

Bored students get better grades!

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1 - Flow

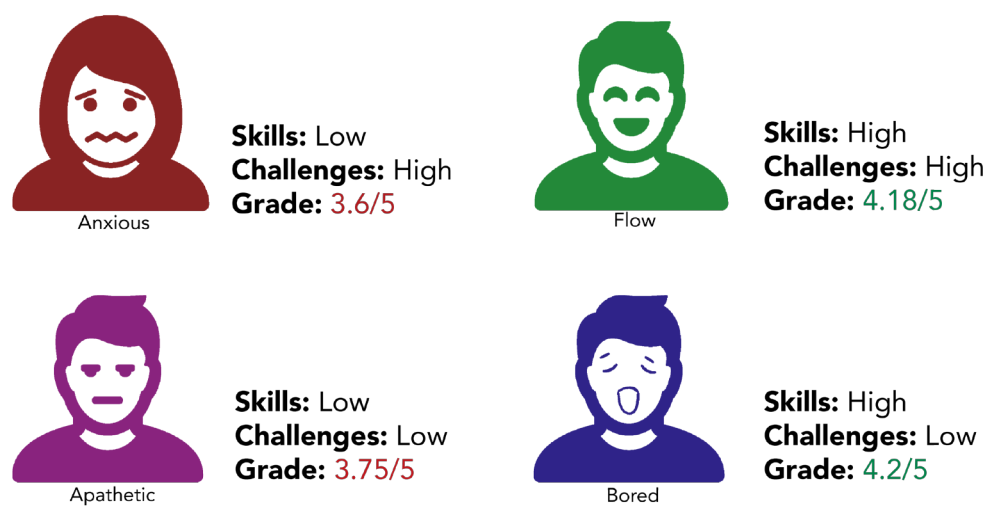
According to Csikzentmihalyi’s theory, an individual is considered in flow when the activity’s percieved difficulty balances with that person’s percieved skills.

2 - Assumptions

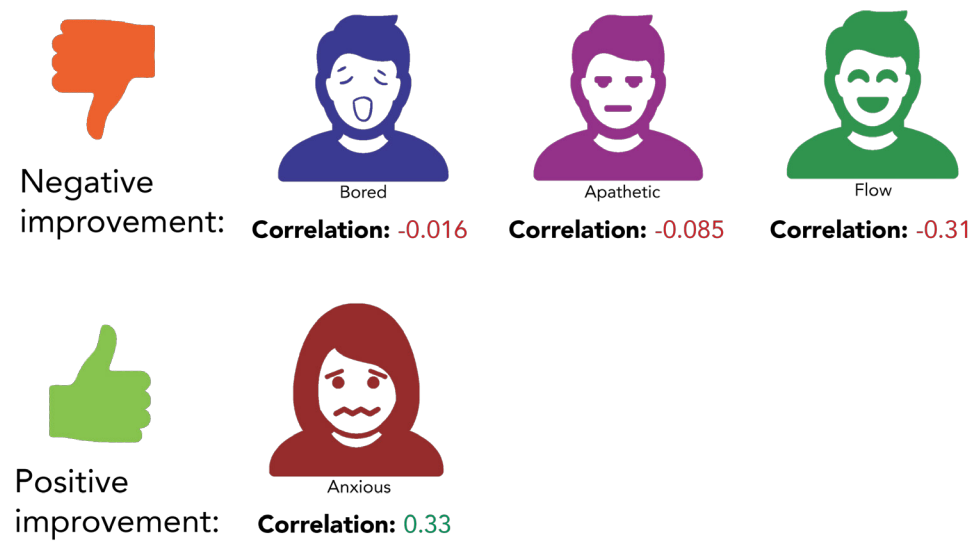
In this research study, we are analyzing whether students in flow platform better in class as reflected through their grades and

4 - Results

In terms of grades:



In terms of improvement in learning:



5 - Conclusions

Bored students report the highest average grades followed by students who experience flow. The lowest grades were reported by the anxious students. Bored students and those in flow performed

Bored students report the highest average grades followed by students who experience flow.

the best within all learning channels. Finally, only anxious students showed a positive correlation with perceived learning distance.

