Mar 8th, 4:00 PM - 5:45 PM

Fidget Toys in the 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, "Fidget Toys in the University Classroom" (2012). SoTL Commons Conference. 63.
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2012/63

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
**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**

**Presentation, Problem, and Solution**

**Presentation**

- Summarizes and analyzes data collected from Fall 2008 through Fall 2011 (i.e., five semesters) from 246 students.

**Problem**

- In-class distractions for contemporary students include, but are not limited to, fidgeting, chewing gum, chewing on pencils, nail biting, hand twirling, nose picking, clicking pens, tapping fingers, sleeping, doodling, consuming food and beverages, communicating on cell phones, text messaging, working cross-word 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 in the learning process. This may be viewed as a modification of behavior from a negative distraction to a positive distraction.

**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 by Number of Students**

**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>None</td>
<td>25</td>
<td>0.0</td>
</tr>
<tr>
<td>1</td>
<td>69</td>
<td>43.9</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>42.6</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>8.5</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Frequency of Use by Percent of Students**

**Frequency of Use by Number of Students**

<table>
<thead>
<tr>
<th>Frequency of use</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>14</td>
<td>14.0</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
<td>25.0</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>20.0</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>15.0</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>10.0</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Sample Survey Form Fall 2011**

**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 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 Percent of Students**

**References**


**An Innovative Use of Fidget Toys in a University Classroom**

**Fall 2008 Through Fall 2011**

**Dr. Donald Slater, P.E., Georgia Southern University**

**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 semesters 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 in-class topics.

**Acknowledgements**

- Fidget toys (hats) for the Construction Management course were donated for the research by both New South Construction and Kiewit Southern Company.

**Images of Fidget Toys After Use**