
Student Success – Time Management

Chapter 2

- ❑ **DO YOU WANT TO BE AN ACADEMIC SUCCESS?**

- ❑ **WHAT MAKES A STUDENT SUCCESSFUL?**

College: New Expectations

- **College is NOT like being in High School**
 - **You are responsible for the following:**
 - Attending class all the time and being on time
 - Making sure you purchase books for your courses
 - Completing assignments on time
 - Conducting yourself respectfully and treating others respectfully, in and out of the classroom
 - Asking questions when you don't understand or need further assistance
 - Knowing your rights and responsibilities as a college student
-

10 Tips for Success

- 1. Assess your priorities
 - 2. Get print-out of your schedule
 - 3. Know important deadlines
 - 4. Make a scheduled appointment to see a counselor to do an educational plan
 - 5. Take advantage of resources and services
 - 6. Get to know your instructors
 - 7. Monitor your progress during the semester
 - 8. Interact with classmates, form study groups
 - 9. Get involved on campus
 - 10. Get a printout of your grades once semester ends
-

Student Success

■ Time-management

- The choices about how you spend your time are important
 - How can you plan your schedule and manage your time?
 - Ask yourself the following questions:
-



TIME MANAGEMENT

How to manage classes, work,
and friends successfully...

Time Management

- 1. How many hours a week will you be working?
 - 2. How many units do you plan on enrolling?
 - 3. How many hours a week do you plan on studying?
 - 4. What other priorities take up time in your schedule?
-

Time Management

- **IF YOU WORK**
 - 40 hours/wk
 - 30 hours/wk
 - 20 hours/wk
 - 5-15 hours/wk
 - TAKE NO MORE THAN**
 - 6 credit hours
 - 9 credit hours
 - 12 credit hours
 - 14-16 credit hours

 - 1 credit hour equals one hour in class or lab a week
 - **For every 1 credit hour of class**, plan on studying 2-3 hours for that class
 - **12 credit hours** is considered “full-time” enrollment
-

Learning Objectives



- Upon completion of this lesson the student will be able to:
 - ❖ identify personal, academic, and career goals
 - ❖ prioritize items for efficient and effective use of time
 - ❖ build study time into the weekly schedule
 - ❖ say “NO!” to activities/commitments that derail academic plans
 - ❖ work the schedule as planned.

TIME MANAGEMENT QUESTIONNAIRE

Check YES or NO for each of the items regarding your management of time.

	YES	NO		
1. Do you often find yourself doing things that interfere with your schoolwork simply because you hate to say no to people?				
2. Do you feel that you are in charge of your own time by and large?				
3. On an average class day do you spend more time with personal grooming than with school work?				
4. Do you believe that there is room for improvement in the way you manage time?				
5. Do you set and honor priorities?				
6. Do you make a list of the things you have to do each day?				
7. Do you make constructive use of your time?				
8. Do you continue pursuing unprofitable study routines or habits?				
9. Do you have a set of goals for the entire semester?				
10. Are you still working on an assignment the night before it is due?				
11. Do you regularly review for your class even when a test is not imminent?				

