do numerous activities inaccurately.

In college the need to multitask is almost inevitable and has different facets on how it is being perceived and viewed, such as the “working memory.” There is another term that relates to multitasking, the “continuous partial attention” (Bowman et al. 927), which is slightly different to multitasking. The main distinction is that continuous partial attention is a modern illness of the incapability of reducing the focus to one particular action. Whereas in multitasking the focus and goal is to do two or more things efficiently within a given time. The term was created, in the late 90s, by Linda Stone, a former Apple and Microsoft executive (Rose 42). By establishing continuous partial attention, students need more time to accomplish their academic assignments. To dig deeper into the continuous partial attention how and why this issue occurs, Ellen Rose refers to it in her article “Reconsider the Role of Online Learning in the Age of Interruption.” One significant point is that today’s “Age of Information” has drawn us to endless distractions due to the uncountable information available (Rose 41). The increase of smart phone use worldwide is incredible. In the 90s, the cell-phone subscriptions moved from zero to half a billion, today we are close at 7.5 billion subscribers across the world, it is the “fastest-growing communication technology ever” (Ugur and Koç 58). Although the subscriber increase is vast and is demonstrated over a twenty-year period, the concerns of information overload was already noteworthy back then. Linda Stone also referred to it as the “post multi-tasking,” which is a direct correlation on how multitasking has negative effects on our concentration. But where continuous partial attention really differs from multitasking is productivity versus connectivity. Especially in a college setting, the need to be tied to your peers and school interests is high. There is a drive to “connect and to be connected,” which “is to be alive, to be recognized, and to matter” (Rose 43). It is understandable

that being under pressure to stay up-to-date with what is going-on on campus and to keep your family involved in your student life adds additional stress. But we might find a way to balance all expectations. The reason I put such a stress on continuous partial attention is because I feel if we could find a way to lessen the symptoms and increase our awareness to how today's technology grows our tendency to distraction, we might be successful in being more connected overall.

Looking at the research “Mobile Phones as Distracting Tools in the Classroom: College Students Perspective” by Naciye Güliz Uğur and Tugba Koç, based at a Turkish University in 2015, confirms the same issues across the globe in colleges. Over the years the accessibility of technology has changed the environment of a classroom. Back in the early days a classroom only had a chalkboard. As technology enhanced it simplified a professor's focus on knowledge, rather than the way they provide knowledge, from overhead projectors, data projectors and screens, to user-friendly learning platforms, such as Moodle. Having the opportunity to prepare a lecture ahead of time and not to waste valuable class time writing the information on the board, professors are able to provide the students with more attention on the subject. We find ourselves surrounded by modern technology, which makes it a no brainer to have access in a classroom to our personal digital devices. According to Tindell and Bohlander, they “argued that the use of the cell phone is a distraction and that ‘if students are spending time texting, they are not paying attention in class’” (Uğur and Koç 59). These facts alone aren't alarming, because what is more concerning, is how those digital devices are used within a learning atmosphere.

Uğur and Koç study shows that 51.6% of students put their phones on vibrate, 44.4% on silent, only 2.3% turn off their phones, and 1.7% have their phones “at loud mode” (Uğur and Koç 61). One study even reported that a third of the class is gaming during a lecture (Uğur and Koç 58). These behaviors have led to the new defined word phubbing. As mentioned in the beginning it is a word that describes the ignorance of the surroundings due to the use of a digital device. Their survey shows that 60% of students start phubbing, because they are disinterested in the course.

