

SASC Presents: Time Management Strategies

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Overview

1. Student Academic Success Mission & Vision
2. Concepts
 - a. Multitasking
 - b. List-Breakdown-Act
 - c. Time Blocking
 - d. Taking a Break
3. Academic Coaching
4. Questions



SASC | ZOOM SESSION TIPS

- Please use the chat or unmute to ask any questions or share comments.
 - You may send a chat to one of the leaders if you would like it to be private.
- Please have something on which to take notes: a pencil and paper, a document on your computer, etc.
- If you feel comfortable, turn on your camera and pick a favorite video filter (Studio Effects are fun)!

SASC | Values

Working with students to find and implement their conditions for success

Student-centered

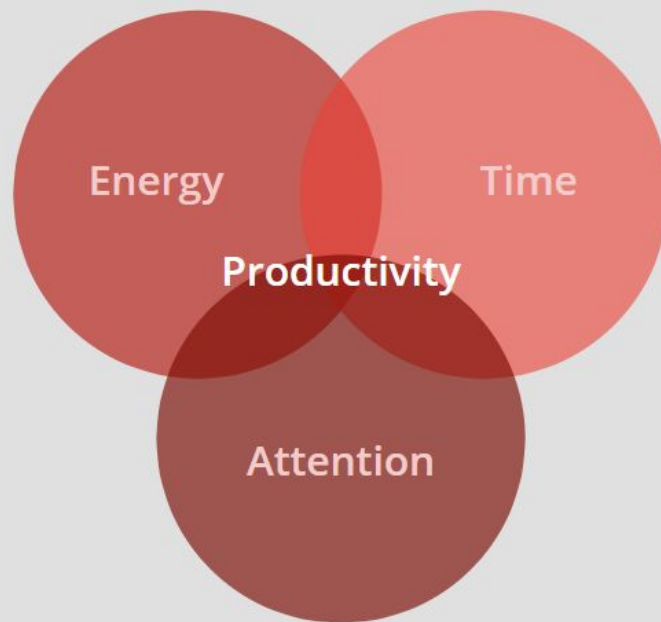
Actionable

Data Driven

Evidence-based

Equitable

Holistic &
Coordinated



Concept | Multitasking

Activity | Multitasking - Part I



Write out the letters of **CARNEGIE MELLON** and numbers **1-15** in alternating positions as fast as you can.

| | |
|----------|--|
| C | |
| 1 | |
| TIME: | |

Select your time in the poll!

Activity | Multitasking

Please select the time range that corresponds to your results in the poll.

Activity | Multitasking - Part II

Write out all of the letters of **CARNEGIE MELLON** *first* and then all of the numbers from **1-15** as fast as you can.

| | |
|----------|-----------------|
| C | CARNEGIE MELLON |
| 1 | 123.... |
| TIME: | |

Select your time in the poll!

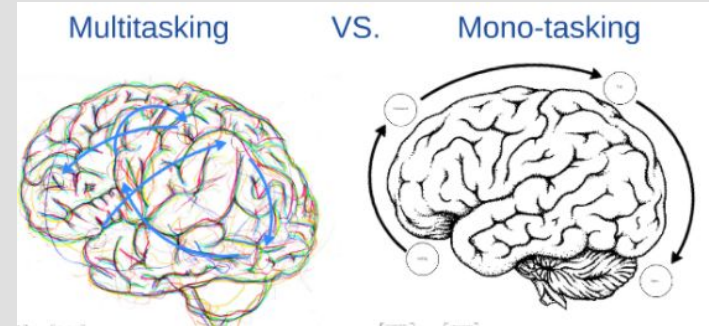
Activity | Multitasking

Please select the time range that corresponds to your results in the poll.