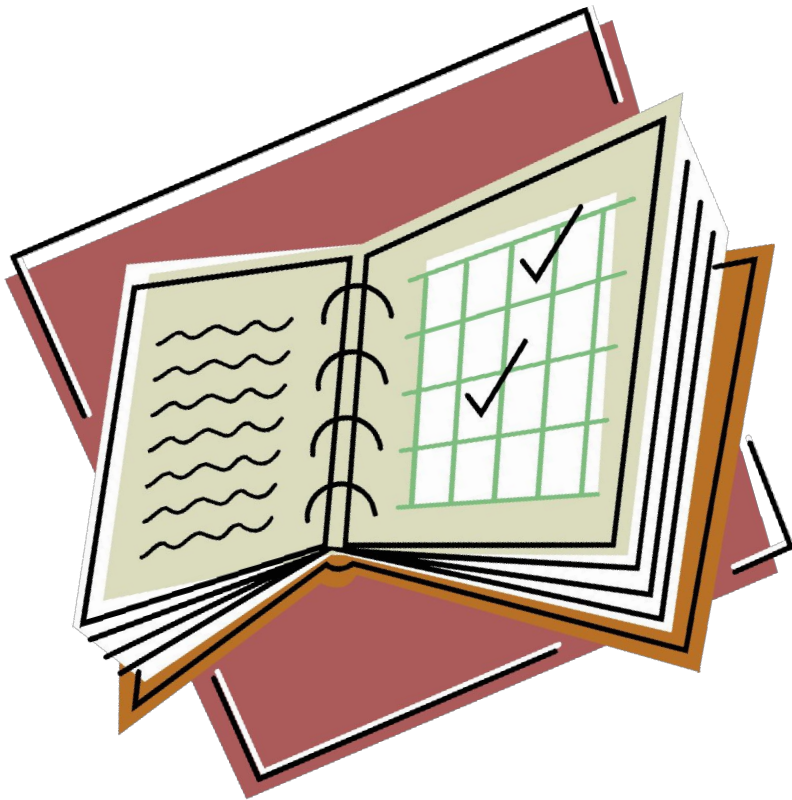
Time Management Questionnaire -- 2

ANALYSIS

1. If you answered “Yes”, break yourself of this practice. Give a higher priority to your schoolwork! Who can you expect to honor your commitment to your schoolwork if **you** don’t?
2. If “Yes”, great! Stay in the driver’s seat!
3. Personal grooming is very important, but remember that there is a time for everything. Often your grades are a true reflection of the amount of time devoted to study. What you get out of a class correlates highly with what you put into it.
4. If “Yes”, use the information in this module to help you make the necessary changes, and make up your mind to make the necessary changes!
5. If “Yes”, good! If you don’t honor your priorities you cannot expect anyone else to!
6. The busier you are the more important it is for you to make lists. Without a list (or schedule) it is too easy to forget. You are a human, not a computer, so you will forget something at some time!
7. It is so easy to procrastinate, so be sure that you can account for your time!
8. If something isn’t working it is senseless to continue using it!
9. It is necessary that we know where we’re going . Goals help us keep our eyes on the prize.
10. If “Yes”, work on time management and priorities. Distributed study will prevent this.
11. To get the most from a class, review on a regular basis. This helps you better understand and internalize the learning.

~~*Reducing the amount of time you spend on the phone can add greatly to the amount of time available for study!*~~

Simplify Your Life



- **Say “no” to unnecessary commitments** (Family/ friends sometimes ask us to do something without thinking. Learn to say “No” and offer alternatives.)
- **Make and use lists** (Making a list is easy, but following it requires self-discipline. Plan your work and work your plan!)
- **Keep track of important dates--use a calendar** (Humans forget, especially if they lead a busy life! Put things in writing to aid your memory.)
- **Organize effectively** (Discover what makes you most effective and efficient. Stick with it!)
- **Keep an open mind to change** (When a strategy is not working, change it! Try a different approach!)

SIMPLIFY YOUR LIFE - 2

- Save time when you run errands by doing several in one trip. An ordered list may help.
- At the start of the semester mark all important dates on a “month-at-a-glance” calendar.
- Make appointments as soon as possible after you have your schedule of classes. **DO NOT** schedule appointments for times you’re due in class! Write appointments on your calendar. (Don’t depend on mom to make appointments for you. You are now an adult, so assume that responsibility for yourself.)
- Always carry some schoolwork with you to make use of “waiting time” to get in extra study. (Concept cards, your textbook, class notes, etc. are always good tools to have with you.)
- Be sure to section off your binder (or use a different notebook) for each course as a means of getting--and staying--organized.
- Put things back where they belong as soon as you have finished using them. This is a time saver!

(Adapted from Beierlein, James G. and Barbara K. Wade, *Navigating Your Future*. Boston: Houghton-Mifflin, 2002, p. 58.)

HOW TO *BE* A COLLEGE STUDENT

● PRIORITIZE

- Classes and study ARE your job! Develop long- and short-term goals to keep you on track.
- Develop the habits and mindset of an academic (a REAL student) by planning your time to support your new life.

● TACKLE YOUR CLASSES LIKE A PROFESSIONAL

- Learn the material.
- Learn the professor.
- Learn how to manage your attitude, then do it!