What makes it worse is that 80% become distracted while doing it and 21% admit that it affects them negatively in their performance. One of the reasons students feel okay to keep texting and stay distracted in class is because they believe the professor is unaware of their doing, which keeps them continuing with their disrespected action. The size of a class and the established classroom policy on cellphone use is a large factor on how likely students are using their smart phones during class. Those indications demonstrate a significant issue and that a policy and its execution and value is required. “Clearly the use of mobile phones in the college classroom is an issue that academic institutions cannot ignore, and it demands action by faculty to ensure an effective learning environment for all students” (Ugur and Koç 62). Of course, the faculty is not the single influence to change the relationship between student, professor, and the digital device. It is mainly the individual that needs to commit to the habit change. It is necessary for the student to understand how important it is to be more aware of the digital device use in a classroom, as well as in the personal study space, because there are long-lasting effects on a student’s future.

Shahzada Qaisar et al.’s article is putting attention on procrastination due to cell-phone use and the results on academic performance. They are expanding on additional concerns, for example irregular and unhealthy sleep patterns, meal-skipping, and poorer relaxation propensities. It magnifies the problem with the use of mobile phones and puts pressure on figuring out a solution on how to work out helpful opportunities to increase the health of students to guarantee a promising future. What strikes me is that the “compulsive usage of mobile phones cause significant worry, distress, demotivation patterns, low self-esteem, depression, and unhealthy lifestyle practices” (Qaisar et al. 201). Enhancing the psychological issues connected with the growth of cell-phone availability and usage, it seems substantial to point out the importance of limitation of WiFi. As mentioned in the article, the access to WiFi intensifies the “behavioral addiction” (Qaisar et al. 201), although today’s cost of unlimited data has been reduced, there won’t be any changes in having

less access to WiFi any time soon. Therefore, we need to find a way to constraint our cell-phone use in public places and where our focus should stay with the given or chosen task.

Positive Effects

Interestingly, besides the negative effects though there are also some positive ones on phones, specifically for people with daily obstacles on a college campus. One example are people with mobility impairment and another is indirectly related to the use of cell-phones but more specifically to the magnetic fields it radiates.

Sheryl Burgstahler et al. did a case study on “individuals with mobility impairment” and found that the “assistive technology (AT),” such as specialized hardware and software, are valuable and provide those individuals with a lifestyle that they can communicate and excel better in the everyday life (Burgstahler et al. 183). Even though, their equipment, for example a wheel chair, might not have the proper installation options fitting the required hardware, it does allow them to have better accessibility to how their counterparts are operating. It is also said that the focus is different depending on their capabilities. Therefore, they suggest to “focus on abilities and functional limitations rather than a medical diagnosis “(Burgstahler et al. 185). What makes this research relevant for college students is that state and community colleges put an emphasis on uniting students with disabilities and non-disability. Purchase College’s rate of disabilities is at about 10% for the academic year 2017/2018 (Rodriguez, “Fact Book – Fall 2017 and 2018”). This is also to bring more awareness to people with “functional limitations” (Burgstahler et al. 185) at colleges and to express the difference in needs where having digital devices, as an alternative, can be an advantage to improve academic performances.

Another example is the work of Giuseppe Curcio et al., who have tested twelve epileptic volunteers to test the influence of the electromagnetic fields, who are suffering from focal epilepsy (left or right hemispheric epileptogenic focus). In reference to previous studies, it comes through

that the increase of electromagnetic fields has an effect on healthy brains. This article helps us understand the triggers of the electromagnetic fields of cell phones. Curcio et al. have found no signs of increased risk in focal epileptic patients, they do include that they “observed indirect signs of GSM (Global System for Mobile communication)-mediated increase of inhibitory reactions provoking some decrement of spiking rate” (Curcio et al. 665), saying that there are some positive aspects to the electromagnetic waves from cell phone. As Curcio et al. discovered there are helpful arguments to look into how the mobile phone use can be of support in cases of illness. In the case of epileptic patients, the use of mobile phones may increase their learning process, which could change how a class is formed if the information is available that a student has epilepsy. They would have less of a chance of having seizures and the electromagnetic waves keeps their brain functioning. As this information adds an additional challenge to the classroom set-up, the focus will stay on the majority of how cell-phone use has become an epidemic.

