An Innovative Use of Fidget Toys in a University Classroom

Don Slater
Georgia Southern University, dslater@georgiasouthern.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
Slater, Don, "An Innovative Use of Fidget Toys in a University Classroom" (2011). SoTL Commons Conference. 45.
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2011/45
An Innovative Use of Fidget Toys in a University Classroom  
Fall 2008 Through Fall 2010  
Dr. Donald Slater, P.E., Georgia Southern University

Abstract

The multiplicity of in-class negative distractions detracts contemporary students from the learning process. The researcher initiated the use of fidget toys in the classroom in order to create a positive distraction to help refocus student attention on in-class topics. The fidget toys used in this research were small, squeezable, spongy, hand-held items. A twelve (12) question Likert Rating Scale survey was used to record data both at the beginning and end of each of the semesters. Research survey results suggest that fidget toys were instrumental in refocusing the attention of those students who had previously succumbed to distractions in the learning process. 

Modification

The Fidget Toy Survey was originally designed to accommodate both a course in construction management and a course in computer science. Since the collaboration with the co-researcher ended, the researcher has elected to eliminate questions three (3) and four (4) which were specifically aimed at computer use in the classroom.

Images of Fidget Toys Before Use

Data Collection, Presentation, and Value

Data Collection

Twelve question Likert Rating Scale (LRS) survey with the following:

1 = Terrible, None, Never
2 = Poor, Low, Seldom
3 = Neutral, Medium, Occasionally
4 = Good, High, Frequently
5 = Excellent, Highest, Always

At the beginning and end of each semester.

Students estimated the value of use of the fidget toys in redirecting their attention to in-class topic material.

Survey was used in the site construction course.

Presentation

Utilizes the LRS to display fidget toy survey data.

Survey questions illustrate the alignment of in-class student focus.

Value

Determining how survey data collected from both the beginning-of-course and the end-of-course assist in identifying strengths, improvements, and insights for course management, design, and teaching processes.

Frequency of Use Table

<table>
<thead>
<tr>
<th>Frequency of use</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rare</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>Occasional</td>
<td>30</td>
<td>20%</td>
</tr>
<tr>
<td>Frequent</td>
<td>40</td>
<td>30%</td>
</tr>
<tr>
<td>Always</td>
<td>50</td>
<td>35%</td>
</tr>
</tbody>
</table>

Examples of Student Comments

- Good idea
- Think they are good for people who need them
- Fidget toys helped me to pay attention and stay off of my cell phone
- Was nice to have some days
- Helpful
- Good for paying attention
- Good tool to stay focused in class
- I usually stayed focused and had low stress
- I found myself more focused while using the fidget toy
- Good for an anxious person like me
- Very good idea
- I didn’t use it but I believe that it is very beneficial to many students
- Nice having them available
- Very useful on days when I was fidgety

Frequency of Use by Number of Students

Frequency of use (by number of students): Rare (15), Occasional (30), Frequent (40), Always (50).

Frequency of Use by Percent of Students

Frequency of use (by percent of students): Rare (10%), Occasional (20%), Frequent (30%), Always (35%).

Sample Survey Form Spring 2010

Sample Survey Form Spring 2010

Images of Fidget Toys After Use

Conclusion

The cumulative trend from the selected ten (10) questions of the Fidget Toy Survey suggests an increasing acceptance and use of the fidget toys as the semester progressed. The students’ distraction levels from non-course materials decreased. The use of fidget toys helped refocus the attention of these students who succumb to distractions to the learning process and to in-class topics.

Acknowledgements

Fidget toys (hats) for the Construction Management course were donated for the research by new South construction and kiewit Southern company.

Images of Fidget Toys After Use

References

[References list]

Presentation, Problem, and Solution

Presentation

Summarizes and analyzes data collected from Fall 2008 through Fall 2010 (i.e., five semesters) from 166 students.

Demonstrates the value of students’ perspectives, values, and opinions in the use of fidget toys in the classroom.

Problem

In-class distractions for contemporary students include, but are not limited to, fidgeting, chewing gum, chewing on pencils, nail biting, hair twirling, nose picking, clicking pens, tapping fingers, sleeping, doodling, consuming food and beverages, communicating on cell phones, text messaging, working crossword puzzles, reading newspapers, working on assignments from other classes, and doing math puzzles.

Solution

The working hypothesis was that the use of fidget toys would help refocus student attention on in-class topics. The researcher initiated the use of fidget toys in the classroom in order to refocus the attention of those students who succumb to distractions to the learning process. This may be viewed as a modification of behavior from a negative distraction to a positive distraction.