Activity | Multitasking

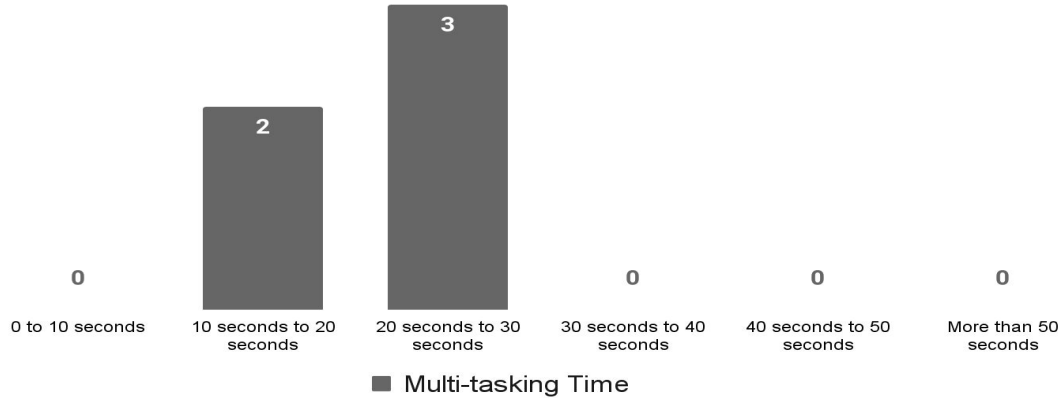
Effects of Multitasking

1. Time it takes to complete tasks increases
2. Quality of work decreases
3. Stress increases

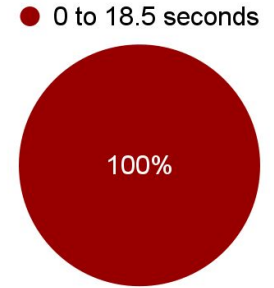


How did your times compare?

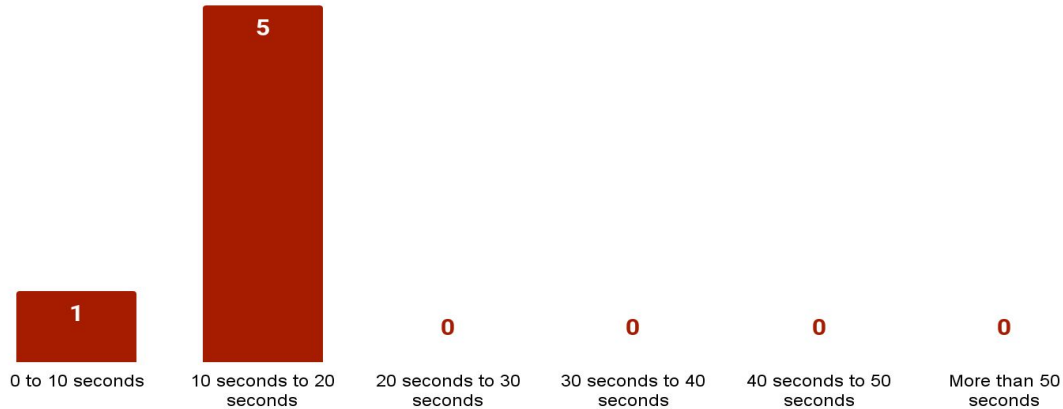
Multitasking Increases Time to Complete, Increases Stress, Reduces Quality



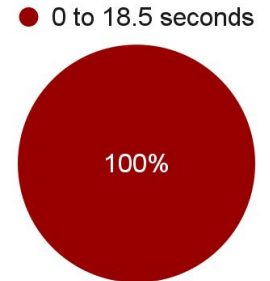
Multitasking Activity



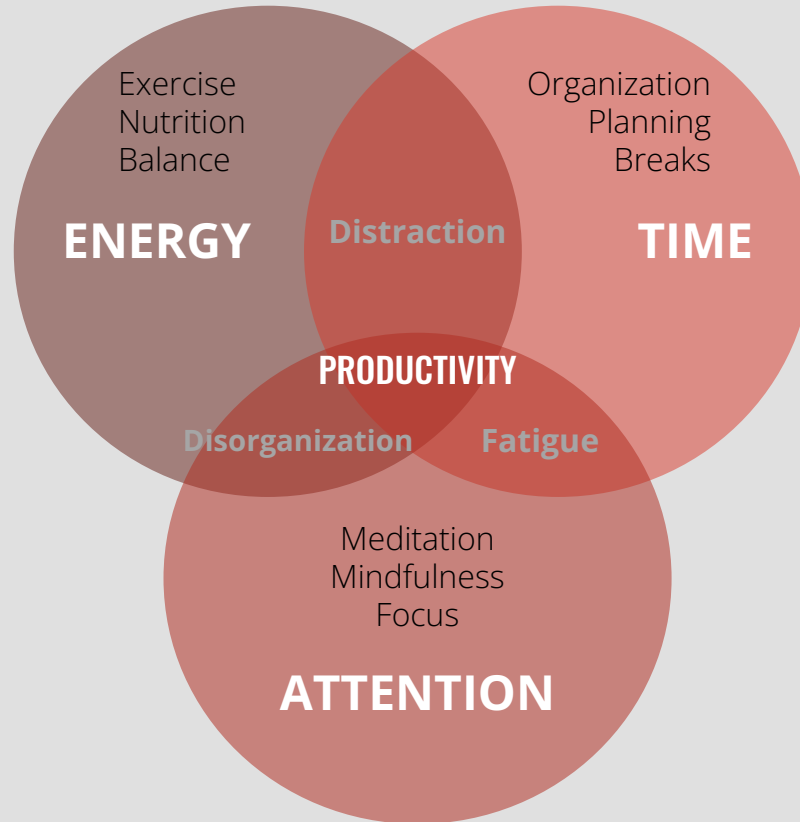
Focused Time Decreases Time to Complete, Reduces Stress, Improves Quality



