

Literature Review in APA Format

1 inch on
all sides

0.5 inch
first-line
indent

Body
paragraphs

Centered and bold

Digital Distraction And Academic Focus

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).

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

Author last name and year

Solheim 2

Introduction
paragraph

Double-spaced
throughout

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.