

Literature Review in APA Format

1 inch on
all sides

Author last name and year

Solheim 2

Centered and bold

Digital Distraction And Academic Focus

0.5 inch
first-line
indent

Digital devices shape how students read, study, and process information. Research in psychology and education examines how multitasking and constant notifications affect attention and learning outcomes. Studies show that frequent task switching reduces comprehension and memory retention (Rosen et al., 2013). Classroom observations link device use with lower engagement and weaker note-taking. Research on cognitive load explains these effects. Interruptions consume working memory, which limits students' ability to process complex material (Sweller, 2011).

Introduction
paragraph

Double-spaced
throughout

Body
paragraphs

The literature points to a consistent connection between digital distraction and reduced academic focus. Further research should examine instructional strategies that support sustained attention.

References

Hanging indent, alphabetical order

Rosen, L. D., Lim, A. F., Smith, J., & Smith, A. (2013). The distracted student. *Educational Psychology Review*, 25(1), 1–25.

Sweller, J. (2011). Cognitive load theory. *Psychology of Learning and Motivation*, 55, 37–76.