NEWSLETTER

Is Media Multitask Bound to Negatively Affect Online Learning?

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MEDIA multitasking is generally considered to be one of the main negative factors affecting online learning, and this negative impact could be relatively complicated. A study published in *Modern Educational* Technology conducted empirical research on instant message interference in students' mathematics video learning, and researchers compared the learning effects of 54 eighth-grade students under different interference conditions. The study adopted the incoordinate control group, setting one of the groups with insufficient media multitasking experience as the control group (LMM=14), and considering the other three groups with rich experience as the treatment group (HMM1=14, HMM2=14, HMM3=12). Using the One-way Repeated Measures Anova, with the interference amount of instant message as the independent variables and the post-test results of mathematics video learning, the main outcomes are concluded as follows:

- Within the limited learning period, even students with rich media multitasking experience the learning effects of them will be affected by the negative impacts of the frequency increasing of dealing with multitasks, which is the "frequency effect";
- For students with rich experience, the instant messaging interference does not affect the learning effect within certain limits, and the learning effects gradually decline when the limit went beyond.

This study proposes the following suggestions:

On the one hand, educators can optimize the media multitask through training students' ability, so as to reduce the interference of multitasking on online learning. On the other hand, it is more realistic to guide learners to control irrelevant multitasking in the process of online learning within a certain frequency range than to try to prevent teenagers from taking on media multitasking.