# Univer Center: Crash Course Study Skills #0

**sity Learning**

**Time Management**

## Adapted by Lea Beth Lewis

**Overview of the Online Academic Makeover Workshops**

## Thank you for taking an interest in the Online Academic Makeover Workshops! The University Learning Center at California State University, Fullerton is passionate about helping students learn how to learn. The goal of the online workshops created by the University Learning Center is to help students understand the value of fundamental concepts that are vital to student success throughout the college experience. In addition to the high impact practice of peer‐to‐peer tutoring, the online workshops enable students to learn student success secrets virtually anywhere at any point throughout the academic year.

To better support student learning, a workshop packet accompanies each online workshop. Each packet has a pre‐reflection, guided notes, and a post‐reflection. We encourage students to answer the prompts of the pre‐reflection before viewing the workshop video. There are no correct or incorrect responses since the pre‐reflection serves as a tool to help the workshop participant to consider themselves and focus on the workshop content that is most relevant to them. The guided notes are intended to help the workshop participant focus on the big ideas presented in the videos. Additional notes are recommended! The workshops are most effective when participants create meaning for themselves. The post‐reflection is meant to be completed after the workshop video has been viewed. This section allows the workshop participant to check and see if they understood the main ideas from the workshop and make more personal connections while considering ways to apply what was learned.

The University Learning Center appreciates your interest in our online workshop series, and we hope you learn something new!

Happy Learning!

**The University Learning Center Team**

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### Time Management Online Workshop Pre‐Reflection

1. When was a time that you did not do important actions first? What was this experience like?
2. Why do you think students wait until important tasks become urgent? Explain.
3. What are some tools or techniques that you can think of that could be helpful when trying to focus on accomplishing assignments to get them in on 'time'?
4. What kind of emotions do you experience when you put off assignments? How do you end up feeling the closer you get to a deadline on such an assignment when you have waited?
5. What are you hoping to learn from the Online Workshop on Time Management?

### Time Management Workshop Guided Notes

 Acting on Purpose: How do successful people make effective use of their time?

#### The Time Management Equation

**The TM Equation**: the significance of **important** and **urgent** in choosing our actions.

**Important**: an action you believe that will help you achieve what you value.

* + Doing well on an assignment
	+ Doing well in your classes
* Others, such as friends and family, will also have their opinions, but this is what you value.

**Urgency:** Only you can determine the importance of your actions.

* + Others, such as instructors and counselors will set deadlines for you
	+ These are external goals that will not be motivating unless they are personally motivating to you.
* If it is something you value, then it is both Important and Urgent.

#### Two methods to determine how you use your time

* **168 Hours:** A good first step is to look at how you are spending your time now. Of the 168 hours in a typical week, how much of your time do you spend in class, sleeping, socializing and working? Budgeting the full 168 hours in a week improves your sense of control over time and life. (Worksheet available in this packet).
* **The Quadrant II Time Management System**: Dr. Stephen Covey wrote the powerful book *”The 7 Habits of Highly Successful People”* and developed a chart that shows that our actions fall into one of four quadrants, depending on their importance and urgency. Students taking Counseling 252, Career and Life Planning, have an eye-opening experience when they use this chart to track their actions over just a couple of days.

  **Urgent** **Not Urgent**

**Not Important**

**Important**

|  |  |
| --- | --- |
| **Quadrant I***Example:* Staying up all night cramming for an 8:00 AM test. | **Quadrant II***Example*: Creating a study group in the first week of the semester. |
| **Quadrant III***Example:* Attending a hastily called meeting that has nothing to do with your goals. | **Quadrant IV***Example:* Mindlessly watching television until 4:00 AM. |

As you read about the four quadrants, ask yourself, “In which quadrant am I choosing to spend most of my time?” When we say “no” to Quadrants III and IV, we free up time to say “yes” to Quadrants I and II.

1. ***How do you want to spend your time?***
* Now that you know more about how you are spending your time consider how to make time a friendly partner in reaching your goals. Here are some ideas for planning time in new ways:
1. **Set realistic goals and schedules**. You may be busier now than you have ever been so this may become a tradeoff between school, work, friends, family, sports, etc.
2. **Adjust your schedule to match your goals**.
3. **Allow adequate time to sleep every night**. Current research suggests that seven hours of good quality sleep is essential to learning. During sleep, your brain rehearses some of the tougher parts of what you are trying to learn – going over and over neural patterns to deepen and strengthen them. (Ji and Wilson 2006; Oudiette et al., 2011)
4. **Schedule two hours of study time for every hour you are in class.**
5. **Avoid marathon study sessions.** Although the Library is open 24/7 during finals, our other workshops suggest that if you are easily distracted, this may not be ideal. And remember #3!
6. **Schedule time for fun.**
7. **Allow for the unexpected.** Be flexible**.**
8. **Plan to Plan.** Don’t forget to schedule time to schedule your next week.
9. **Practice.** Revise your weekly schedule to use your time better. Have you planned to do what you want, need, or agreed to do? Are you doing something to avoid something else? Are you planning to do this task ‘well enough’ or perhaps too well? Check out the Pomodoro Timer elsewhere on this website!
* So now it’s time to take what you have learned from this workshop, apply it, and make it stick. Good luck!

**Time Management Online Workshop Post‐Reflection**

## What did you learn from the Time Management Online Workshop?

1. What was something from the Time Management Online Workshop that surprised you or you found to be the most interesting?
2. Which of the concept, method, or technique discussed in the Time Management Online Workshop do you think would benefit you the most? Why?
3. Describe how you will apply what you learned from the Time Management Online Workshop.

**YOU HAVE 168 HOURS IN A WEEK…HOW DO YOU SPEND YOUR TIME?**

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Hours Spent: \_\_\_ Class \_\_\_Commute \_\_\_TV, Internet, phone, shop \_\_\_ Exercise \_\_\_Family \_\_\_ Food/Eat \_\_\_ Friends \_\_\_ Grooming \_\_\_ Nap/Sleep \_\_\_\_Study \_\_\_\_ Work