6 - Further Work

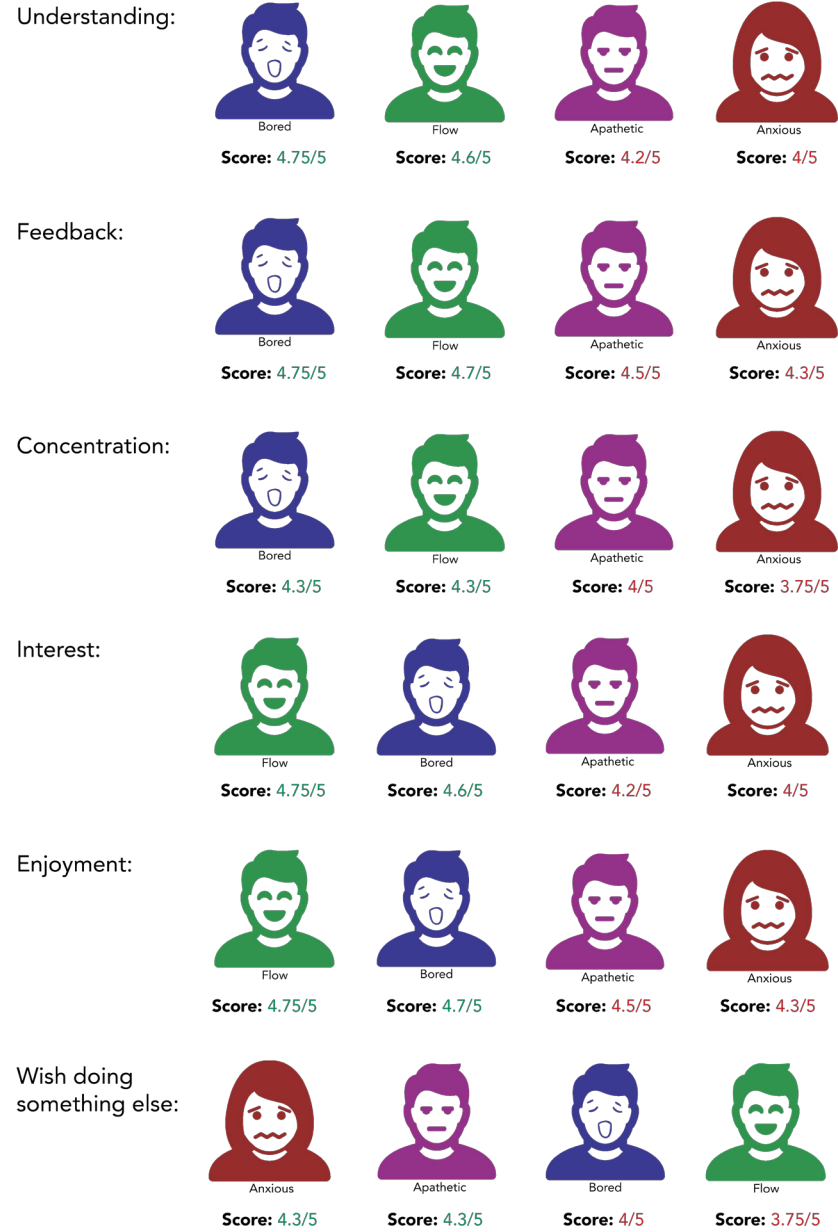
In the future, we hope to extend this research into analyzing similar results in other courses offered at CMU-Q, NU-Q or other univesities.

whether these students show a greater learning distance than anxious, apathetic or bored students.

3 - Approach

After every class lecture, quiz, workshop, and exam, CMU-Q & NU-Q students enrolled in the course “Introduction to Logical Reasoning” were asked to fill out a one-page survey. Each survey response was then assigned to the four groups after calculating the relative z-scores- Flow, Anxious, Apathetic, or Boredom.

In terms of engagement:



The results from the research study also suggest that we need to build a platform that can track and provide immediate feedback to the course instructor on how students are performing in a particular course. Such a platform will help students better design

the course and structure the classroom in a manner that initiate flow in students, whereby enhancing their learning experience and overall performance.

7 - Reference

Csikszentmihalyi, M. Flow: The Psychology of Optimal Experience. New York: Harper and Row.