

Researched Op-Ed Response Assignment: Comparative source report (APA Citation System)--3 sources required

Charts are excellent ways to familiarize yourself with your sources, compare your sources, and organize information before you start wiring your paper.

Notes:

Full citations are what would appear in the reference list at the end of your paper. For the researched op-ed response, we will be linking the sources directly into your response because that's how the writer's of the foundational op-eds do it, but we'll start practicing generating citations or copying from library citation tools right away.

The first source on the chart should be the op-ed you're responding to.

Annotations should be reflective: [Guide to writing reflective annotations](#)

Since you'll be working in writing groups to get started, the first entry (the foundational op-ed) can be identical for group members. The purpose of the first workshop is to collaborate and communicate while crafting your initial reflective annotations. The other two annotations on the chart **CANNOT** be collaborative. You have to do the other two individually.

Full Citation: Hu, Jiabin, et al. "The Impact of Clock Timing on VDT Visual Search Performance under Time Constraint." <i>Frontiers in Psychology</i> , vol. 15, 15 July 2024, https://doi.org/10.3389/fpsyg.2024.1369920 .	
Reflective Annotation	Connect this text to at least one other text on your chart. Connecting sources here could help with synthesis in your op-ed response.
This article looks at the effects of time pressure and clocks on performance. The researchers did visual search tasks where participants had to find letters among distractors, under different clock conditions. They found that having a countdown timer made completing said task faster, but when under extreme time pressure, it had a negative effect on accuracy. This is relevant to my IMRAD project because it directly looks at the effect of a visible countdown timer on task performance under visible time constraints. The strength of this source is the experimental design and the fact that the findings are directly applicable to my hypothesis about writing speed. However, the study is on visual tasks, not writing, so the results may not directly translate to cognitive tasks like writing, which is a limitation. Overall, this source is useful and related to my experiment, as it supports my hypothesis that timers can make tasks faster, which is the core of my research. Although the study is on a different task, the findings on time pressure and performance are relevant to my investigation into how timers affect writing speed.	Hu et al. and Browning both describe the influence of pressure on performance, but in contrasting settings. Hu et al. performed an experiment demonstrating that observable countdown clocks are able to make performance quicker, although high pressure can decrease accuracy. Browning describes, however, how timed tests can be damaging to the students tested as it robbed them of critical thinking, affecting them negatively, especially for those who require extra thinking time. Although Hu et al. offer evidence supporting the idea that timers can make people more efficient, Browning discusses how time pressure can negatively affect the overall quality of performance. In combination, these sources give a clearer picture of the impact observable timers have on behavior. Overall, both support my hypothesis that timers cause people to move faster, but also commonly talk about how time pressure, although it may increase speed, may cause a decline in the quality of performance.

Full Citation: Browning, A. J. (2024, June 6). *Timed Tests and Their Effect on Student Performance*. Fresh Writing. <https://freshwriting.nd.edu/essays/timed-tests-and-their-effect-on-student-performance/>

Reflective Annotation

Connect this text to at least one other text on your chart. Connecting sources here could help with synthesis in your op-ed response.

The article "Timed Tests and Their Effect on Student Performance" by Andrew J. Browning explores the influence of timed tests on student performance. The paper is more concerned with the way time constraint influences answer correctness and response time. Referring to an experiment in which students were timed when they were answering questions in a bid to find out whether time pressure was a factor. The research demonstrated that slower responses equated to more reflective responses, therefore, time pressure is not best for performance, particularly for students who think before they act. While assessing the source, its strongest argument is that the timed tests have a direct relationship with performance, whether positive or negative. This finding aligns with my research question on the effects of time pressure, but rather than correctness, it's on speed. I will use this source for my research because it supports my hypothesis. I expect that a timer visible to participants boosts writing pace, and although this study indicates that time pressure can sometimes hinder performance. It ultimately has an effect, but was not tested on the same measure (speed). Since I have already conducted my experiment, this source will also be helpful when writing on further revisions/directions because it discusses the negative impact of timers in certain situations, and I can highlight that if my data doesn't support my hypothesis

Browning's study on time tests and Norman et al.'s research on countdown timers both discuss how time pressure affects performance. Browning concludes that time pressure can disrupt performance via the reduction in reflective responses, while Norman et al. conclude that timers enhance motivation but also lead to anxiety. Both pieces of research validate my hypothesis that timers can make performance, specifically writing speed, faster, but they also highlight the psychological effects. Such as the secondary effects, like anxiety or decreased performance, and the outcome of less reflective responses. These sources assist me in thinking about both the advantages and disadvantages of utilizing timers in my own work, specifically the bias or hidden effects that timers can have, whether positive or negative.

Full Citation: Norman, C., Olipas, P., & Luciano, R. (2020). *Understanding The Impact Of Using Countdown Timer On The Academic Motivation And Computer Programming Anxiety Of IT Students: The Case Of A State University In The Philippines*. <https://files.eric.ed.gov/fulltext/ED622605.pdf>

Reflective Annotation

Connect this text to at least one other text on your chart. Connecting sources here could help with synthesis in your op-ed response.

The paper "Understanding the Impact of Using Countdown Timer on the Academic Motivation and Computer Programming Anxiety of IT Students" focuses on the effect countdown timers have on academic motivation and anxiety. The study discovered that timers heightened anxiety but also caused students to work faster/efficiently. This is applicable to my study as it supports my hypothesis that visible timers can increase writing speed. The strength of the study is in discussing both motivation and anxiety, thus a balanced perspective of how timers affect performance. A weakness is that the study deals with programming activities and not writing, thus, the direct generalization of findings to my study

Norman et al. and Hu et al. both discuss the influence of countdown timers on performance, mentioning the contribution of anxiety in the process. Norman et al. advance the notion that timers create anxiety, yet they also drive students to work more efficiently, so that an appropriate amount of time pressure contributes to improved performance. Similarly, Hu et al. discovered that timers enhance the speed of task execution, but under too much time pressure, it is negative for accuracy. Both studies conclude that some degree of moderate level of time pressure can result in greater speed of performance, but too much pressure creates too much anxiety, which is

on writing speed could be limited. However, it helps in the explanation of the possible double effect of timers that encourage students and perhaps also cause anxiety, as also discussed in an earlier text.

negative for overall task achievement. This organization is particularly useful to my study as it highlights the impact of visible timers on writing speed, but at the same time stresses the need to manage the pressure of time so that negative impacts such as anxiety are not experienced.

