

7 Steps to Better Management of Your Study Time

Where
there's a
SKILL
there's
an



Teaching Guide

The SEVEN STEPS TO BETTER MANAGEMENT OF YOUR STUDY TIME can be taught to students in one 90-minute workshop or in two 45-minute sessions by teaching Steps 1, 2, and 3 in the first session and Steps 4, 5, and 6 in the second session. It can also be taught in four different sessions with Steps 1 and 2, Step 3, Steps 4 and 5, and checking Step 3 data, discussing student schedules (Steps 4 and 5), and completing Step 6. Regardless of what plan is adopted, provision must be made to follow up the teaching of the program with advising sessions to insure that students complete the program activities.

A three week teaching plan seems to be the best solution to get students involved in initiating their time management. At the first session, overview the program booklet and complete Steps 1, 2, and 3 (see details that follow). A week later, review with students their self-check activity in Step 3 and complete Steps 4 and 5. At the third session, get students to discuss their schedules (Steps 4 and 5) and any problems that they have encountered maintaining them. In addition, review Step 6 and discuss use of Step 7. Periodically, if the students are in your class, review their schedules and assist them in persisting in their study management schedules.

NOTE: Send any questions and comments on either the SEVEN STEPS booklet or TEACHING GUIDE to H&H Publishing Company—Attn: Frank Christ.

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Lesson Outline

Orientation to SEVEN STEPS BOOKLET and Step 1

1. Begin the program by writing on the blackboard the following:

STUDY MANAGEMENT

- A. TIME MANAGEMENT FOR LEARNING
- B.
- C.
- D.

2. Stress the importance of “A. TIME MANAGEMENT FOR LEARNING” and its basis in the work of learning psychologists whose research shows that students can “learn more in less time with greater ease and confidence.”
3. Write the other three aspects of study management on the board and discuss each briefly.
“B. TASK MANAGEMENT”—the skill of organizing learning activities and homework assignments so that students can solve math and science problems, write essays, book reviews and research papers, and divide large reading assignments into manageable chunks for study.
“C. STUDY ENVIRONMENT CONTROL”—the ability to recognize the best place to study and how to deal with noise, distractions, and other environmental factors that can minimize study efficiency and effectiveness.
“D. EMOTIONS AND MOTIVATION”—problems of anger, anxiety and apathy that affect studying. Stress the importance of not “going it alone” and that these problems can be dealt with by discussing them with a counselor, an advisor, a clergyman, a parent, a teacher, or a trusted friend.
4. Next, circle “A. TIME MANAGEMENT FOR LEARNING” and state that the workshop activities will focus on Time Management as a major skill of effective and efficient study management.
5. Hand out the booklet “Seven Steps to Better Management of Your Study Time” and indicate that students should immediately write their name on it since it is theirs to use and keep.
6. As soon as each student has a booklet, tell them that they are going to use an important principle of one of the other Study Management Skills, “Task Organization,” to read the booklet. Then introduce them to over-viewing by explaining that this is what they should do each and every time they begin reading any non-fiction material. Relate this overview to what they do naturally. Stress that they do not “read” a room when they first enter it by looking at each wall, the floor, the ceiling in sequence; instead, they overview the entire room. This is equally true when they look at a tree—not leaf by leaf, or branch by branch. Or when they look at a person. The human overviews or sees the “whole” first. This is the rationale behind the overview technique.
7. Do the overview with the students following this sequence.
 - A. Point out the title of the booklet. Tell them that there are seven steps. Point out the table of contents that names and describes briefly each of the seven steps.

- B. Have the students turn to Step One on the first inside page. Read its title aloud. Let them know that there will be a discussion about the usefulness and problems of time management. Indicate that this workshop focuses on time as it is used for academic success. Mention that there are some great books available like Lakein's *How to Get Control of Your Time and Your Life* and McKenzie's *The Time Trap*. Remind them that they will be writing in their booklets as evidenced by the blanks to be filled in on this page.
 - C. Have the students look at Step Two. Read its title aloud. Point out the directions above the chart.
 - D. Have them proceed to Step Three. Read aloud the title.
 - E. Have them turn to Step Four. Read title aloud. Point out that there are thirteen separate directions. Have them circle direction #8 and indicate that this material is on a following page and they must read it before going on to direction #9. Tell them that they will look at it with you later. Point out that the right hand page is a blank schedule that they will be completing as part of the workshop.
 - F. Have them turn next to Step Five. Read the title aloud. Point out that PLRS can be identified in the diagram as Preview, Lecture, Review, and Study.
 - G. Turn next to Step Six. Read the title aloud. Talk a little about behavior change and its difficulty.
 - H. Have them look next at Step Seven. Read title aloud. Tell students that this is an extra schedule worksheet to be used if something changes in their schedule.
 - I. Make a final remark about the value of the overview that they have just completed. Stress again its importance as the first task to be performed whenever they pick up any non-fiction material.
8. Next, have the students open their booklets to Step Two.