● TACKLE THE MATERIAL LIKE A UNIVERSITY STUDENT

- Prepare BEFORE you go to class by reading the textbook and reviewing past notes.
- Be attentive in class---mentally alert, engaged in “active” learning.
- Take notes, organize information for review.
- Review regularly, daily. Distribute study.

● THINK LIKE A UNIVERSITY STUDENT

- Make connections between disciplines.
- Keep up with world events.
- Think critically.
- Begin networking with other students, organizations, professors, alumni.

● LOOK AHEAD TO THE HONOR AND RESPONSIBILITY THAT COMES

Set Goals

- Academic Goals: goals related to your role as a student
 - Example: What grades do you want/need?
 - Social Goals: goals related to you as a social being
 - Example: How will you connect to the university community?
 - Career/Work Goals: goals related to your ambitions in the world of work
 - Example: Where do you want to be (job-wise) in 10 years?
-

GOAL SETTING

Look at yourself. What are your short-term academic goals?

Jot down 2 or 3 of these on the page that follows.

What are some of your social (or personal) goals ?

Write these down in the proper place on the following page.

What are your career goals?

Note these in writing.

Now examine your goals. Is there any overlapping?

(Note: goals should not be isolated, unrelated to anything else. So you will probably notice some overlapping.)

MY GOALS

ACADEMIC _____

PERSONAL _____

CAREER _____

THINKING CRITICALLY ABOUT OUR GOALS

Look again at your goals. What behaviors are necessary for their achievement ?

Jot these down.

Now take a good, critical look at yourself.

Do you possess these behaviors?

If not, what must you do to succeed—to achieve your goals?

ESSENTIAL BEHAVIORS _____

(I must adopt the needed behaviors that are not presently part of my repertoire.)

Use Schedules

Schedules help us organize and plan our time. Schedules also keep us on track by reminding us where we need to be or what we planned to do at a particular time. Schedules help us plan our work and they help us work our plan! They help us reduce the amount of procrastination we engage in!

Campus (and other) bookstores sell several different kinds of organizers, some of which are spiral bound, some of which are rather costly, some of which are electronic. It doesn't matter what kind of organizer you have or how much you paid for it. The important thing is that you USE it to plan and manage your time.

- Use the forms that follow to create your schedule.
 - Record due dates and test dates
 - Record holidays and vacations
 - Record birthdays, social events, appointments, study time, etc.



LOOK AHEAD!! PLAN FOR THE FUTURE!!

SCHEDULELING

When making your schedule, be sure to . . .

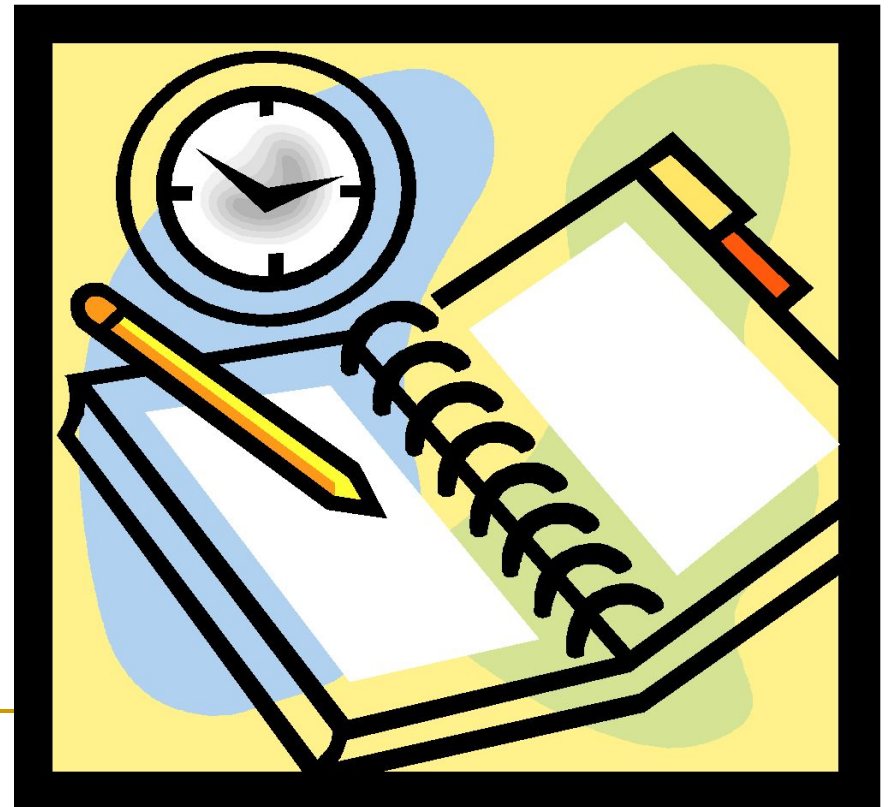
- Prioritize!!
 THEN . . .
- Write in class times
- Write in work times
- Write in your social, civic, and religious activities
- Write in tests and quizzes
- Write in study time (this does not mean that you study ONLY at these times, but utilize the stray 10 or 15 minutes you find to study, too!)
- Write in medical, dental, and other appointments