Focused Time



Take Aways | Multitasking



Concept | List-Breakdown-Act

Activity | List

Take two minutes to list

- Tasks or activities causing you academic concerns.
- The specific reasons you came to this workshop.
- Areas in which you want to improve.

My Academic Stressors

1. Daily readings
2. Unit 1 Paper due 6/15
3. Spanish oral exam
4. Research proposal

Activity | Breakdown

My Academic Stressors

1. Daily readings
2. Unit 1 Paper due 7/15
3. Spanish oral exam
4. Research proposal



My ~~Stressors~~ Tasks

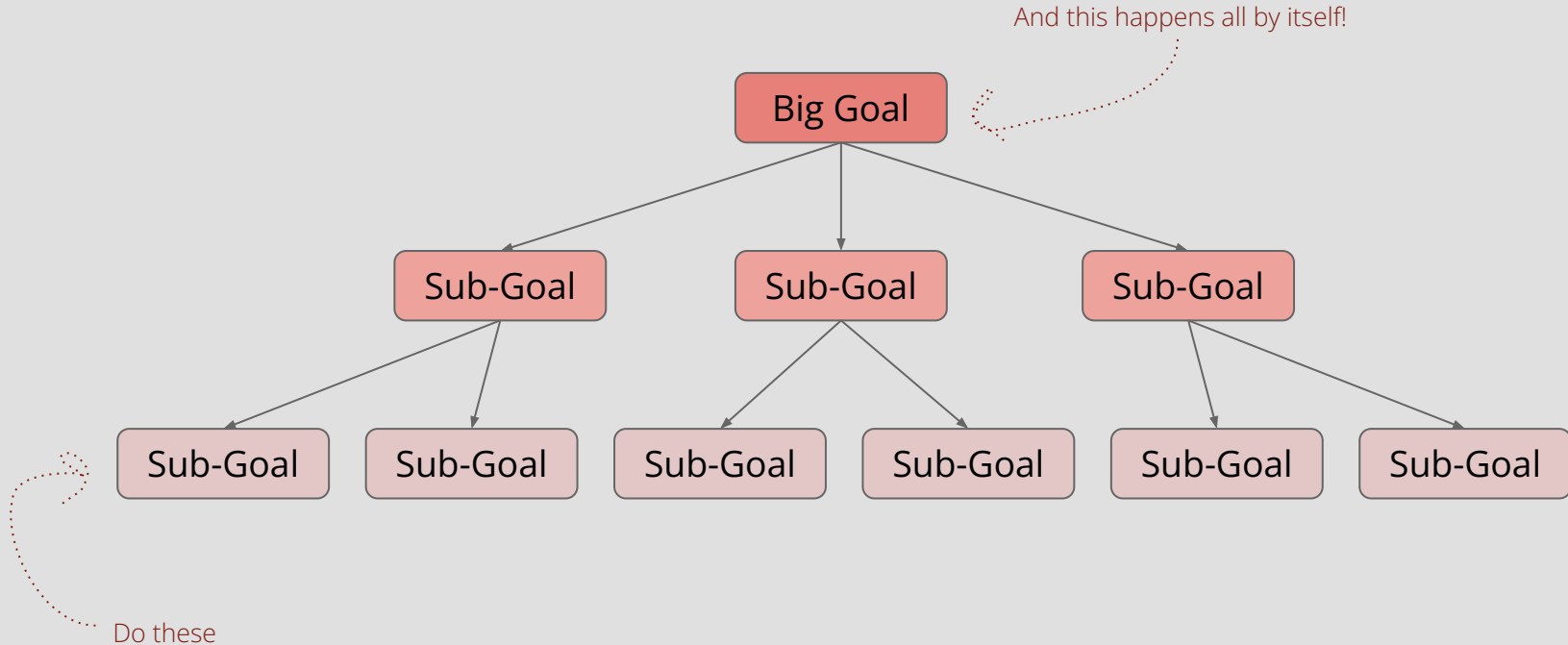
1. Create schedule and incorporate reminders
2. Outline takeaways
3. Set up time with professor to practice
4. Meet with mentor