Fatal Effects

Sherry Turkle, an Abby Rockefeller Mauzé Professor of the Social Studies of Science and Technology, has delved into the realm of the relationship between society and technology. Her books and talks are moving and express how the evolution of technology has affected our being. Her TedTalk “Connected, but alone?” has moved me to take a closer look at how our culture has changed with it. In that talk, she states that people are reluctant to have a face-to-face conversation due to the fact, that they won’t be able to edit or delete their comments and questions (Turkle). Throughout her researches she found that the people are driven to perfection, don’t like the feeling of boredom, and that “69% of young adults,” between 18 and 22 years old, “feel isolated around others.” It is sad to think that our civilization has increased in size and at the same time increased in loneliness (“Study”).

A recent documentary by Lisa Ling “This is Life with Lisa Ling: Screen Addiction,” talked about a 15-year old girl, who had a secret online profile that showcased a different, or rather her real, persona and as a result lost her life by committing suicide. She was someone, who felt lonely, depressed, and misunderstood (“Screen Addition”). This is an example of where a constant digital connection could lead, as well. Although, this girl wasn’t a college student yet, the stress, expectations of parents, peers, and oneself, and juggling school and possible work, could easily cause the same effects. We cannot forget that the age of a college student comes with a lot of psychological and physical changes that quickly can be underestimated. Adding the need to use digital devices consistently, puts additional weight on them.

According to the National Institute of Mental Health indicates that in 2016, 8.8% of 18-to-25-year-old had serious thoughts of suicide and 1.8% have attempted suicide, within the same age range. Suicide ranked second leading cause in the United States. These numbers have increased by 28% over the past 17 years (“Suicide”) and show the vulnerability of a college students. Not to say that cell-phone use is the main cause, but by having to be active on all these various applications and trying to be perfect all the time, instigates that there is an issue to too much screen time. Through primary sources, Sherry Turkle learned that people from Silicon Valley, who brought the technology to us, use limits on how much their children are allowed to use the digital devices in their household (“Study”). This is to say that they realize what damage these devices can cause to humanity. Therefore, it is our job to do the same. To understand how much we use them, when we use them, and even more importantly, why we are using them.

Change

To bring hope into this topic of digital devices and college students, I am turning the page and discovering some studies that have considered improving our association to the digital devices. There are many ways on how to learn from our cell-phones and apply what we already know and

make use of them. Some options are to unplug and spend attentive time with our environments, including friends, family, nature, and the tasks at hand.

Such approaches have the tendency to increase our awareness of what is going on in our minds and are helping us to direct concentrated attention to what we really want and care for. Martin Moira, an adult educator, is providing us an insight to how mindful practices, including meditation, helps community college students to get along with their class mates. He practices a couple minutes of meditation with his class to reach an advanced impact on their education, as well. His contribution and experience with the community college and bringing mindfulness to the classrooms helps to make a case that mindfulness is able to change the way people think. He also shows that they are able to improve their study skills and performance. Moira explains that “mindfulness trainings have found their way into the context of workplace environments, as the skills of calm, peaceful integration, and contentment are important in hectic, stress-filled situations” (Moira 6). This was my initially idea of building my capstone on, but realized that it might be more suitable to focus on the educational field, as it seems to be the precursor of professional life. Finding a way to emphasis the importance of creating a more mindful living in a stressful surrounding, builds a base to how we pursue our future. Moira also relates his findings to neuroscience, which is another aspect that needs to be addressed as students develop and form their adult mind. Shian-Ling Keng, Moria J. Smoski, and Clive J. Robins shaped the conclusion that mindfulness can strengthen the effects of “well-being, reduced psychological symptoms and emotional reactivity, to improved regulation of behavior” (1052), which is an indication that there is a chance to change the brain’s behaviors. Of course, it isn’t as easy as one-two-three and it definitely requires work, but once it is obtained, it is simpler to remember and to follow through.