If you like to see a month at a glance on a rather large scale, try using a desk or wall calendar in addition to the electronic organizer or planner/scheduler you carry with you.

WHEN MAKING A SCHEDULE, BE SURE TO **P**rioritize

To prioritize is to rank in order of importance beginning with most important

- Use your day planner (or the schedule form included in this module)
- Beginning with the most important, write in:
 - Classes
 - Assignments
 - Study time
 - Organization time
 - Work responsibilities
 - Social obligations
 - Fun time



WHEN MAKING A SCHEDULE, BE SURE TO **Plan Study Time**



- Whenever possible, study during the day
- Quickly review material after class
- Set small goals & deadlines for big projects
- Distribute work on big projects—spread it out
- Plan blocks of time to study
- Use “distributed study” (Minimum of 15 minutes per subject EVERY DAY)

CALENDAR: "A Month at a Glance"

NOVEMBER 2007

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Maximize Out-of-class Learning

Out-of-class learning includes:

reading the assigned material from the textbook, refining and studying your notes from the lecture, researching the topic for additional information, making graphic organizers to clarify and better understand the information, networking with other students in study groups, etc.



- Make margin notes as you read
- Use note cards, outlines, visual maps, etc. to note main ideas of each chapter
- Maintain professor contact
- Use study groups or partners
- Get tutoring or other academic support

Maximizing Out-of-Class Learning: Textbook Reading

To maximize out-of-class reading of textbooks, use the SQ4R strategy.

S = SURVEY. Get an overview of the material. Note chapter headings, learning objectives, outline of chapter, introductory paragraph, summary, post-questions. Notice how the author organizes the information, too! reading

Q = QUESTION. Turn headings, sub-headings, etc. into questions which you will find answers for as you read. seek to

R = READ. Begin reading section-by-section, seeking answers to the questions you raised before beginning to read. Feel free to mark the text as you read, important words or concepts, underlining phrases or definitions, writing notes (annotating) in the margin of the text, and so on. circling

R = WRITE. Cut to the chase by pulling out the important information, the “bare bones”—the message the author wants you to get. Annotate in the margin, or take notes on your regular note paper. Note definitions, relationships: cause/effect; compare/contrast; names, dates and events; characteristics, traits, features; theories, formulas; examples, etc.

R = RECITE. Use your notes (from the above step) to talk through the information. associations and connections to better understand your reading. Make

R = REVIEW. Self-test. What do you need to study more? What do you know well? this information to guide your distributed study. Use

STUDY AIDS (for maximizing learning)

Margin notes (A.k.a. “annotations”)

