

Story board Set

By Prabesh Devkota

Title: College readiness skills-Time/task management

Time: 3 hrs

Purpose: Providing learning strategies that facilitate student success going into college through SUPA courses

Context: One of the missions of SUPA is to increase students college readiness skills. SUPA teachers participate in seminar sessions every year and this would be used to provide a introduction to college readiness skills like time and task management skills.

Overview: This storyboard presents the flow of activities for a 3 hour seminar on four task/ time management strategies with Syracuse University Project Advance (SUPA) teachers. The session includes an introduction, discussion, calendar strategy, target Planner strategy, fritter finder strategy, chunks of 8 plan (strategy), adaptation and debrief.

The seminar begins with an overview into the time and task management college readiness skill. The seminar then moves on to introducing the strategies for time and task management with hands on activities for the teachers to practice on. The teachers are then given tips for adapting the strategies into their instruction processes. Finally the debrief session consists of discussion on learning, implementation challenges, incorporation into sample session in groups, verbalizing the application ideas, discussion on possible advantages and feedback on the seminar.

Expected outcomes: The goal of this learning activity is that SUPA teachers are able to integrate three time/ task management strategies into their course content

Resources: Facilitator presentation materials, handout templates for the four strategies, note book, pens, colored markers, tapes, glues, scissors, flip charts, paper sheets for summary session responses.

Facility: Room accommodation for 20 people, computer, projector, screen, white board.

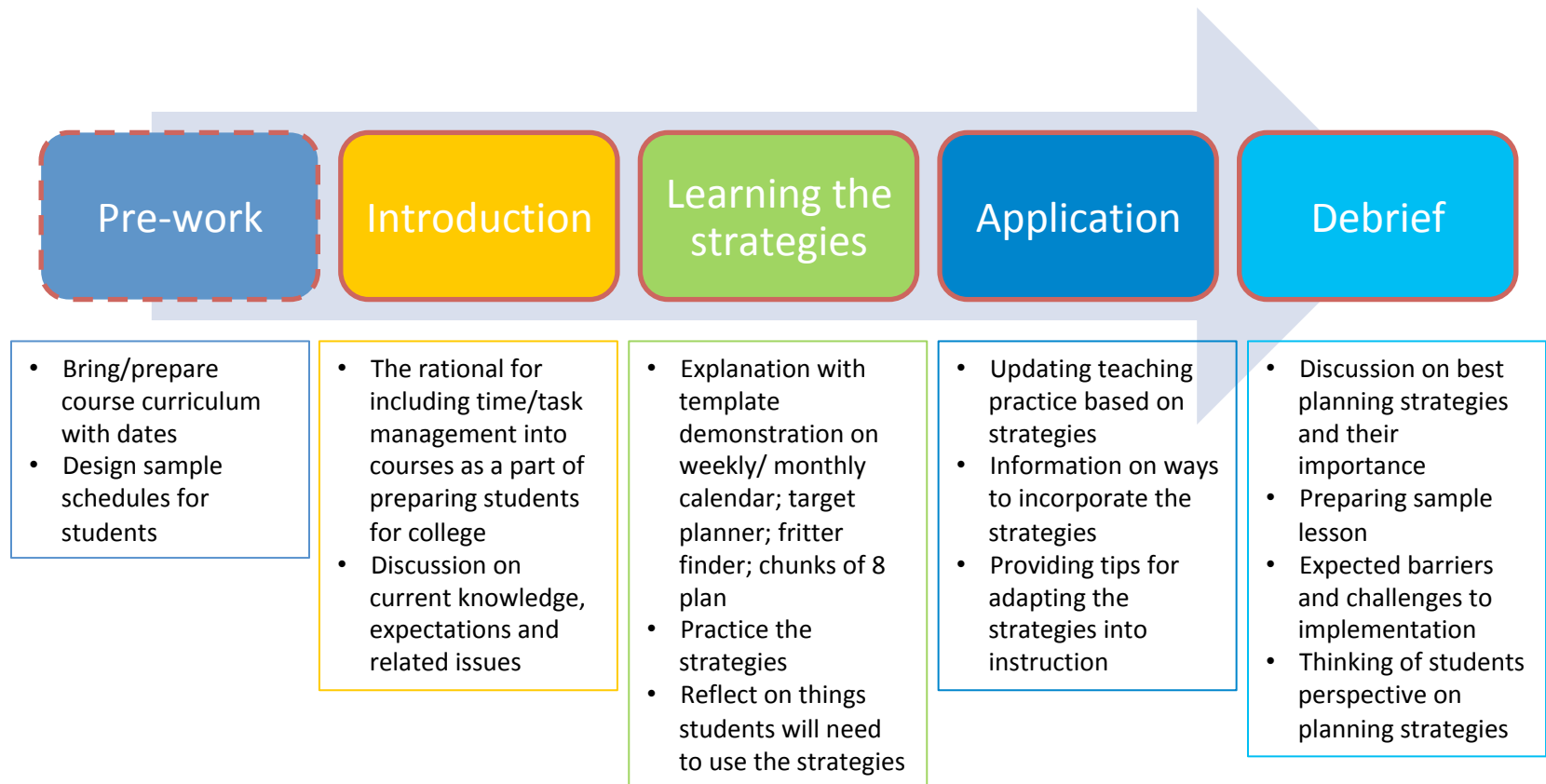
Stakeholders: SUPA and the facilitators conducting the session. Teachers who would employ these strategies in their teaching/ courses; students who would learn the college readiness skills.

