SASC Presents: Time Management Strategies

Erika Kim Peer Tutor | Carolene Siga Academic Coach
Aidan Pinto Peer Tutor
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

Carnegie Mellon University
Academic Coaching
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.

<table>
<thead>
<tr>
<th>C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TIME:</td>
<td></td>
</tr>
</tbody>
</table>

Select your time in the poll!
Activity | Multitasking

Please select the time range that corresponds to your results in the poll.
Write out all of the letters of **CARNEGIE MELLON** first and then all of the numbers from 1-15 as fast as you can.

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

- 0 to 10 seconds: 0
- 10 seconds to 20 seconds: 2
- 20 seconds to 30 seconds: 3
- 30 seconds to 40 seconds: 0
- 40 seconds to 50 seconds: 0
- More than 50 seconds: 0

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

- 0 to 10 seconds: 1
- 10 seconds to 20 seconds: 5
- 20 seconds to 30 seconds: 0
- 30 seconds to 40 seconds: 0
- 40 seconds to 50 seconds: 0
- More than 50 seconds: 0
Take Aways | Multitasking

**ENERGY**
- Exercise
- Nutrition
- Balance

**TIME**
- Distraction
- Organization Planning
- Breaks

**PRODUCTIVITY**
- Disorganization
- Meditation
- Mindfulness
- Focus
- Fatigue

**ATTENTION**
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
<table>
<thead>
<tr>
<th>Activity</th>
<th>Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Academic Stressors</strong></td>
<td></td>
</tr>
<tr>
<td>1. Daily readings</td>
<td>1. Create schedule and incorporate reminders</td>
</tr>
<tr>
<td>2. Unit 1 Paper due 7/15</td>
<td>2. Outline takeaways</td>
</tr>
<tr>
<td>3. Spanish oral exam</td>
<td>3. Set up time with professor to practice</td>
</tr>
<tr>
<td>4. Research proposal</td>
<td>4. Meet with mentor</td>
</tr>
</tbody>
</table>

Take 2 minutes and do this for your list.
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.
5. Leave some time left for a final review.
Activity | Act

What most people do

What you want to do

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
<th>Social Media</th>
<th>Work Time</th>
<th>Meal</th>
<th>Meetings</th>
<th>Prep Tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am</td>
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<td>9 am</td>
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<td>3 pm</td>
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<td>4 pm</td>
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<td>5 pm</td>
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<td>6 pm</td>
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<td>7 pm</td>
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<td>9 pm</td>
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</table>
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
<table>
<thead>
<tr>
<th>Time Blocking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>01 Monday</strong></td>
</tr>
<tr>
<td>Preview Music History class notes</td>
</tr>
<tr>
<td>57173 Survey Western Music History</td>
</tr>
<tr>
<td>48300 Architecture Design Studio Int</td>
</tr>
<tr>
<td>Work on Arch Design Studio</td>
</tr>
</tbody>
</table>
# Time Blocking

<table>
<thead>
<tr>
<th>01 Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gym / Running</td>
</tr>
<tr>
<td>Preview Music History class notes</td>
</tr>
<tr>
<td>57173 Survey Western Music History</td>
</tr>
<tr>
<td>48300 Architecture Design Studio Int</td>
</tr>
<tr>
<td>Dinner with friends</td>
</tr>
<tr>
<td>Work on Arch Design Studio</td>
</tr>
<tr>
<td>Day</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td>01</td>
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<td>02</td>
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<tr>
<td>03</td>
</tr>
<tr>
<td>04</td>
</tr>
<tr>
<td>05</td>
</tr>
</tbody>
</table>

**Time Blocking**

- **Monday:**
  - Class
  - Work
  - Friends

- **Tuesday:**
  - Class
  - Work
  - Friends

- **Wednesday:**
  - Class
  - Class
  - Friends

- **Thursday:**
  - Class
  - Work
  - Friends

- **Friday:**
  - Class
  - Work
  - 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

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Blocking</strong></td>
<td>Dividing the day into ‘blocks’ where each block is dedicated to a specific task.</td>
</tr>
<tr>
<td><strong>Task Batching</strong></td>
<td>Grouping together similar tasks so you can avoid task switching.</td>
</tr>
<tr>
<td><strong>Day Theming</strong></td>
<td>Dedicating each day or each week to a specific focus or goal.</td>
</tr>
<tr>
<td><strong>Time Boxing</strong></td>
<td>Setting a time limit for each task or type of task.</td>
</tr>
</tbody>
</table>
Applications | Productivity

1. Tick Tick-scheduling reminders
2. Forest- pomodoro method
3. Flora-timed tasks
4. Google Calendar
5. Headspace
6. Loop- habit tracker (android)
7. Habitica - gameified to-do list
8. Notion
Concept | Reading
Concept | Reading
Concept | Taking a Break
Concept | Breaks and Rewards

ROUTINE

CUE

REWARD

1

2

3
Ultradian Rhythm

Activity Level

Top Performance

90 mins

Stress

Ultradian Healing Response

90 mins

Arousal

20 mins

Stress

Ultradian Healing Response

20 mins

Arousal

Carnegie Mellon University
Academic Coaching
When | Energy

MOOD

Good for **analytical** tasks

Good for **administrative** tasks

Good for **insight** problems

**Carnegie Mellon University**
Academic Coaching

11 AM

5 PM

11 PM
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!

Carnegie Mellon University
Academic Coaching
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
Student Academic Success Center Values

- Student-Centered
- Equitable
- Data-Driven
- Holistic & Coordinated
- 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/](https://www.cmu.edu/student-success/)

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

Our professional staff are available for student [consultations](https://www.cmu.edu/student-success/) 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
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.

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
● 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
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)

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