Activity | Breakdown Tips

1. Look at the big picture. Make sure you understand **what the end product is supposed to look like.**
2. Examine the parts of the task. Figure out **step-by-step what you need to do.**
3. **Create a timeline** for completing your tasks. Having a **deadline** will make you more focused for each task.
4. Put the **time you will spend on the project into your schedule** so that you can set aside the time for it. Stick with this plan. A plan is only good if you see it through.

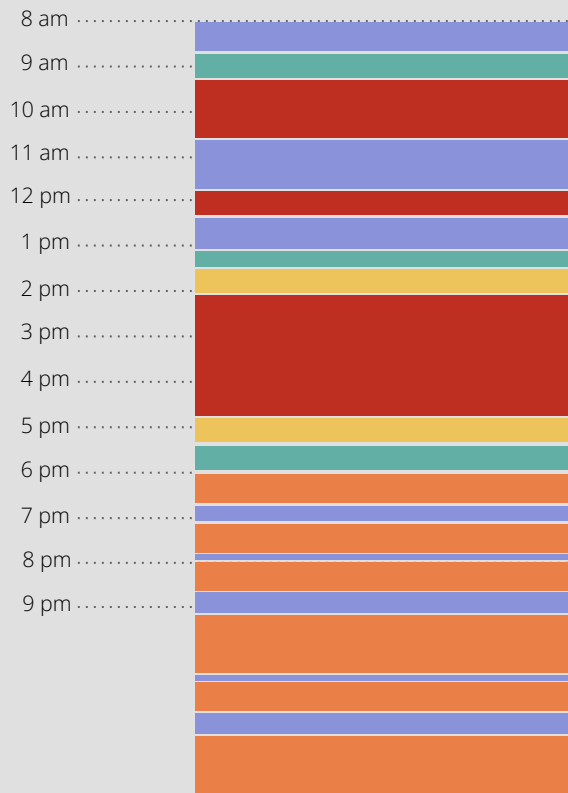
Activity | Breakdown Tips

5. Leave some time left for a final review.

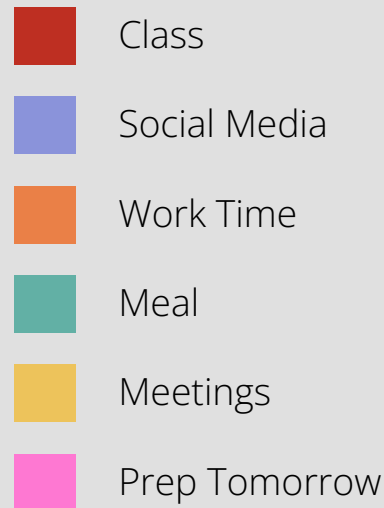
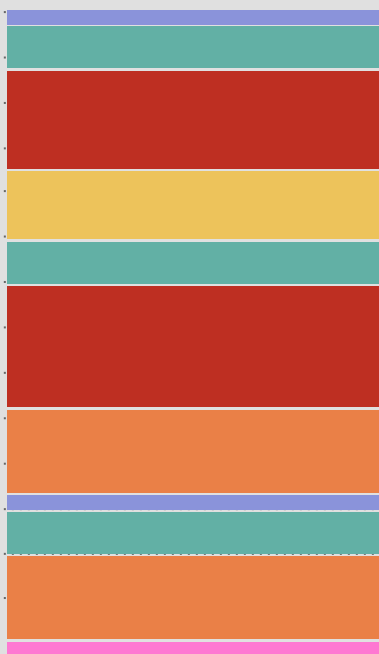


Activity | Act

What most people do



What you want to do



Concept | Time Blocking

Activity | Scheduling

Poll: Do you use a planner or calendar app?

