Chun-Ying Chen, Susan Pedersen, Karen L. Murphy
Learners’ Perceived Information Overload in Online Learning via Computer-mediated Communication

Ming-Li Tung, Tai-Ching Chiang, Bing-Yuh Lu
Comparison of the Numbers of Searching Results in Website Engines between 2007 and 2009: Perspectives in Language Policy

Diana Damean
Determinants of Parent Involvement in Romanian Schools
Use of Visual Auditory Simulation Tasks in Promoting On-Task Behaviour of Children with Special Needs

Abstract

Paying attention among learners involves sensory register. A lot of research shows that the inability for learners to perform well can be attributed to their inability to pay adequate attention while performing tasks. This research adopts the visual auditory simulation technique (VASTech) to systematically foster attention for special children (3–6 years mental) in a quasi-experimental setting by adopting a non-equivalent group control design. The results show that children who had undergone VASTech show a significant increase in on-task behaviour, with \( t = -3.69, p < 0.05 \). By using VASTech, this study aims at generating an intervention tool which can foster the attention of children with special needs.

Key words: visual auditory simulation tasks, on-task behaviour, children with special needs.

Introduction

Paying attention among learners involves the sensory register (Ormrod, 2006). Many researchers have found that the inability for learners to perform well can be attributed to their inability to pay attention while performing tasks. Children in the early childhood years are prone to hyperactivity and poor attention. In addition, young children with problems in focusing and attention will find difficulty in concentrating on a task, do not finish what they start, do not listen and frequently