Title: College readiness skills-Time/task management

Time: 3 hrs

Purpose: Providing learning strategies that facilitate student success going into college through SUPA courses

Flow of lesson: The flow of activities for this 3 hour session includes the following



Title: College readiness skills-Time/task management

Time: 30 Min

Activity Title: Introduction



Instructional Activity Description

- Provide a lecture on the rational for using time/task management strategies
- Discussion on the course curriculum as a planning tool
- Discussion on sample of schedule that students use
- Provide an overview of the session

Activity Deliverables Outcome

Building anticipation and frame of reference regarding planning

Resources Required

White board, markers, note books, pens, computer, projector, slide deck

Key Learning Outcomes

- Learners will be able to explain the importance of planning and being a strategic learner
- Learners will be able to identify the objectives of the upcoming time/task management session
- Learners will be able to describe what they have been doing to ensure their students use planning strategies so far

Key Content Points

- Explain the rational behind incorporating time/task management into courses
- Help teachers recall and explain their current understanding and practices on the topic
- Understand the teachers view on this topic

Notes

- Facilitator gives an introduction and asks for everyone's self introduction
- Discussions on the pre task assignments and documents
- Discussions on the importance of making sure students make use of planning for learning (Activation)
- Facilitator guides the discussion so that an expectation of the upcoming session and learning is built

Title: College readiness skills-Time/task management

Time: 20 Min

Activity Title: Strategy- weekly/monthly calendar



Instructional Activity Description

- Describe the use of calendar (in educational setting)
- Provide a template for the learners to see
- Learners fill out the template in a trial use
- Brief wrap up discussion at the end of this strategy session (Generative strategy)

Activity Deliverables Outcome

Assist the learners understand the use of a calendar planner, its importance for students, understand their level of knowledge on it and things students need to be able to use it

Resources Required

Pens, markers, paper, template

Key Learning Outcomes

- Learners will be able to describe their understanding of the importance of having and using monthly and weekly calendars
- Learners will use a monthly and weekly calendar planner
- Learners will reflect on and identify things students need to be able to use weekly/monthly calendar

Key Content Points

- Help learners understand the need and importance of a calendar planner
- The teachers learn to fill up the template calendar planner
- The teachers see its applications in terms of usage for students in effective planning

Notes

- Facilitator makes sure the learners have understood the use and importance of weekly and monthly calendar
- Facilitate the exercise in which the teachers fill out the template (demonstration of skills)
- Facilitators include in the discussion the topic of things students need to be able to use a calendar planner
- Facilitators describe how potentially the teachers could incorporate it into their courses/lessons (application of skills)

Title: College readiness skills-Time/task management

Time: 20 Min

Activity Title: Strategy- target Planner

1 Divide the assignment tasks into smaller units. These units should be realistic and manageable.

1	Collect Literature	11/12
2	Create Outline	11/19
3	Write Draft 1	12/3
4	Write Draft 2	12/10
5	Paper Due	12/17

2 Give each unit a due date starting with the date the task is due. Then work backwards from the due date, giving each unit its own due date.

3 Draw a small circle for the center of the bull's-eye and write the assignment's due date.

4 Draw a concentric circle for each additional task identified in step two, and fill in each with the unit-task name and due date.