There are many ways on how mindfulness, attentiveness, or awareness can be increased to improve our lives. Arne A. Bauer et al. remark that being more attentive of one’s action, promotes students’ awareness and “shifts” them from “obligation” to “opportunity” (Bauer et al. 163). Bauer

et al.'s research on how mindfulness during instant message influence their well-being concludes that it still requires further examination to confirm their belief that advanced "self-awareness" have higher resistance to immediate response in received text messages (163). There is a likelihood that our minds can be trained to refrain from instant reply, the only way that is possible is if we take a second before we react to define the importance of answering. In the classroom, during homework, and studies makes this a vital moment, mainly because it will determine the effectiveness of our learning and test results, as we will be less distracted and will deal with less multitasking.

Nicholas T. Van Dam, Mitch Earleywine, and Ashley Border have done a research on measuring mindfulness and what are the outcomes from it. Their procedure was done on 414 psychology, undergraduate students at a Los Angeles University. The outcome is based on a Mindful Attention Awareness Scale (MAAS), which is a "15-item questionnaire that... measures dispositional mindfulness," that is based on a 6-point Likert scale "almost never" to "almost always" (Van Dam, Earleywine, and Border 807). This article provides a different perspective on how mindfulness is measured and this article delivers a statistical background, as well. Looking at the responses, there are five answers that express the extensive inattentiveness. The statement #8 "I rush through activities without being really attentive to them" received the highest score of "almost always" (Van Dam, Earleywine, and Border 809). Not only does this result show that there are too many tasks in a short period of time to accomplish, but also that we are less likely to keep the information that we are processing or learning, relating it to school work or exams. Referring to the article of multitasking, it shows that there are only limited details that can be memorized if we are working inattentively. Van Dam, Earleywine, and Border have also point out that Grossman stresses some inconsistencies with "self-reported mindfulness" (806), which holds opposition of how mindfulness is provable. The outcome of this study correlates very much with the findings of Bauer et al., which demonstrates that the positive effects of mindfulness are still in the making. Until then, to have proven facts that our culture can implement necessary changes, we have to keep

developing these practices, such as mindful meditation and putting more awareness in our daily activities, to increase the progressive consequences. Using Purchase College as an exemplar, there is a Wellness and Health department that offers yoga and meditation classes and they strongly believe in the positive effects of mindfulness (“Health and Wellness”).

In case mindfulness, as such, isn’t your thing, there are many other ways to build a balance between your phone and college life. Bing Wei et al. have looked at how physical activity could ease stress factors. They have found that the release of endorphins, hormones with physiological functions (google.com), stipulates “improved mental health...and feelings of well-being,” while reducing pain, depression, and chronic diseases (Wei et al. 142). Although this study isn’t focused on sports, their work is new in examining the advantages of “alternative or non-traditional” physical activity: walking, water aerobics, and yoga. They can say that the students in this research experienced gratification in walking and water aerobics (Wei et al. 146). Wei et al.’s discoveries show that the low impact and connection to nature could possibly be a driving factor in receiving increased happy feelings and a higher awareness of one’s doing. Using the campus as a place of increased walking possibilities from class to class, as they are usually rather largely spread, there would be plenty of opportunities to feel happy, as long as the walks are taken in with a sense of gratitude and wakefulness.

The U.S. National Park Services did a research on how nature sounds effect the poplution. It shows that there are “holistic benefits” to the emotional awareness, feeling less drained, to sounds shaped by nature (Abbott et al. 7). Looking at how environmental sounds have a positive impact on an individual, demonstrates that those sounds are necessary to live a balanced life. If we put focused attention to the immediate sounds, especially to nature, we would be able to change our growth to recognize the importance of flora and fauna. The research by Abbott et al. also concludes that:

“Hearing bird song or wind rustling in an aspen grove are sounds that are not just enjoyable, but perhaps vital to attentional restoration in a fast-paced, multi-tasking society. Spending time in natural settings and listening to natural sounds can recover our mental fatigue, improving our ability to focus on important aspects of daily living” (Abbott et al. 13-14).

