Instructional Design for Improving Homework & Study Skills (Section 1 - Time Management)

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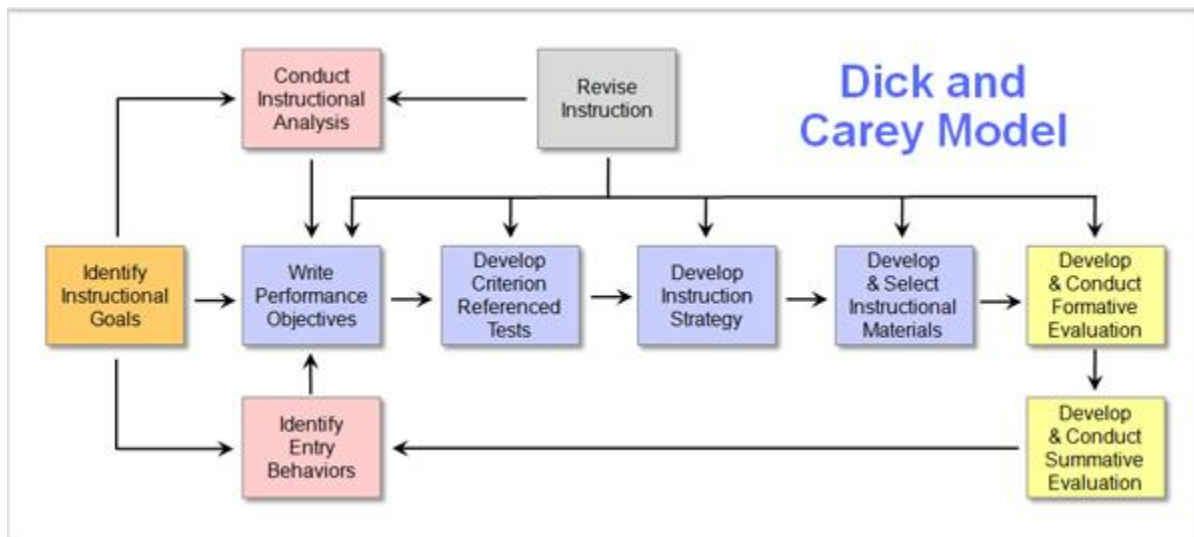
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Abstract

Acquiring skills for completion of homework in a timely fashion and incorporating good study habits can assist students in preparation for college, relieve anxiety and stress, and help them to manage their time wisely. This is *Section 1* of an overall instructional design created to provide good study habits and time management skills for students prior to attending college; this section is focused on time management skills. The overall project will be created in several stages as it entails a lot of information. I will be using Dick & Carey's systems approach model along with Gagne's domains of learning instructional design model. In addition to these techniques, I will also be incorporating instructional strategies using multimedia design principles and the incorporation of eLearning technology. For my overall delivery strategy for the entire project, I will be using a combination of ARCS, problem-based learning, lecture, and game-based learning.

Keywords: Study, habit, process

Instructional Design for Improving Homework and Study Skills (Section I-Phase I)

Executive Summary

        One of the major issues facing teachers today is the ability to motivate students to complete their homework and to do so in a timely manner. Good study habits, time management, and organization are skills that are necessary for young people to achieve success in college, in future employment as an adult, and life with learning skills such as paying bills on time, getting to work on time, and managing and investing their money among other things. This instructional design project will be focused on finding a way to motivate students to want to learn these skills and implement them in their lives. In designing this instructional process, I will be using the Dick & Carey systems approach model for designing instruction detailed in *The Systematic Design of Instruction*. (Dick, Carey, & Carey, 2015) along with Gagne's Nine Events of Instruction.

Performance Analysis

Questions	Answers
What is the problem that was originally voiced?	Students not turning their homework in on time.
Is the voiced problem related to a core organizational outcome?	Yes. Will improve student's education by showing them how to manage their time wisely to be more successful in life and endure less stress.
Are there established operational goals for this outcome?	Yes, the established goal is for all students to turn their homework in on time.
Is the operational goal being met?	No. Roughly, around 5% of students are turning their homework in on time.
Is there an operational need?	Yes. Eliminate lateness and provide knowledge to students on how to improve on homework skills and time management and how implementing these skills can assist them not only with homework skills but also life skills.
Have performance standards been set for achieving the operational goal?	Yes. The standard now is that if homework is turned in late, there is a 10% penalty per day. Any extension request must be made no later than 24 hours before it is due, and the request must be made in person.
Are performance standards being met?	No. Students are not turning their homework in on time.
Is there a performance need?	Yes. Educate the students on skills they can use to manage their time better and get their assignments done on time and the consequences of not managing time wisely now and in the future.

