Information on attention pilot

To assess attention, self-report measures were taken three times (“Your attention” 1 = none, 10 = excellent, assessed after 14.50 min, 27.15 min, and 36.30min) with the aim to capture attention of the previous time period (as far as I know). Additionally, two trained coders coded the material regarding the Modificated Attention Inventory (ModAI; Hommel, 2012), systematic behavioral observation (SOB, Erhardt, Findeisen, Marinello, & Reinartz-Wenzel, 1981), and the observed global attention measure (OGM), whereas one observer coder coded 35% percent of the material. A time sampling procedure was chosen with intervals lasting 10s each, whereas the coders first coded OGM, then the ModAI, and the SOB.

**Variables assessed:**

* *Self-reported global attention (Raca, 2015:* “Your attention” 1 = none, 10 = excellent
* *Observed global attention (OGM, in*-*house development):* “Attention of the student” 1 = none, 10 = excellent
* *Modificated Attention Inventory (ModAI; Hommel, 2012):* The ModAI is a valid and reliable observation coding manual for on and off task behavior that is a further development of the widely used Münchener Aufmerksamkeitsinventar (MAI, Helmke & Renkl, 1992). The ModAI makes the distinction between ON-Task and OFF-Task behavior. Within those categories the ModAI also discriminates between active and passive behavior. In total the ModAI uses the following 6 categories: 0 = “not determinable”, 1 = “off-task active/ disturbing”, 2 = “off-task passive/ not disturbing”, 3 = “other task”, 4 = “on-task, passive”, 5 = “on-task, active”.
* *Systematic behavioral observation (SOB, Erhardt et al., 1981)*: The Systematic behavioral observation model is also considered as a well-elaborated, valid and reliable instrument to assess students’ attention (Büttner & Schmidt-Atzert, 2004; Helmke & Renkl, 1992). In the SOB the coders make decisions on whether the following categories apply in the 10 second-intervals: 1) viewing direction is directed towards the focus of the lesson 1 = “yes”, 2 = “no”, 0 = “not determinable”,) body posture is tightened and directed towards the focus of the lesson 1 = “yes”, 2 = “no”, 0 = “not determinable” and 3) activity is on-task 1 = “yes”, 2 = “no”, 0 = “not determinable”. To calculate the whole score a mean is built. Before building the mean, the data is recoded (1 = yes, 0 = no, and missing = not determinable).

For more information about the coding procedure see the “Schulung Aufmerksamkeitscodierung” and the original text from the authors of the coding manuals.

For coding details consult our cheat sheet. All this information is provided in the folder: Informations Coding. If you need assistance because of the language, let me know.

**Selection of the students:**

Those who participated twice and some who were recommended by Pierre Dillenbourg.

Please see the following files for the participants we coded:

* Lesson 1: Lesson 1 Pierre COD 290618
* Lesson 2: Lesson 2 Pierre COD 290618

For a larger overview (might be harder to understand) see this file:

* Lesson 1: Lesson 1 Pierre KÄSTCHEN 290618
* Lesson 2: Lesson 2 Pierre KÄSTCHEN 290618

Please also consult the file: “Anmerkungen\_Codieren\_” where you find problems (due to visibility of the participants) well documented.

The questionnaires used in the thesis have the same participant number, thus the data gathered from us can be combined with the self-report.

**Videos, timing and video length:**

The videos did not start at the same time. We therefore had to cut them according to our needs. The File “Timing\_Verschiedene\_Videos\_neu” describes for each camera when the lesson starts in the original (uncut) videos and at which time point we started coding (Start Codierung).