“Cues”	(Notes in this column)	Note headings
Japan: an “archipelago” Def: grouping of islands in “arch” shape	<u>Physical Features</u> Japan is an <u>archipelago</u> , [a grouping of islands in an arch shape], which run from north to south from Hokkaido to, but not including, Taiwan. There are more than 200 islands, 4 major + numerous smaller ones.	A
Extends N-S from Hokkaido to Taiwan	Hokkaido Honshu—the largest & most important; heart & core of Japan.-	}
4 main islands: Hokkaido Honshu Shikoku Kyushu	Shikoku—smallest Kyushu—southernmost	}
Honshu: cap city, Tokyo 30 mil pop. ½ J’s industry Kobe-Osaka: ¼ J’s indus. Nagoya = 1/5	<u>Honshu</u> Japan’s capital city, Tokyo, located here. Over 30 mil. people—1/4 of J’s population—live here. It has ½ of Japan’s industries, including the Tokyo Industrial Complex. Kobe-Osaka area has ¼ J’s industries, and the Nagoya Area has 1/5 of J’s indus. productivity.	}
Location: Pac. O Features: 3 maj. bays w/well-protected harbors Tokyo Bay Ise Bay (Nagoya) Kobe-Osaka Bay	<u>Location</u> J. Located in Pacific O. w/3 major bays w/3 well-protected harbors: Tokyo = Tokyo Bay Nagoya = Ise Bay Kobe-Osaka = Kobe Bay	}

→
Note annotations
In “cue” column;
see how they re-
duce material to
bare essentials

Note the markings—
Underlining &
bracketing,
use of abbreviations and
symbols

ANNOTATING (Making Margin Notes)

Many students find it helpful and time saving to make notes in the margin of their textbook or in the “cue” column of their paper when using the Cornell system of note taking. By doing this the unnecessary information is weeded out and necessary information is condensed, organized and labeled for ease of recall and efficient effective study.

Early Jazz Styles*

D
e
f

jazz: distinctly Amer. form of music w/ many influences: *rhythms=W. Africa* *harmonies=European* *melody & harmony = 19th c. Amer. folk music; African-Amer. work songs, field hollers, the blues, military marches, dance tunes, minstrel show music, etc., incl. Eur. church melodies & Amer. spirituals* influential.

Jazz, one of the few distinctly American types of music, was derived from a variety of sources. Its rhythms were [strongly influenced by the complex rhythms of West Africa.] Its basic harmonic structure was taken from the [European tradition]. And many aspects of its melody and harmony were adapted from [nineteenth century American folk music], especially from African-American work songs, field hollers, the blues, military marches, dance tunes, and the popular songs and minstrel show music. Several types of religious music also contributed to its birth. Other types of religious music, including European church melodies and American spirituals, were also influential.

Created by . . . musicians *noted white musicians* *noted white musicians* *in Storyville, New Or's "Red Light" district* *including . . .* *in the early 1900s*

The creators of jazz were mainly African-Americans, though there are many noted white jazz musicians. The [first important center for jazz] was the notorious [red-light district of New Orleans called Storyville.] There at the beginning of the twentieth century, musicians such as the {composer-pianist “Jelly Roll” Morton} (1885-1941) worked together to transpose the ragtime style into what came to be known as jazz, by blending it with elements of popular music and the blues. Among the outstanding musicians heard in Storyville were players such as {Buddy *Buddy Bolden* Bolden} (1877-1931), {Joe “King” Oliver} (1885-1938) and the young {Louis *Louis Armstrong* Armstrong} (1900-1971). At first they simply called their style ragtime played “hot”. When Storyville was closed down in 1917 by the federal government,

African-American
Jelly Roll Morton

*Excerpted from Jeanne Shay Schumm and Shawn Post, Executive Learning . Upper Saddle River, NJ: Prentice Hall, 1997.

MAXIMIZING OUT-OF-CLASS LEARNING: REHEARSING

REHEARSING = THE WAYS WE *PRACTICE* INFORMATION FOR PERMANANCE OF LEARNING, STORAGE IN OUR LONG TERM MEMORY.

There are several strategies we use to help clarify and get information we need into long term memory.

These are divided into 2 categories: (1) Primary Rehearsal Strategies and (2) Secondary Rehearsal Strategies

Primary strategies are the most effective. They employ several different senses which aid retention and appeal to all learning modalities.

- Concept Mapping

- Concept Cards

- Timelines

- Charting: especially compare/contrast and cause/effect

- Question/Answer

Secondary strategies are back ups to primary strategies. They are not as effective as the primary strategies, but they can help us better understand the material.

