

Concentration questionnaire for mobile learning

Chen, I. H., Yang, Y. T. C., & Hsu, S. W. (2013). Development and evaluation of a concentration questionnaire for students in classroom. In R. McBride, & M. Searson (Eds.), *Proceedings of society for information technology & teacher education International Conference 2013* (pp. 4226e4230). Chesapeake, VA: AACE. Retrieved December 13, 2014 from <http://www.editlib.org/p/48789>.

10 Items

1 Dimension

- 1 In the m-learning activity, I try my best not to be absent-minded.
- 2 In the m-learning activity, I can ignore the noise of the surrounding environment and focus on learning content.
- 3 In the m-learning activity, it is easy for me to lose my concentration. (-)
- 4 In the m-learning activity, even if the contents are not interesting, I can still concentrate on them.
- 5 In the m-learning activity, it is hard for me to keep concentration for 15 min (-)
- 6 In the m-learning activity, my mind wandered. (-)
- 7 In the m-learning activity, I often forget what I just learn. (-)
- 8 In the m-learning activity, it is difficult for me to pay attention to the details. (-)
- 9 In the m-learning activity, I can notice the key points of learning contents.
- 10 In the m-learning activity, I can grasp the main points and fully understand

5-point Likert Scale

Cronbach's $\alpha = 0.83$.