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### Time and Stress Management

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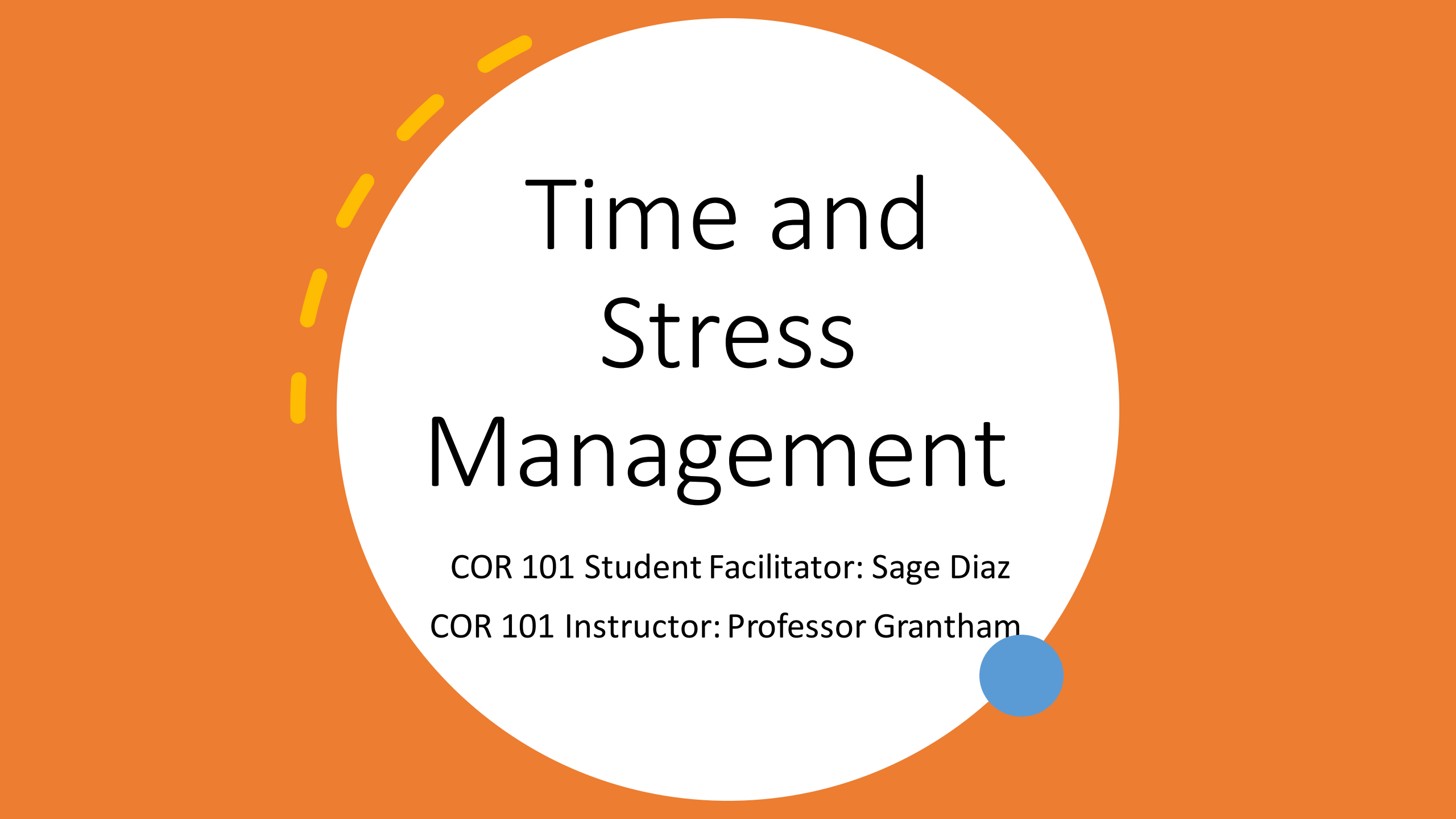
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# Time and Stress Management

COR 101 Student Facilitator: Sage Diaz

COR 101 Instructor: Professor Grantham

# Why Time and Stress Management?

I choose to share information about time and stress management skills with my COR 101 class because these are skills I lacked as an incoming transfer student my first fall semester at SUNY Cortland. Without these skills my first semester was very difficult. Additionally, many of my peers in my major have expressed how difficult it is to balance assignments and their free time. According to Macan et al. (1990), when students' scores of their perceived control of time increased, reports of higher satisfaction with their lives as well as higher GPAs were reported. According to Baker et al. (2012), good time management skills led to an increase in academic performance. Hence, time management skills are beneficial to students' academic performance. The goal of my lesson was to equip students with techniques to manage their time and alleviate stress so they can succeed here at SUNY Cortland.



# Materials

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I utilized a PowerPoint presentation and a homework assignment to reinforce the topics presented in class. I included a short TedEd video in the PowerPoint presentation, and the homework assignment was page 52 of *Purpose and Practice: Making the Most of Your First Year at SUNY Cortland 2022-2023*.

Video used: How to manage your time more effectively (according to machines) - Brian Christian (<https://youtu.be/iDbdXTMnOmE>)

# Methods

In the beginning of the class, I asked students to take out their laptops and follow along with me as I explored MyRedDragon. In order to effectively use their time, I knew students needed to know how to access SUNY Cortland resources easily. After this portion of the lesson ended, I lectured the rest of the class time. The PowerPoint I created pointed students to SUNY Cortland resources such as Togetherall Peer Support as well as the Counseling Center to manage stress. The PowerPoint also contained information about methods to manage time and ways to avoid procrastination.





# Personal Reflection

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Preparation for this lesson was easier than the previous lesson's preparation. My instructor gave me detailed feedback on my previous presentation which helped me to better plan for my second presentation. I felt more confident teaching the class for the second time.

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Students were engaged with my presentation and most students participated when asked questions. Due to overpreparing for my lesson I was not able to have the students participate in a group activity; although, this is unfortunate I am glad I was able to complete all other content that class day.



# Personal Reflection Continued

- One of my favorite parts of being a COR 101 Student Facilitator is getting to interact with students outside of the classroom. For instance, here is a photo of myself and a few first-year students attending a meeting for the National Student Speech Hearing Language Association.





# Student feedback

"I find it very impressive to see how much Sage is involved in SUNY Cortland and has all the knowledge of what the school has to offer as a transfer student. I liked how Sage stressed the importance of mental health and how important it is to take breaks and check in on not only ourselves, but to others as well. Sage, especially through this presentation, has been very helpful as I have taken things she has mentioned in her lectures into my own life."

"I thought that this week's powerpoint was super helpful and exactly what I needed right before midterms. The video that we watched made me look at my tasks in a way that I haven't before. I do find myself spending too much time organizing what I have to do instead of actually just getting the work done. I have already started using the tips that Sage shared about avoiding procrastination. I took my roommate to the library with me, and we both got so much more work done than we do when we stay in our room."

# References

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- Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. *Journal of Educational Psychology*, 82(4), 760–768. <https://doi.org/10.1037/0022-0663.82.4.760>
- Baker, H.M., Cochran, J.D., & Paul J.A. (2012). Effect of online social networking on student academic performance. *Computers in Human Behavior*, 28(6), 2117-2127. <https://doi.org/10.1016/j.chb.2012.06.016>