If you responded **Yes** to the Poll, please type in the chat what type of planner you use! If you use multiple planning tools that's OK.

If you responded **No** to the Poll, take a minute to consider why you don't use any planning tool. If you want to, tell us why you don't use a planner in the chat!

Time Blocking

| 01 Monday | |
|--------------------------------------|--|
| | |
| | |
| | |
| 57173 Survey Western Music History | |
| 48300 Architecture Design Studio Int | |
| | |
| | |
| | |

Time Blocking

| | |
|--------------------------------------|--|
| 01 | |
| Monday | |
| | |
| | |
| Preview Music History class notes | |
| 57173 Survey Western Music History | |
| 48300 Architecture Design Studio Int | |
| | |
| Work on Arch Design Studio | |

Time Blocking

| | |
|--------------------------------------|--|
| 01 <small>Monday</small> | |
| Gym / Running | |
| | |
| Preview Music History class notes | |
| 57173 Survey Western Music History | |
| 48300 Architecture Design Studio Int | |
| Dinner with friends | |
| Work on Arch Design Studio | |

Time Blocking

| 01 Monday | 02 Tuesday | 03 Wednesday | 04 Thursday | 05 Friday |
|--------------|---------------|-----------------|----------------|--------------|
| | | Gym / Running | | |
| | | | | |
| Class | Class | Class | Class | Hobby |
| | Work | | Work | |
| | Class | | Class | Class |
| Work | Friends | Work | | Work |
| Friends | Work | Friends | Friends | Friends |

Activity | Active Scheduling

Look at this week of classes and time block it on a sheet of paper.

Things you should time block:

1. *Meals*
2. *Physical Activity*
3. *Class*
4. *Free Time (TikTok)*
5. *Work*
6. *Study Time*
7. *Office Hours*
8. *Finals*
9. *Sleep*

Applications | Time Blocking Variations

Time Blocking

Dividing the day into 'blocks' where each block is dedicated to a specific task.

Task Batching

Grouping together similar tasks so you can avoid task switching.

Day Theming

Dedicating each day or each week to a specific focus or goal.

Time Boxing

Setting a time limit for each task or type of task.

Applications | Productivity

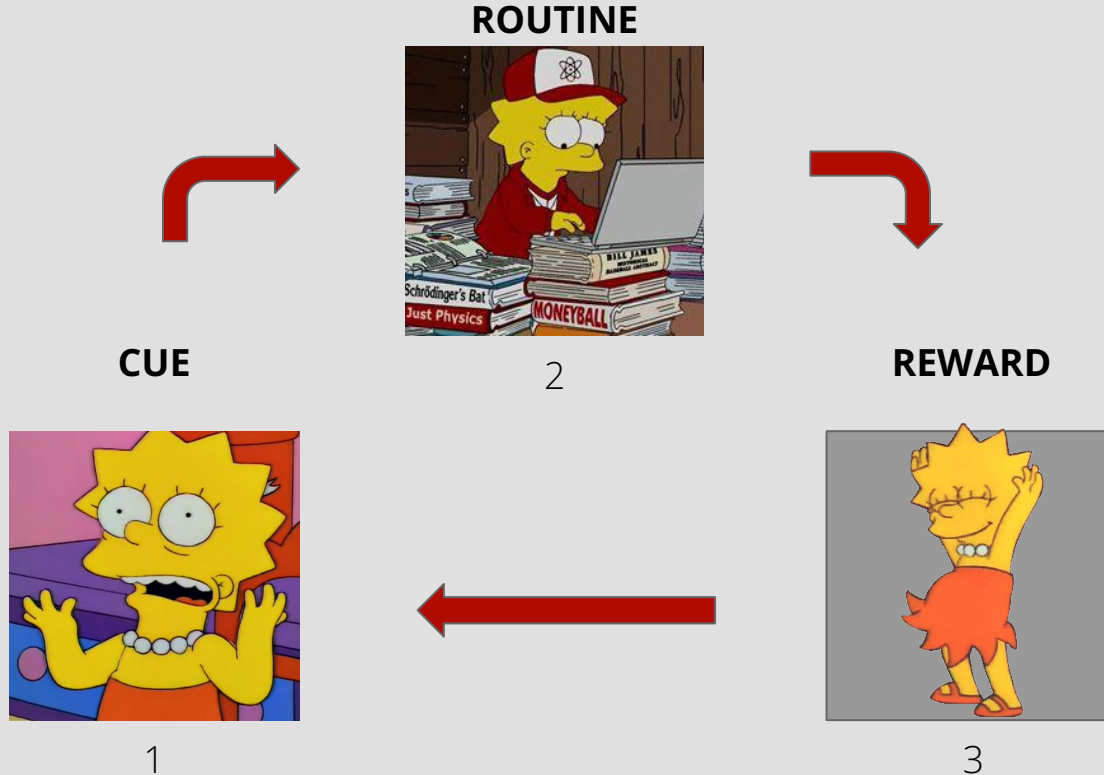
- | | | | |
|---|--------------------------------|---|---------------------------------|
| 1 | Tick Tick-scheduling reminders | 5 | Headspace |
| 2 | Forest- pomodoro method | 6 | Loop- habit tracker (android) |
| 3 | Flora-timed tasks | 7 | Habitica - gameified to-do list |
| 4 | Google Calendar | 8 | Notion |

