Juggling timetables & planning for that 1st assessment task

Judy Couchman
Lecturer
Learning Development

These seminars will help you to become ...

• More efficient in your studies
• More effective in your studies
• Aware that you are competing against yourself

This seminar will...

➢ Introduce some basic ‘first’ principles of academic study to help you keep pace with your workload.
➢ Suggest some strategies for setting study timelines & reading schedules.
➢ Help you to begin to prepare for that first assessment task.
Know your enemy….

- Just feel overwhelmed!
- Waste time?
- Have trouble getting started?
- Do not know where to start?
- Not sure what to study?
- Cannot keep on top of the work?
- Cannot concentrate during study periods?
- Get distracted by family & friends?
- Just too tired?
- Start assignments too late?

Which of these are your traps?

Getting started: a snapshot of the study process

Why?
- Motivation
- Personal goals
- Positive imaging

Where?
- Room arrangement
- Light
- Temperature
- Familiarity

Effective study

How?
- Preview
- Question
- Read
- Summarise
- Test

What?
- Organisation
- Priorities
- Goals

When?
- Time management
- Body rhythms
- Sleep
- Nutrition & exercise

Why?
- Personal goals
- Evaluation of research for an essay / report / case study / review
- Revision for a tutorial session
- Preparation for an exam
Successful Transitions in Arts & Commerce 1

Where?

- Set up a quiet place where you can study & minimise distractions.
- Establish a space to use on a regular basis.
- Keep the space oriented to study & as uncluttered as possible.

When?

- Draw up a study planner.
- WHY
- TO HAVE A LIFE!

- Weekends free - emergency time!
- Life support - TV, shopping, Friday night
- Work
- Social activities - sport, clubs
- Lectures & tuts - colour-code
- Another 4 - 5 hours / subject
Successful Transitions in Arts & Commerce 1

Judy Couchman: Learning Development. Bega

Sample of a weekly schedule

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>9:30</td>
<td>Lecture 1</td>
<td>Tutorial 2</td>
<td>?</td>
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<tr>
<td>10:30</td>
<td>Tutorial 1</td>
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<td>?</td>
<td>Lecture 3</td>
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<tr>
<td>12:30</td>
<td>Lunch</td>
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<tr>
<td>2:30</td>
<td>?</td>
<td>Lecture 2</td>
<td>?</td>
<td>Tutorial 4</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>3:30</td>
<td>?</td>
<td>Lecture 2</td>
<td>Tutorial 3</td>
<td>?</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td>?</td>
<td>Tutorial 3</td>
<td>Lecture 4</td>
<td>?</td>
<td>?</td>
<td></td>
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<tr>
<td>6:30</td>
<td>Dinner</td>
<td>Dinner</td>
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<tr>
<td>7:30</td>
<td></td>
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<td></td>
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<tr>
<td>8:30</td>
<td></td>
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</table>

✓ Keep track: of how you spend your time during one whole week & decide where & how you need to adapt your study plan.

✓ Try & identify: your “red” and “green” zones.

✓ Be realistic: anticipate how long things are going to take on the basis of experience.

✓ Keep an eye on the horizon: know what assessment tasks you have coming up in each subject so that you can adjust your plan accordingly.

To the Activity...

Effective time management does NOT mean...

- X being obsessed about every minute;
- X depriving yourself of fun time;
- X being strict to the point of misery.
Effective time management IS about...

✓ the satisfaction of getting things done;
✓ meeting more of your needs in all areas of your life;
✓ feeling better about yourself;
✓ leaving yourself with more time for leisure & fun ... not less.

Don’t study for more than 50 minutes at a time.
✓ Research shows that it is better to study in short concentrated periods.

To PASS ...

Work only in 45 min chunks

P lan ~ 5 mins
A ct ~ 25 mins
S ummarise ~ 10 mins
S top! ~ 10 mins
Prioritise....

- You may need to spend more time studying the subjects or concepts that you find the most difficult.
- Schedule study sessions accordingly.

How? SQ3R study method

SURVEY
Before you begin to study, survey the material to get an overview.
- Look at chapter titles; sub headings; introductions; conclusions; & so on.
- Identify key words or phrases that link back to your purpose for reading.

QUESTION
Turn chapter titles & sub headings into navigational aids.
- As you survey the materials, ask yourself what was said about various chapters / ideas in the lectures.

READ
Read through the material once without making notes.

RECALL
With the book shut, try to recall what you have read.

REVIEW
Review all your notes at the end of each study period.