Are there external factors outside the control of the school that are contributing to operational and performance needs?	No. The students' needs are within the control of the school.
Are there internal factors within the control of the school that are contributing to job performance needs?	Yes. The student's needs are being met with needed equipment, education, study hall, guidance, and consequences.
Are there solutions for the performance needs?	Yes. Increase the knowledge of the students on skills that will help them manage their time wisely and tools they can implement that will assist them in completing homework on time. Also, reminding them of the resources already available at the school; counseling, study hall, etc.

Needs Analysis

Client

Mr. Antton Wilbanks teaches three college prep chemistry classes at Christ School averaging ten to eleven students per class. His education includes a BA Chemistry with a minor in educational studies from UNC-W where he studied abroad in Finland for one school year. This is his 3rd year teaching Chemistry. He would like to see an improvement in student's completion of homework in a timely manner and not have students waiting until the last minute to complete their assignments or waiting till it is past due. This instructional design process will focus on an analysis of improving homework and study skills for Mr. Antton Wilbanks' class and is not representative of the whole school.

Learner/Content Analysis

Christ School is an episcopal boarding school for boys located in Arden, NC which was founded in 1900. It is a college prep school with an enrollment of over 290 students from 8th to

12th grade that focuses on leadership, mind, body, spirituality, and community. The students'

experience there includes small class sizes of 10-12 students per class, advanced placement and

honors courses, extensive extracurricular opportunities, a nationally recognized outdoor program,

and an athletic program which features 19 teams in 11 sports. (Christ School, 2018) As this is a

boarding school, most of the students are away from home, some are even from other countries.

Each student has a laptop to do their assignments on and are computer literate. The semesters

consist of students taking five classes which are 45 minutes long on most days and 55 minutes

long on one day. The classes start at 8:10 except for Wednesday where they have a late start at

9:15 and a luncheon with their advisor from 12:00-1:30 pm. The school days end at 2:40 on

Monday and Thursday, 2:50 on Tuesday and Friday, and 3:10 on Wednesdays. If students need

additional help with their studies, they can go to after school period till 3:15 for assistance except

on Wednesday. They can get help also on Sunday-Thursday evening from 8:00-9:45 pm. Mr.

Wilbanks makes himself available on the Wednesday evening study hall to help students.

Gap Analysis

What is happening?	What should be happening?
Two out of 34 students starting assignments early	All students should be completing assignments daily as they learn the material so that they are all complete by the due date.
Students starting assignments one day before it is due	They have two weeks of material being taught and a total of three weeks to complete assignments.
Students starting assignments day after it is due	
Students completing assignments 7 days after due date	

*Roughly 5% of student's assignments are on time, 75% last minute, and 20% are late.

Desired status (100% of students turning their homework in on time)

– Actual Status (5% of students turning their homework in on time)

= Need (95% of additional students to turn their homework in on time)

Reasons

Listed below are the excuses Mr. Wilbanks received from students and other reasons that may be contributing to this issue. Because of time constraints with the busy school semester, he was not able to ask the students about the reasons why they did not turn their homework in on time.

1) Just didn't do it

2) Why didn't you do it? I don't know.

3) Mr. Wilbanks did state that sometimes students did have a lot of homework from other classes. In one example recently, a student had nine assignments due on the same day.

4) Distractions on the internet: student's addictions to video games such as Fortnight and searching for songs to play while doing their homework; they end up spending more time on Spotify looking for a song to play than they do on completing the homework.[1]

Lesson Structure

The way Mr. Wilbanks arranges his lessons are; he teaches the chapter for two weeks, students will have to complete a paper and lab report which is due by the end of the chapter.

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[1] The IT department at the school is looking at ways to block access to these sites.

They have a problem set to do online in Mastering Chemistry which usually consists of 20 questions on average. The students have an additional week to complete the problem set.

Consequences

1) 10% off for each day late, extension must be requested in person 24 hours prior to assignment due date.

2) If the student is consistently late, Mr. Wilbanks meets with the student, parents are notified, and the student is assigned to Sunday study hall from 1:00-2:30 pm.

3) If there is still a problem with the student turning their homework in late, the student's advisor is notified.

4) If there is still a problem, Mr. Wilbanks emails a referral on the student to the Academic Dean and CC: Administrator on Duty.

5) Some students may just need extra help and are then referred to LR (Learning Resources).