Concept | Reading

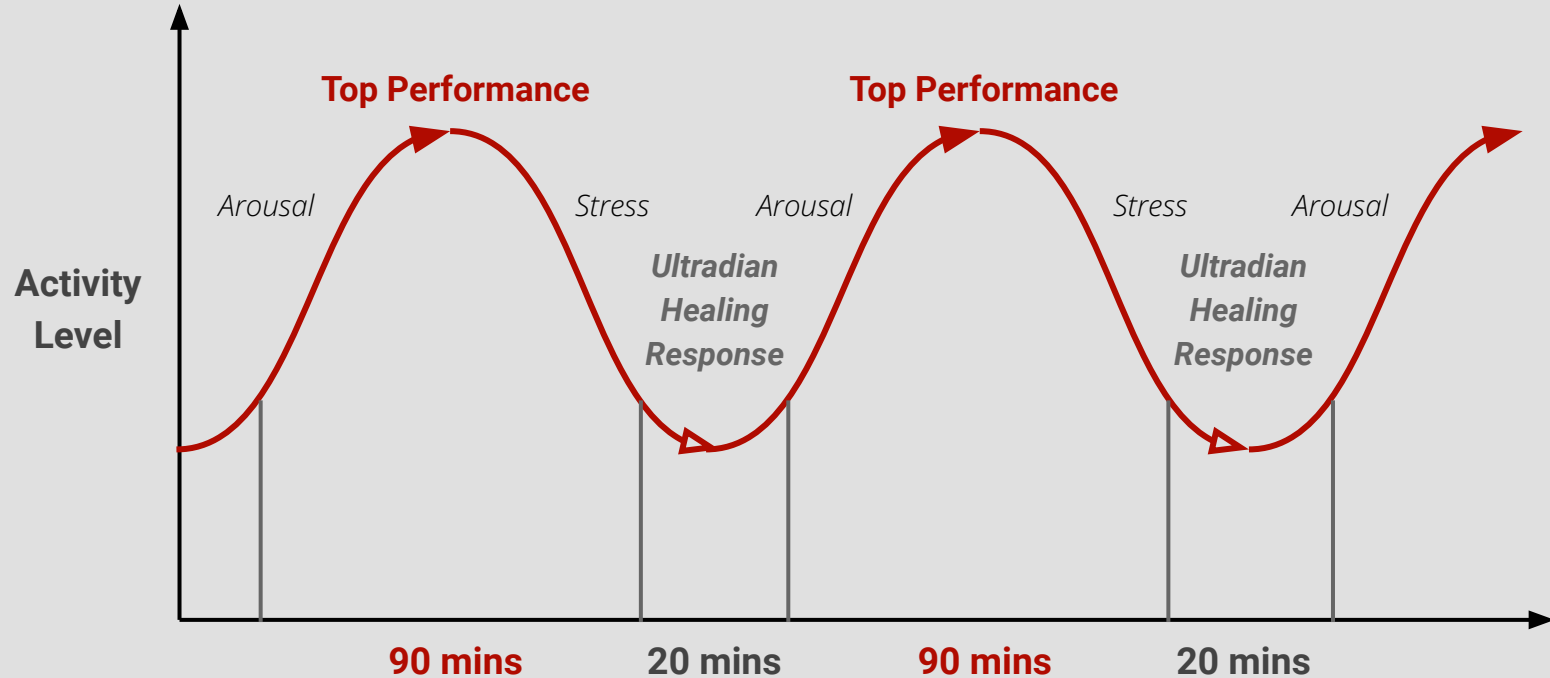
Concept | Reading

Concept | Taking a Break

Concept | Breaks and Rewards



Ultradian Rhythm





When | Energy



Discussion | Breaks

In the chat, take 4-5 minutes to share your responses:

