

SUNY College Cortland

Digital Commons @ Cortland

COR 101 Slides

COR 101 Student Symposium

11-2022

Time Management

Casey Travers
SUNY Cortland

Follow this and additional works at: <https://digitalcommons.cortland.edu/corslides>



Part of the [Higher Education Commons](#)

Recommended Citation

Travers, Casey, "Time Management" (2022). *COR 101 Slides*. 29.
<https://digitalcommons.cortland.edu/corslides/29>

This Book is brought to you for free and open access by the COR 101 Student Symposium at Digital Commons @ Cortland. It has been accepted for inclusion in COR 101 Slides by an authorized administrator of Digital Commons @ Cortland. For more information, please contact DigitalCommonsSubmissions@cortland.edu.

Time Management

By: Casey Travers

Instructor: Jacey Brooks

Goals

- I chose my presentation topic of time management because I believe that this is the biggest adjustment for first year college students. In an article on how students use their time, it was stated that students' use of their time at college has implications on their engagement, learning and development throughout their time at university (Fosnacht, McCormick & Lerma, 2018). Many first -year college students don't understand how to manage their time between academics, athletics, social life, etc. The new amount of free time college students have, especially non-student-athletes can be overwhelming for the majority. In another article, the author describes how a study shows that college students who reported studying for less than 10 hours a week did poorly in their classes compared to their peers who spent more than 10 hours studying who did better in their classes (Thibodeaux et al., 2017). In other words, it is extremely important for students to schedule time for academic work and develop good time management skills in order to balance being successful academically and have time to create relationships and experience college.

Methods

- **Materials used**
 - **During my lesson I used a PowerPoint presentation to lecture students on time management skills**
 - **Shared a time-use schedule with the class for them to utilize**
- **Strategies used to engage students**
 - **To engage students, I asked questions to get their opinions on what they could do to manage their time better**
 - **Students were asked to put away laptops and phones during my lesson**
 - **Students were able to follow along with the PowerPoint**
 - **If I were to redo my lesson, I would have incorporated an activity or a journal for students to do to ensure participation and learning.**

Class Instruction

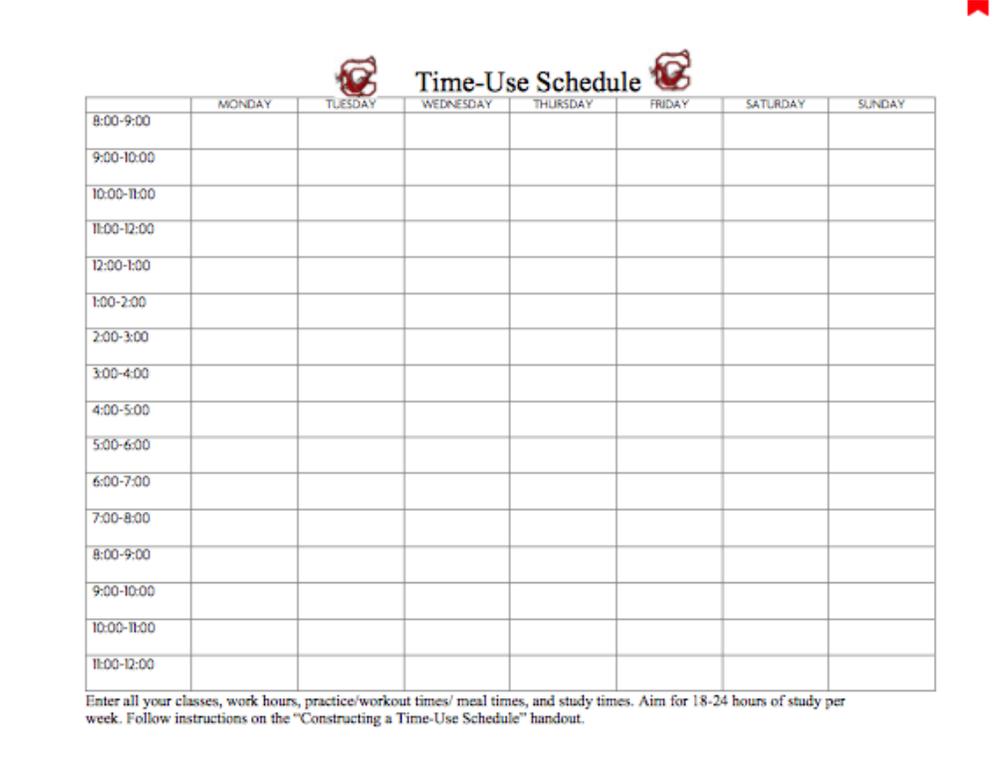
- I created a power-point slide show describing different aspects of time management.
- I Included academic resources for the students to organize their daily schedules and provided them on blackboard
- During the presentation I asked the students for an example of an activity that may take up a lot of important time and how we can reduce them?
 - One student suggested that if you were going to an athletic event, only attend one half of the game/match in order to get school-work done.
- We teach time management throughout the semester, so throughout my presentation I insisted that students utilize the techniques we had already taught them like using an agenda, filling out a monthly calendar to highlight important assignments, tests, and quizzes and to also breakdown time management even more and plan out each day on a weekly basis to make sure you are taking care of your obligations as well as yourself.

Active Learning

- Throughout my lesson I wanted to make sure my students were learning about time management and how to utilize my information in a way that works best for them.
- I wanted my lesson to be more so of a conversation rather than a lecture in order for students to feel like I was trying to relate to them and help them with a big part of their transition to college.
- I feel the PowerPoint information that I presented was helpful to students as during my lesson I gave multiple examples of what time management was, how to avoid procrastination, and how related taking care of yourself and motivation is.
- I provided a screen shot of the time-use schedule in my PowerPoint, and after class a student asked if I could post it on blackboard!
- If I did this lesson over, I would have asked students more questions to get them involved and I also would have planned an activity for them to make sure they were applying what they were learning.

Resources for students

- This is an example of the daily schedule I supplied to students for planning out their daily time-use schedule.
- I instructed them how to utilize it and to make sure to add everything they want to accomplish in the day such as classes, study times, time for assignments, sleeping, eating, practices, planned social events, etc.
- Organizing your day and writing it out to have a reference and reminder is an easy way to manage your time efficiently.



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							

Enter all your classes, work hours, practice/workout times/ meal times, and study times. Aim for 18-24 hours of study per week. Follow instructions on the "Constructing a Time-Use Schedule" handout.

Student Facilitator Reflection

- I believe students responded well to my presentation. I gave this presentation later in the semester, so I had already established a good rapport with them making it easier for me to talk to them and level with them. I think they respect the experience I had especially after I did my first lesson on a MyRedDragon tutorial explaining a lot about the college academic resources and the registration process. Students made an effort to participate during the lesson by answering some questions. I could have given them more of an opportunity to participate. I tried to give my presentation on useful information like how to avoid procrastination and how taking care of yourself is a big part of time management and things that are not often associated with time management. I think the students appreciated my effort to relate to them and help them which made the lesson affective.

References

Fosnacht, K., McCormick, A. C., & Lerma, R. (2018). First-Year Students' Time Use in College: A Latent Profile Analysis. *Research in Higher Education, 59*(7), 958–978. <http://www.jstor.org/stable/45180353>

Thibodeaux, J., Deutsch, A., Kitsantas, A., & Winsler, A. (2017). First-Year College Students' Time Use. *Journal of Advanced Academics, 28*(1), 5–27. <https://doi-org.libproxy.cortland.edu/10.1177/1932202X16676860>