5 As each unit-task is completed, cross it off or fill in the circle.

Instructional Activity Description

- Describe the use of target planner
- Provide a template for the learners to see
- Learners fill out the template in a trial use
- Brief wrap up discussion at the end of this strategy session (Generative strategy)

Activity Deliverables Outcome

Assist the learners understand the use of a target planner, its importance for students, understand their level of knowledge on it and things students need to be able to use it

Resources Required

Pens, markers, paper, template

Key Learning Outcomes

- Learners will be able to describe their understanding of the importance of having and using target planner
- Learners will use a target planner
- Learners will reflect on and identify things students need to be able to use target planner

Key Content Points

- Help learners understand the need and importance of a target planner
- The teachers learn to fill up the template target planner
- The teachers see its applications in terms of usage for students in effective planning

Notes

- Facilitator makes sure the learners have understood the use and importance of a target planner
- Facilitate the exercise in which the teachers fill out the template (demonstration of skills)
- Facilitators include in the discussion the topic of things students need to be able to use a target planner
- Facilitators describe how the teachers could potentially incorporate it into their courses/lessons(application of skills)

Title: College readiness skills-Time/task management

Time: 20 Min

Activity Title: Strategy- fritter finder

Time	Monday Jan 12	Tuesday Jan 13	Wednesday Jan 14	Thursday Jan 15	Friday Jan 16
8:00AM					
9:00AM					
10:00AM		HST 102 - M001 Section 9:30AM - 10:50AM Huntington Beard Crouse Hall GIFF	GOL 105 - M001 Section 10:35AM - 11:30AM Grant Auditorium AUD	HST 102 - M001 Section 9:30AM - 10:50AM Huntington Beard Crouse Hall GIFF	
11:00AM	GOL 105 - M001 Section 10:35AM - 11:30AM Grant Auditorium AUD		GOL 105 - M001 Section 10:35AM - 11:30AM Grant Auditorium AUD	HST 102 - M014 Discussion 11:00AM - 11:55AM Link Hall 101	
12:00PM			GOL 105 - M006 Recitation 11:40AM - 12:35PM Heroy Geology Building 210		
1:00PM		PHI 191 - M001 Section 12:30PM - 1:25PM Grant Auditorium AUD	GOL 105 - M006 Recitation 11:40AM - 12:35PM Heroy Geology Building 210	PHI 191 - M001 Section 12:30PM - 1:25PM Grant Auditorium AUD	
2:00PM					
3:00PM	CLS 105 - M001 Section 12:45PM - 2:05PM Huntington Beard Crouse Hall KITT		CLS 105 - M001 Section 12:45PM - 2:05PM Huntington Beard Crouse Hall KITT		
4:00PM					
5:00PM	PHI 191 - M013 Discussion 3:45PM - 4:40PM MARSHALL SQUARE MALL 208A				
6:00PM					
7:00PM					
8:00PM			CPS 388 - M001 Section 7:00PM - 9:45PM Grant Auditorium AUD		

Instructional Activity Description

- Describe the use of fritter finder
- Provide a template for the learners to see
- Learners fill out the template in a trial use
- Brief wrap up discussion at the end of this strategy session (Generative strategy)

Activity Deliverables Outcome

Assist the learners understand the use of a fritter finder, its importance for students, understand their level of knowledge on it and things students need to be able to use it

Resources Required

Pens, markers, paper, template

Key Learning Outcomes

- Learners will be able to describe their understanding of the importance of having and using fritter finder
- Learners will use a fritter finder
- Learners will reflect on and identify things students need to be able to use fritter finder

Key Content Points

- Help learners understand the need and importance of a fritter finder
- The teachers learn to fill up the template fritter finder
- The teachers see its applications in terms of usage for students in effective planning

Notes

- Facilitator makes sure the learners have understood the use and importance of fritter finder
- Facilitate the exercise in which the teachers fill out the template(demonstration of skills)
- Facilitators include in the discussion the topic of things students need to be able to use a fritter finder
- Facilitators describe how potentially the teachers could incorporate it into their courses/lessons(application of skills)

Title: College readiness skills-Time/task management

Time: 20 Min

Activity Title: Strategy- chunks of 8 plan

Chunks of 8 Plan

8 Hours for SLEEPING each day

8 Hours for LEISURE each day

8 Hours for ACADEMICS each day

Example of Academic Hours Distribution

Hours in Class	Hours for Study	Total Hours
5 Monday	3	8
3 Tuesday	5	8
5 Wednesday	3	8
3 Thursday	5	8
0 Friday	8	8

Instructional Activity Description

- Describe the use of chunks of 8 plan
- Provide a template for the learners to see
- Learners fill out the template in a trial use
- Brief wrap up discussion at the end of this strategy session (Generative strategy)

Activity Deliverables Outcome

Assist the learners understand the use of a Chunks of 8 plan, its importance for students, understand their level of knowledge on it and things students need to be able to use it

Resources Required

Pens, markers, paper, template

Key Learning Outcomes

- Learners will be able to describe their understanding of the importance of having and using Chunks of 8 plan
- Learners will use a Chunks of 8 plan
- Learners will reflect on and identify things students need to be able to use chunks of 8 plan

Key Content Points

- Help learners understand the need and importance of a Chunks of 8 plan
- The teachers learn to fill up the template Chunks of 8 plan
- The teachers see its applications in terms of usage for students in effective planning