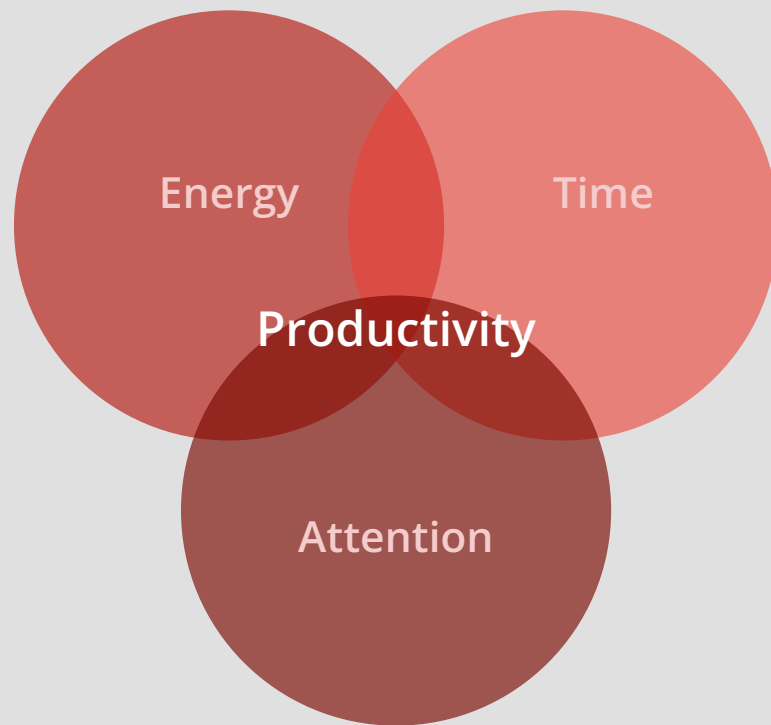
How do you think you can implement this information about ultradian rhythms in your life?

Are you a morning person? Night owl? Have you noticed when in the day you do work most productively?

Final Thoughts

Key Concepts

1. Multitasking
2. List-Breakdown-Act
3. Time Blocking
4. Planning/Scheduling
5. Take Breaks to Battle Procrastination
6. Discover resources accessible to you & use them!



Future | Academic Coaching

- Academic Coaching can support you in achieving those goals
 - One-on-one student-centered support
 - Online request to set up the initial consultation
 - We can support you in academic and non-academic endeavors
- Study Partners!
 - Meet with peers to organize a study group
 - Interest Form

Thank You!

Student Academic Success Center

Student Academic Success Center

The Student Academic Success Center is a one-stop location (virtual and physical) for undergraduate *and* graduate student academic support.

- **Course-Aligned Support**
- **Skill Building Support**

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Student Academic Success Center Values

- Student-Centered
- Equitable
- Data-Driven
- Holistic & Coordinated
- ⁴₃ Positive experience



Student Academic Success Center



On-campus: Posner Hall, 1st and 2nd floors
(during Fall 2020 our front desk is virtual)

On-line: <https://www.cmu.edu/student-success/>

Hours: Virtual Front Desk Hours 8:30-5:00 ET
Monday – Friday or by appointment

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Our professional staff are available for student [consultations](#) to help students identify the resources that best suit their individual needs.

SASC Programs and Services

COURSE ALIGNED SUPPORT



Supplemental Instruction



Peer Tutoring



Study Partners



"Just in Time" Workshops

SKILL ALIGNED SUPPORT



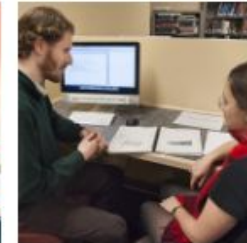
Academic Coaching



Language & Cross-cultural Support



Oral Presentation Workshops



Writing Consultations

OTHER SUPPORT



Accommodations for a Disability



Tartan Scholars



Student Academic Success Center

The Student Academic Success Center is also home to the Office of Disability Resources, providing responsive and reasonable accommodations to students who self-identify as having a disability, including physical, sensory, cognitive and emotional disabilities.