By tying Abbott et al.’s research to the impact of digital devices, we might realize that our nearby sounds have a larger effect than we could have expected. The emotions attached to them happen unconsciously and by hopefully building more awareness to our feelings, we might be able to explore a more in-depth connection to our wants and needs by going into nature more often. Besides that the classrooms are far from each other, in particular Purchase College has a lot of nature to offer. It is built on “a 500-acre former estate” (“Our Campus”), where a student could explore nature easily and get in touch with the restoration that nature can provide.

To emphasize on emotions, in the article “Effects of Pleasant Visual Stimulation on Attention, Working Memory, and Anxiety in College Students” Débora Gago and Rosa Maria Martins de Almeida bring a very relevant perspective to realization. They are connecting the importance of the role of emotions and say that “emotion is the main element involved in the positive and negative reinforcement of behavioral choices.” The function of the brain, “the entire cognitive system,” is interlocked with our emotions and processes historical experiences, with the current and future reaction of learning, “perception, attention, reasoning, language, and decision-making” (Gago and Almeida 351-352). Having said that, their results show to reduce anxiety an individual should find out what are properties that make them feel positive about any action, personal, scholastic, or associated with work. Finding activities that support encouraging thought processes intensify a bigger goal of being successful academically and professionally.

Looking at what one suggested property, everyone could relate to as being inspiring for success in life, is having fun. Again, it depends on the individual what fun is, but what Anna Maria Martyka has found is that fun is the link between youth and adulthood. Although, the outlook changes over time, if we keep an eye on what makes us have fun and enjoy life, it could help us move past our obstacles. And the best part, it is “instinctive and natural” to humankind (Martyka 33). Martyka’s paper is about “Shaping City Space to be More Playful for Individuals of Any Age” and explores public places. Due to the evolution and wants of living in urban spaces, developer, scientist, and architects have realized that we need more room for creativity, social connections, pleasure, and play for everyone (Martyka 34). It includes environments, such as parks, museums, science centers, libraries, amusement parks, and urban spaces with inspiring games. Over the years, places like museums and libraries have expanded in including more interactive entertainment that engages the visitors with their surroundings. The positivity of such places is that we get out of our comfort zone and it triggers “a state of curiosity, expectation, and anticipation” (Martyka 38). Why is this relevant for college students? When the focus from a high school student to college switches, there is a believe that we need to grow up and that being a “child” isn’t valuable nor appropriate. My belief is that because there is no transition from being a young adult to being a responsible grown-up, we lose ourselves and forget our deepest intentions and what we really want to achieve. We solely live for the expectations of others. By igniting the childlike fire in us and build on creativity, we will be able to connect with our inside again and can truly follow our hearts and what we want to achieve in life. If we find a way to let adolescents believe in themselves and let them mess up, they will be able to find truth in their future and won’t have the need to connect mainly through social media and other digital platforms to be who they really are.

Conclusion

To review my initial research question “how can we create a healthier balance between college students and their digital devices?” and linking them with the found studies, I realize that there is a need to emphasize on the issue of college students and their digital devices. Through this work, I recognized that the results can be socially devastating and even fatal. The lack of adequate, academic performances and the increase of multitasking that causes students not to perform at their best are closely correlated with the inattentiveness and absence of observation, which can be improved through mindfulness. A significant insight is that students are unaware that they are using their phones too much. As I am looking at solutions to improve the alertness and concentration, I find that expressing a positive outcome of academic performance on campus very important. It could be achieved through mindfulness, physical activities, connecting to nature, being creative, or other suitable solutions in a classroom setting, such as a profounder engagement between students and professors. This could be a way of reaching the college community and succeeding in an academic environment, as well as reaching higher goals individually.

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