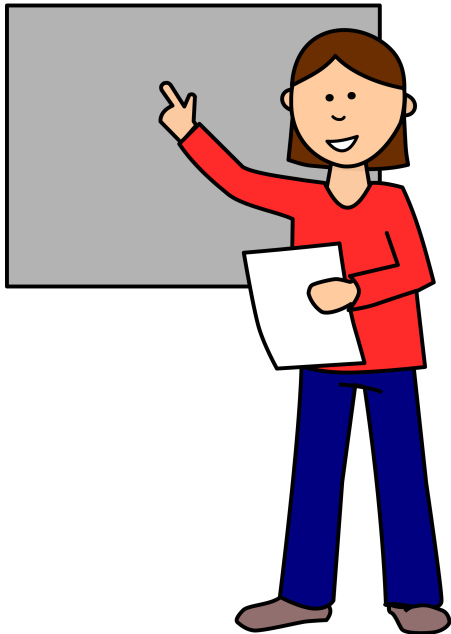
Notes

- Facilitator makes sure the learners have understood the use and importance of Chunks of 8 plan
- Facilitate the exercise in which the teachers fill out the template (demonstration of skills)
- Facilitators include in the discussion the topic of things students need to be able to use a chunks of 8 plan
- Facilitators describe how potentially the teachers could incorporate it into their courses/lessons(application of skills)

Title: College readiness skills-Time/task management

Time: 35 Min

Activity Title: Application



Instructional Activity Description

- Teachers realize things they could do differently (deep learning)
- The teachers talk about the strategies they can use
- In the end, feedback is given by instructors/ facilitators

Activity Deliverables Outcome

- Provide additional explanation on importance of task/time management for college students if required
- Think- pair- share activity is conducted regarding things that could be done differently in class after learning the time/task management skills
- Try to make the teachers internalize the process so they are able to incorporate the planning strategies into their own instructions

Resources Required

Note books, pens, flip charts

Key Learning Outcomes

- Learners will create a detailed schedule of their assignments and homework (break things down)
- Learners identify the things they could do differently in light of learning the planning strategies
- Learners will be able to list the importance of planning and incorporating strategies into their instructional processes

Key Content Points

Discussions and feedbacks

Notes

- Allow teachers to talk about adapting strategies into their classes and courses
- Facilitate the think-pair-share mini session (integration of skills)
- Provide feedback in a way that helps incorporate the strategies into their courses

Title: College readiness skills-Time/task management

Time: 35 Min

Activity Title: Debrief



Instructional Activity Description

- Strategies to incorporate into courses/ teaching are verbalized/ visualized
- Group activity of creating a sample lesson for each strategy to be incorporated (Contextual teaching learning)
- Discussion on Importance/ barriers to planning strategies
- Generate ideas on motivating students/ overcoming their resistance/reluctance to using planning strategies

Activity Deliverables Outcome

Summarization of all activities conducted which develops a good understanding of time/ task management strategies and their application

Resources Required

Paper, pens, markers

Key Learning Outcomes

- Learners will be able to describe at least three strategies of task/time management to incorporate into their courses/ teaching
- Learners will be able to demonstrate the use of the planning strategies by creating sample lessons
- Learners will be able to explain what can be done to motivate the use of planning strategies among their students and overcoming resistance to it

Key Content Points

- Discussion regarding barriers and importance of planning
- Generating ideas on how motivation towards planning amongst students can be made
- Discussion on planning strategies as applied from students perspective

Notes

- Teachers should verbalize the strategies they plan to use
- Teachers should also try to look at things from their students perspective
- Make 4 groups each work on a strategy and how to incorporate that into a sample lesson (integration of skills)
- Provide any final support that teachers require regarding using the strategies in their courses/ teaching

Reference

Blumin, M. F., Ph.D., Shaver, L., Denman, C.,
Forgard, K., Squires, T. M., & Pusch, R. S., Ph.D.
(n.d.). Learning Strategies That Facilitate Student
Success. In *Strategic Learning*. Syracuse
University Project Advance.

Image Citation:

Blumin, M. F., Ph.D., Shaver, L., Denman, C., Forgard, K., Squires, T. M., & Pusch, R. S., Ph.D. (n.d.). Learning Strategies That Facilitate Student Success. In *Strategic Learning*. Syracuse University Project Advance

Stockwell, A. (2017, April 28). Summarizing findings. Retrieved May 28, 2019, from <https://www.lynda.com/User-Experience-tutorials/Summarizing-findings/546777/611890-4.html>

THE ART OF TIME MANAGEMENT. (n.d.). Retrieved May 28, 2019, from <http://cls.syr.edu/cls/timemgtstrats2.php>