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<https://www.cmu.edu/disability-resources/index.html>

Disability Resources

The Office of Disability Resources strives to provide responsive, reasonable accommodations to help our students accomplish their best work. Common accommodations include:

- Alternative Testing
- Alternative Formats
- Assistive Technology
- Classroom/Coursework Access
- Deaf and Hard of Hearing
- Note Taking Tools and Services
- Flexibility Accommodations
- Housing Accommodations

If you would like to learn more about the services and accommodations provided by our office, or to discuss your accommodations, please call visit our website at <http://www.cmu.edu/disability-resources> or email us at access@andrew.cmu.edu

Skill-Aligned Support | Language Skills



- Pronunciation, fluency, and grammar
- Pragmatics and Cross Cultural Communication
- Fluency for International Teaching Assistants (ITA)

Tests & ITA Testing

- In order to be eligible for a Teaching Assistant position, non-native English speakers must receive ITA certification. The goal of ITA certification is to assess and enhance the language skills ITAs need to be effective educators in the classroom.

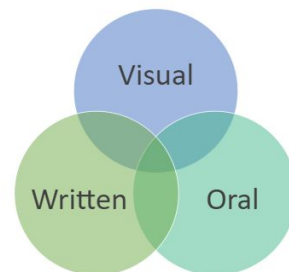
Skill-Aligned Support | Communication

Degree Related

- Class essays and technical reports
- Class presentations
- SURG/SURF proposals
- Dissertations & Theses
- Dissertation defenses
- Research videos
- Visualizing data
- Managing team projects

Professionalism

- Journal articles
- Conference presentations
- Federal, state, and local grant proposals
- Pitching research
- 3-Minute Thesis (3MT)
- Personal statements
- Cover letters and resumes
- Email



Online Learning Guidance

Graduates



Undergraduates



<https://www.cmu.edu/student-success/online-resources/index.html>

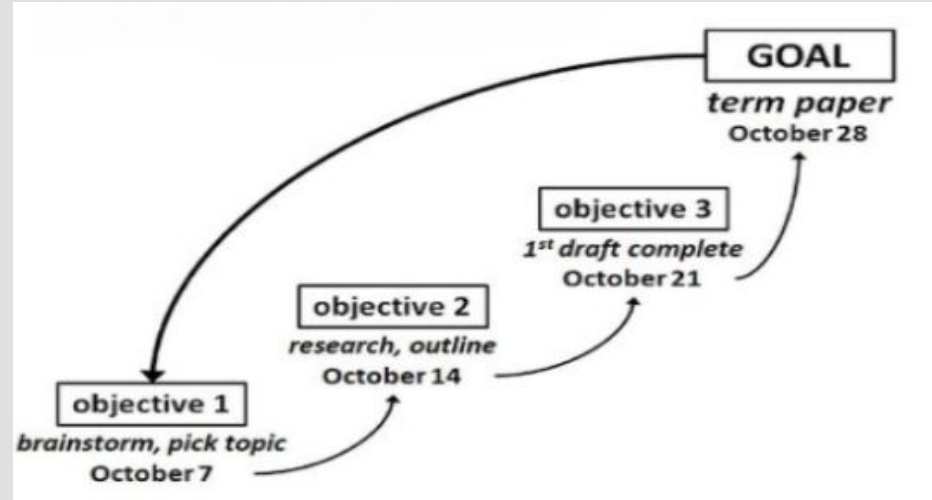


Questions?

Concept | Back-Casting

Backcasting | Breaking Down Tasks

1. Create an action list with a step-by-step process.
2. Determine how long each step will take.
3. Start from deadline and work backwards.
4. Create mini-deadlines.
5. Combine with rewards when mini-tasks are completed.



Method | Backcasting (example)

| Category | Checkpoint 1 Internship | Checkpoint 2 Mentor | Checkpoint 3 Self-Reflection | Checkpoint 4 Finals | Goal Having a Successful Semester |
|-------------|--|--|---|---|---|
| Year | Feb. 2020 | March 2020 | April 2021 | April 2021 | May 2021 |
| Description | Internship with ____ to gain experience in my field. | Faculty and/or mentor to help with guiding research and the job search. Align research with goal of working at ____. | Focus on my accomplishments so far this semester. Think about how I will finish strong. | Educate myself on the resources available that can support me during finals week. Touch base with professors. | Be proud of yourself for completing another semester like no other! |

Resources