Summarise

- Condense your notes from various sources (lecture notes; tutorial notes; research reading; etc.) according to topic areas.
- Extract the main points from these condensed readings to produce a single summary sheet of headings with key points; key words; names; etc., for that topic.
- Aim to produce a single master summary sheet which connects the various topics via key ideas as they are covered in the subject.
Develop effective note taking strategies

<table>
<thead>
<tr>
<th>Theme 1: The economic conditions/environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference 1</td>
</tr>
<tr>
<td>Clarke, P. &amp; Cressey, S. (1998) Managing.</td>
</tr>
</tbody>
</table>

Another style of note taking

Example of the Cornell Method

**Essay Question:**
*Imagination is the basis of all mental life - Discuss Reference: Makkai, P. u. (1997) The Psychology of Imagination, Harper & Row, Sydney*

<table>
<thead>
<tr>
<th>Headings or Themes</th>
<th>Notes or Content</th>
<th>Reactions/ Insights/ Cross-references/ Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of Imagination</td>
<td>&quot;Imagination is defined as that mental faculty which enables us to sum up sensory impressions and thought&quot; (p. 23)</td>
<td>What does this mean? Perhaps that the human idea of the world would appear to be a chaotic jumble??</td>
</tr>
<tr>
<td>Anti-imagination</td>
<td>&quot;Necessity is imagination in the absence of creative thought: a type of nostalgia for a bygone romantic age which in fact is a symptom of the futility of human understanding which, simultaneously, cannot be adequately and non-mythologically, accounted for in terms of information processing and retrieval&quot; (p. 19)</td>
<td>This is rubbish, surely. Human understanding is limited without the contributions of imagination (see James &amp; Brem, 1997, p. 115).</td>
</tr>
</tbody>
</table>

Plan ahead...
### Upcoming assignments

**B. Arts**

#### Subject: AUST101
- **Week 5**: Annotated readings 1000 wds. 20%
- **Week 13**: Essay 1500 wds. 40%
- **Ongoing**: Tutor Participation 30%
- **Exam Period**: Final exam 2 hrs. 30%

#### Subject: ELL182
- **Week 2**: In-class quiz 10%
- **Week 6**: Report 500+ wds. 25%
- **Week 10**: Report 800+ wds. 30%
- **Week 14**: Persuasive text 800+ wds. 30%
- **Week 14**: Portfolio/Participation 10%

#### Subject: ENGL120
- **Week 6**: In-class test 10%
- **Week 7**: Close Reading Essay 1500wds. 35%
- **Ongoing**: Tutor Participation 30%
- **Exam Period**: Final exam 2 hrs. 40%

#### Subject: INDS150
- **Week 4**: Essay 1000 wds. 30%
- **TBA in class**: Tutorial presentation 30%
- **Week 13**: Major Essay 1500 wds. 40%
- **Exam Period**: Final exam 1 hr 30%

#### Subject: SOC103
- **Week 4**: 4 x Tut. Exercises 1200 wds. 30%
- **Week 12**: Major Essay 1500 wds. 30%
- **Ongoing**: Tutor Participation 10%
- **Exam Period**: Final exam 1 hr 30%

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### Semester schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>ENG</th>
<th>ELL</th>
<th>AUST</th>
<th>INDS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
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<tr>
<td>Week 2</td>
<td></td>
<td>begin quiz</td>
<td>begin E</td>
<td></td>
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<tr>
<td>Week 3</td>
<td></td>
<td>begin I-C</td>
<td>I-C quiz</td>
<td>begin Rs</td>
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<tr>
<td>Week 4</td>
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<td></td>
<td>begin IR</td>
<td>Essay</td>
</tr>
<tr>
<td>Week 5</td>
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<td></td>
<td>In-class test</td>
<td>Annotated</td>
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<tr>
<td>Week 6</td>
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<td>Info report</td>
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## Upcoming assignments

### B. Commerce

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
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<tbody>
<tr>
<td>MGMT102</td>
<td>Week 10 in session test 15%</td>
<td>Weeks 4, 6, 9, 12 Tutorial Review Tests 20%</td>
<td>Mid-session break 24.4.2014 Reflective Journal 20%</td>
<td>Exam Period Final exam 40%</td>
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<tr>
<td>MGMT110</td>
<td>Week 3, 4, 6, 9, 10, 11 Quizzes 20%</td>
<td>Week 6 Essay Outline 10%</td>
<td>Week 10 Essay 30%</td>
<td>Exam Period Final exam 40%</td>
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<tr>
<td>ACCY111</td>
<td>Week 4 In session text 15%</td>
<td>Week 9 In session test 15%</td>
<td>Week 12 Social Responsibility Poster Critique 10%</td>
<td>Exam Period Final exam 60%</td>
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<tr>
<td>ECON101</td>
<td>Ongoing Tutorial tasks 28%</td>
<td>Week 10 In Tutorial Essay 20%</td>
<td></td>
<td>Exam Period Final exam 52%</td>
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<tr>
<td>FIN111</td>
<td>Ongoing Tutorial tasks 10%</td>
<td>Week 8 Mid-session test 25%</td>
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<td>Exam Period Final exam 65%</td>
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