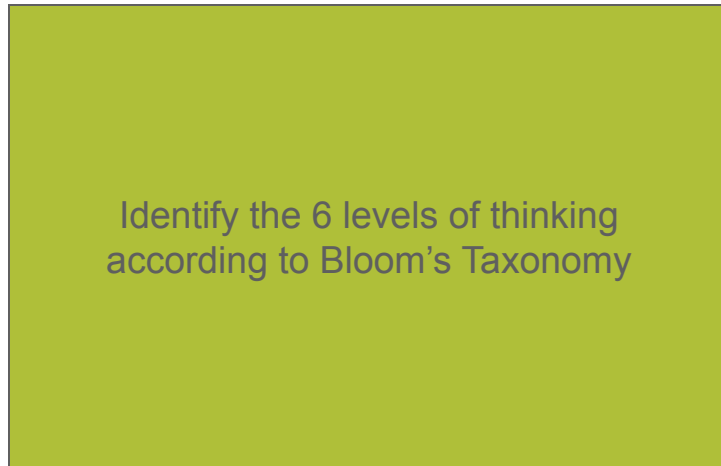
- (Informal) Outlining

- Summarizing

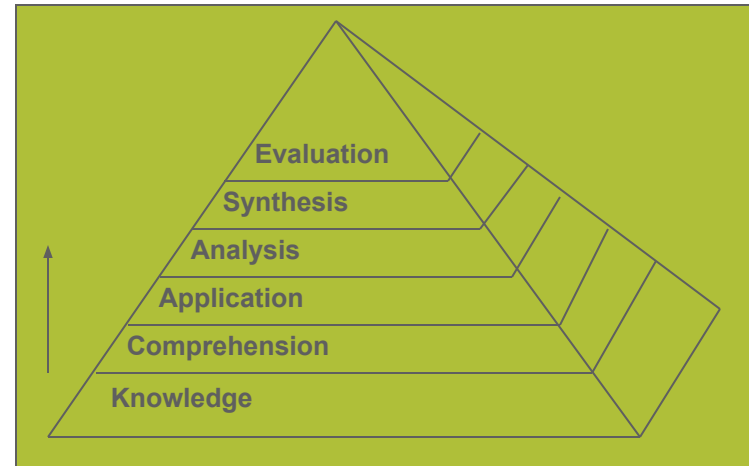
- Preparing Study Guides

Concept Cards

Excellent for distributed study because they are so easy to carry around!
Excellent for test preparation, too, because of their portability as well as nature. In the illustration below the back of the card is graphic.



