 COVER SHEET

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What Will They Think of Next? Understanding Daydreaming

We all daydream a large portion of each day. Much of it is mind-wandering or brief flashes of spontaneous thought. Some of it is highly fanciful, formed of ourselves as space travelers, evangelists, astronauts, or billionaires. Forty years ago psychologists knew little about this activity that consumes perhaps half of our thoughts, yet many taught their students and the public that daydreaming is wasteful, regressive, and even dangerous to one's mental health. As a result of many people's research, we now have good reason to believe that daydreaming is an integral part of the way the human mind works, that it contributes to our productivity and is, under most circumstances harmless. This is the story of one researcher's pursuit of the truth about daydreaming.

I became involved in research on daydreaming by a very circuitous route, a fact that reveals an important feature of the scientific enterprise. The stream of science is much like the stream of an individual's consciousness. Each is governed by overarching goals, yet each wanders from one focus to the next—from investigation to investigation or thought to thought—according to what excites us at the moment. Where we end up may have only a loose connection to where we started out.

My daydreaming research also reflects another attribute of science, one that marks science as a very human enterprise: it is often governed by strong prejudices, even ideologies, that can control the course of investigation as stringently as a theology. Since the 19th century, American psychology has been heavily influenced by behaviorism—a movement that made enormous positive contributions to psychology and to our understanding of science. One of its axioms, how
understanding the importance of technology in education, it is crucial to recognize the role of technology in addressing educational challenges. the integration of technology in education offers numerous benefits, including increased accessibility to learning materials, personalized learning experiences, and enhanced collaboration among students and teachers.

however, the effective implementation of technology in education requires careful consideration of several factors. first, the technology must be user-friendly and accessible to all students, regardless of their socioeconomic status or physical abilities. second, teachers must be adequately trained to use technology effectively, and ongoing professional development is essential to keep up with new technologies and pedagogical approaches.

in addition, policies and regulations must be established to ensure the ethical use of technology in education. this includes protecting student privacy, preventing the misuse of data, and ensuring that the technology is used to enhance learning outcomes rather than replace human interaction.

finally, the role of technology in education should not be seen as a substitute for traditional methods but rather as a tool to support and enhance them. by recognizing the potential benefits of technology and addressing the challenges associated with its implementation, educators can use technology to create more effective and engaging learning experiences for all students.
Suggested Readings


