

Using Facebook and browsing the Internet on a laptop or phone in class, while studying, or performing other tasks is becoming increasingly common. Media multitasking consists in simultaneous use of various technological devices. For example, a person watches TV while browsing the Internet, using social networks, or reads news while listening to music. This practice is prevalent among young generations and tends to occur while studying in various settings such as lecture theatres and classrooms. Taking the statistical universality of media multitasking into account, a deeper analysis of its effect on performance and specification of its possible determinants is worth considering. The research to date shows increased levels of distraction and decreased levels of cognitive control as a media multitasking effect. Research reveals a decline in well-being and a surge of social anxiety and depression as the negative effect of social media use.

Demonstration of the effect of media use on task performance will play a significant role in education, where the incorporation of the Internet and other modern technologies into teaching is becoming commonplace. Further, the project offers the link between the determinants on various individual and cultural levels. The cultural determinant is structured around polychronism, as denoting flexible attitude towards time, non-observance of deadlines, and less attention paid to punctuality. On the individual level, links between media multitasking, time management, self-control and cognitive variables will be demonstrated. The project assumes conducting survey questionnaires in a few countries of varying polychronism levels and experimental research that makes it possible to determine the effect of multitasking on task performance.