FRONT OF CARD

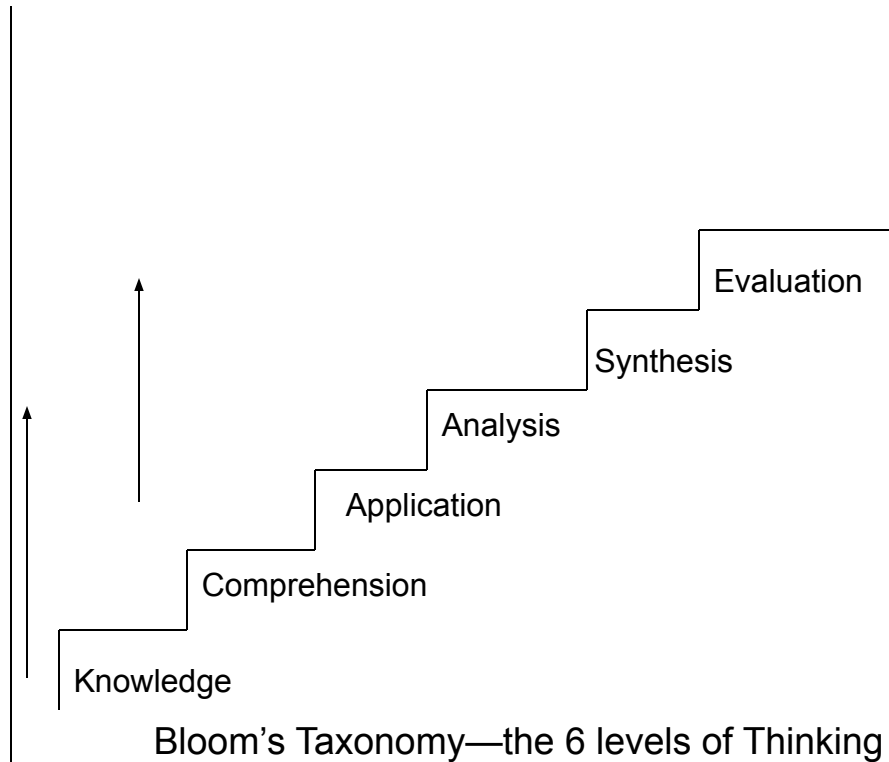
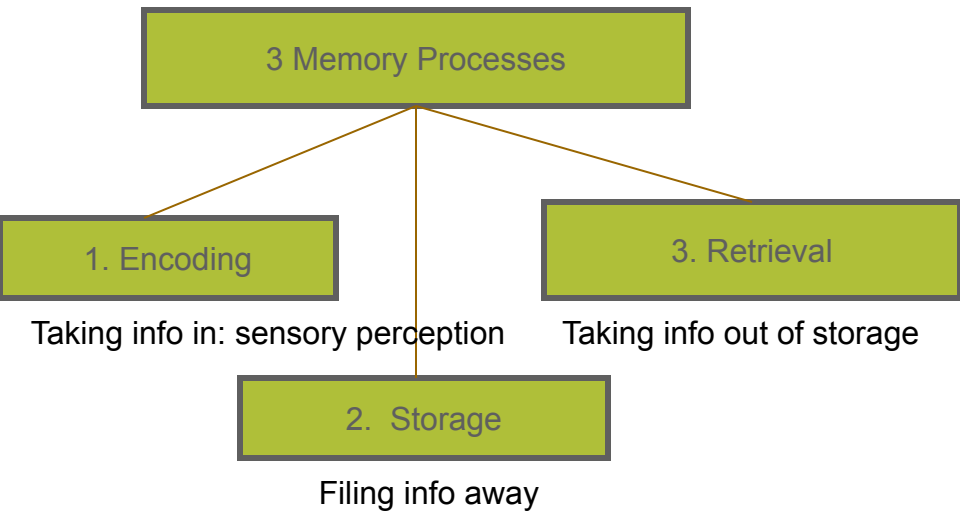


BACK OF CARD

Concept Mapping

Concept mapping is a form of graphic organization which enables you to “see” relationships, patterns, etc. important to the understanding, clarification, and retention of a concept. When mapping, be sure to “keep it simple” so as not to defeat your purpose. Design is secondary to organization and consistency when mapping.

Title: The Psychology of Memory



Timelines

Timelines are particularly good at organizing chronological material such as information from a History class. Even when specific dates are not important, the sequential chain of events and time periods are of importance!

Timelines may be either horizontal or vertical. The “design” is secondary to organization.

Important Events in the Life of Beethoven

- 1770: Beethoven born in Bonn, Germany
- 1781: Beethoven becomes assistant to court organist
- 1782: Published several piano compositions
- 1786: Goes to Vienna to improvise for Mozart
- 1788: Court organist and violinist; becomes legal guardian to 2 younger brothers
- 1791: Studies in Vienna w/Haydn; receives public praise and a strong sense of identity
- 1799: Beethoven begins losing his hearing; avoids most all social gatherings for 2 years
- 1802: Writes “Heiligenstadt testament”, a letter to his brothers expressing his depth of despair b/c his deafness
- 1803-04: Victory over despair
Composed the “Third Symphony (Eroica)”
- 1812: Met the German poet, Goethe—lasting friendship formed
- 1814: At age 44, forced by deafness to stop playing in public

“The Stormy Sixties”

- | | | |
|--|--|---|
| 1960:
JFK elected
President
Crisis in Laos
Sit-ins begin
Birth control
pill marketed | 1961:
Bay of Pigs invasion
Peace Corps formed
Berlin Wall erected
Vienna summit
SNCC formed | 1962: John Glenn orbits
earth
Cuban missile crisis
MLK’s “Letter from a
Birmingham Jail”
Harrington’s <i>The Other
America</i> |
|--|--|---|

Charting

Charts are an excellent means of keeping track of relationships indicated in lectures as well as in textbooks. Causes and their effects, and compare and contrast relationships are most commonly indicated with this visual aid which reduces information to the bare essentials.