Doing Step Two

1. Begin Step Two, "Evaluate Your Study Needs for This Term," by explaining the importance of factual information in solving problems and making decisions. Note that this step will assist them to find out if they need any help with any of their courses.
2. Read each of the directions, one at a time, stopping before each new direction so that students can write information in the spaces provided on the chart.
3. When they have finished direction #8, ask them to look over the information for each course title and then to write either YES or NO in shaded boxes entitled "Need for Special Help."
4. Discuss the need to act immediately on any YES answer and indicate the kinds of help available for each course. Then ask students to write out what help they intend to get for each YES answer. Remind them to see their advisor or counselor so that help can be obtained.

Doing Step Three

1. Begin Step Three by reading each of the directions from #1 to #7 and having students fill out the appropriate boxes on the schedule worksheet before you move on to the next direction.
2. Tell students that this step will take very little time each day but is very important to them if they want to really face up to how they are managing their study time. Stress that this step should be completed for one week of study.
3. Read aloud directions #1 and #2. Ask students to complete them on the worksheet. Point out that they are asked to put the least liked or hardest first.
4. Have students complete direction #3.
5. Read directions #5, #6, and #7 aloud. You can draw a sample form on the blackboard or make a transparency of this page so you can simulate the filling out of this form. Get students to volunteer other time-wasting activities. Point out that daydreaming is one of them.

6. After you have filled out a sample worksheet, read direction #6 and demonstrate the horizontal and vertical totals. Discuss with students what the totals can mean and how a daily monitoring of this information can help them to change. Stress that they will be hurting themselves if they fake the information.
7. If you are going to meet the group for a second session a week after the activity, begin the second session with students comparing their worksheet in pairs or in groups of three and then sharing this with the class.

Doing Step Four

1. Read the directions aloud and have students complete #1 through #8. Remind students to look back at Step Three for their course titles, class and lab times.
2. At direction #8, ask students to turn to the Step Five page where you will go over the diagram with them. Begin at the Circle 2, "LECTURE," and stress that at lectures, they are a captive audience and should get all they can out of the lecture periods by making accurate and complete notes, and by being active through questions and relevant comments.

Next, tell students that Circles 1 and 3 are insurance policies that can guarantee that what they learn in the lecture will be understood and remembered. Compare Circle 1, "PREVIEW," with a warm-up before an athletic contest or an artistic performance. Stress that this preview should occur immediately before or as soon before the lecture as possible. Point out that the preview aids the associative process, gets learners psyched up for the lecture material, and actually chains new learning to what was previously learned. Then have students return to and complete direction #9 in Step Four.

3. Next, discuss Circle 3, "REVIEW." Stress that this review will aid retention and will also clearly indicate, as they review their notes, if their notes are useful, readable, and understandable. Stress that this review should occur immediately after or as soon after the lecture as possible. Have students return to and complete direction #10 in Step Four.
4. Have students go on to direction #11 in Step Four. Stress the value of this weekly review. Tell students that a good weekly review will help them to have a relaxed, guilt-free, and generally study-free weekend. Have students schedule this weekly review time on their schedule blank.
5. Next, discuss Circle 4, "STUDY." Stress that each study period begins with a quick review of their notes and then should continue with an overview of their assignment. If your students don't know about the SQ3R method of study-reading, mapping, or similar methods for study-reading text material, you may want to schedule a workshop on how to read a textbook for them later. Return to direction #12 in Step Four and have students record their study time on their schedule blank.
6. Have students complete directions #13, #14, and #15.
7. Stop and ask students to share their schedule in pairs or groups of three. Allow three to five minutes, then ask for questions and comments.

Follow-Up Activity

You may want students to make a copy of Step Four for you to keep and use in any later class discussions or personal appointments. It is important that you do a follow-up, since it tells students that you value this exercise in study management.