THEORIES OF MEMORY SYSTEM

Duplex Theory

Levels-of-Processing Theory

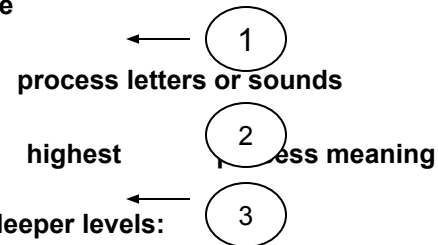
There are 2 mem. Systems:

- (1) Short-term Memory (STM)---
Stores info for only several seconds; has a very limited capacity—holds only 7+/- new pieces of info; keep info in STM through rehearsal
lowest
- (2) Long-term Memory (LTM) holds info for long periods of time; info can last for months or decades; is transferred from STM by rehearsal; can have retrieval problems getting info out of LTM

Emphasizes different memory processes:

---Memory is limited b/c of the way it is processed; the way we process determines how well something is remembered
---3 levels

process shape



--Rehearsal helps process info to deeper levels:

Maintenance rehearsal—role repetition

1

Elaborative rehearsal—associating what you want to remember w/something meaningful

2

Major Similarity

Both use rehearsal in some way

Major Difference

Parts vs. processes

Maximize Out-of-Class Learning: Studying

When we study in an efficient and effective manner we prove that we are good managers of our time.

Distribute your study—15 minutes a day every day MINIMUM!

Use the 5Rs (or another effective system).

R1 = Record = take notes in class

R2 = Reduce = weed out, cut out unnecessary words
to get the speaker's (or writer's) message

R3 = Recite = talk through your reduced notes. Are you getting the message? Are you seeing the picture? Make sense of the information as you talk to yourself.

R4 = Reflect = think back on the information. How does it relate to prior information? What is the connection between this information and what was presented in History? Sociology?

R5 = Review = prepare for an exam. What do you know well? What do you need to practice more?

Note: Steps 2-5 above are done outside of class. Hence, maximizing out-of-class learning is based on in-class presentation.

Maximize In-class Learning

When you maximize out of class learning, you put yourself in a position to maximize in-class learning.

SO . . .

- Keep up with all reading assignments
 - Take selective, complete notes; use them!!!
 - Refine and review notes before and after class
 - Stay caught up and avoid playing catch up
 - Prepare for a test every Friday
 - Organize and study! Use proven study strategies such as distributed study and the 5 Rs of study (as presented on a previous slide)
-

Schedule Time for YOU!

The life of a college student is a BUSY life. Keep healthy, happy, and relatively stress-free by scheduling time for yourself!

- Exercise
- Eat healthy foods
- SLEEP! (Don't overdo it!)
- Cultivate friendships
- Stay connected to family
- Stay connected to community, church, or other organizations



Final Words

- Keep track of your time by examining how you spend it.
 - Focus on your priorities but keep your goals in mind.
 - Planning your work is important, but be sure to “work your plan”!
 - Be sure to utilize rehearsal strategies as well as a study system to get the most from in-class and out-of-class time
 - Distribute your study! Regular short study sessions have proven to be much more effective than “cramming” sessions!
 - Work to achieve your goals. Change strategies if and when necessary.
 - Minimize stress by making sure you have time for yourself!
-

RESOURCES

<http://www.reach.louisville.edu/seminars/ppt/timeManagement.ppt>

http://alameda.peralta.edu/Projects/20494/F07_ORIENTATION_online2.ppt

http://www.uwmc.uwc.edu/freshman_seminar/refrnce.html

<http://sarc.sdes.ucf.edu/>

<http://www.bucks.edu/~specpop/Actfrm.htm#test>

http://www.d.um.edu/kmc/student/loon/acad/strat/time_man_princ.html

<http://www.timemanagementhelp.com/college.htm>

<http://www.selfhelpzone.com/time-management/students-time-management-in-the-abode-of-college>

<http://www.time-management-guide.com/student-time-management.html>

<http://www.collegeguide.com/time-management.html>

<http://www.reach.louisville.edu>