6) Another consequence may be the student is not allowed to attend sports practice. They can play in the games but that is up to the coach. And according to Mr. Wilbanks, the coaches usually will not let them play.

Strategies for Solving the Gap

The strategies that will be implemented for solving the huge gap of students not turning their assignments in on time will be as follows:

1) Teaching good time management skills and showing how the development of this tool can be beneficial to their lives.

2) Teaching good class and homework skills such as different ways of note taking, listening skills, etc.

3) Sharing resources of where the students can go to get help with homework or life stressors that may be interfering with their focus, etc.

4) Development of a self-paced instructional model for this MIT 500 project.

5) Development of an eLearning module in MIT 511 Multimedia Design and Development class that will incorporate the lessons and information developed in this project for MIT 500 Instructional Systems Design/Theory & Research.

6) Future development of an online game as my graduate studies go forth, maybe as a senior project. Mr. Wilbanks has stated that the students seem to love competitive games and thinks this would be a great solution. Also, along the way of this developing project, find a way to incorporate reading comprehension, math, and typing skills.

7) I will suggest for Mr. Wilbanks to bring up to his colleagues the issue of their not being an adequate amount of time (30-35 minutes) after school for the students to really accomplish obtaining effective assistance with their homework.

Constructing Goal Statement

Questions asked for criteria for establishing instructional goals:

1) *Will the development of this instruction solve the problem that led to the need for it?*

2) *Are these goals acceptable to those who must approve this instructional development effort?*

3) *Are there sufficient resources to complete the development of instruction for this goal?* (Dick, Carey, & Carey, 2015)

Will this instruction solve the problem? Only time will tell. This is an issue that will have to be continuously evaluated and re-organized with new solutions if necessary. In my experience, knowledge is power, even though at times I did not realize how much at the time but did so later in life. I have discussed the development of this instructional design at every step of development with Mr. Wilbanks and feel he agrees with the design thus far. There are sufficient resources to complete the development of this instructional design project as I am grad student at UNC-W and completing this project as a class assignment. Therefore, there is no cost to Mr. Wilbanks or myself.

Goal Statement

The students of Christ School will be able to use the skills and knowledge shared with them to incorporate good study habits, homework skills, and time management to not only help them to turn assignments in on time but also to complement future life skills.

Task Analysis

Learning Theory

The design of this instructional process will be based on Gagne's Taxonomy which includes intellectual skills, cognitive strategies, verbal information, attitudes, and motor skills. The Gagné taxonomy is perhaps the most popular of the many learning taxonomies in the field of instructional design (Reigeluth, 2012).

- **Motor Skills** refers to bodily movements involving muscular activity.

- **Attitude** is an internal state which affects an individual's choice of action toward some object, person, or event.

- **Verbal** Information include: 1) Labels and Facts and 2) Bodies of Knowledge.

- **Cognitive Strategy** is an internal process by which the learner controls his/her own ways of thinking and learning.

- **Intellectual Skills** include 1) Discrimination 2) Concrete concept 3) Rule using and 4) Problem solving. These are the four levels within the intellectual skills domain that Gagné identified as his taxonomy.

  - *Discrimination* is making different responses to the different members of a class. Seeing the essential differences between inputs and responding differently to each.

  - *Concrete concept* is responding in a single way to all members of a particular class of observable events. Seeing the essential similarity among a class of objects, people, or events, which calls for a single response.

  - *Rule using* is applying a rule to a given situation or condition by responding to a class of inputs with a class of actions. Relating two or more simpler concepts in the particular manner of a rule. A rule states the relationship among concepts.

  - *Problem solving* is combining lower level rules to solve problems in a situation never encountered by the person solving the problem. May involve generating new rules which receive trial and error use until the one that solves the problem is found. (cehdclass.gmu.edu, 2018)

Goals

The overall goal is: The students of Christ School will be able to use the skills and knowledge shared with them to incorporate good study and homework habits along with time

management skills to not only help them turn assignments in on time but also to complement

future life skills.

(Section 1)

1. Time Management Skills
    1.1 Understanding time management skills
        1.1.1   Essential time management skills
                1.1.1.1 Setting goals
                1.1.1.2 Self-awareness
                1.1.1.3 Self-motivation
                1.1.1.4 Focus
                1.1.1.5 Decision-making
                1.1.1.6 Planning
                1.1.1.7 Communication skills
                1.1.1.8 Questioning & Challenging
                1.1.1.9 Teamwork
                1.1.1.10 Coping skills
                1.1.1.11 Stress management
                1.1.1.12 Recordkeeping/Organization
                1.1.1.13 Patience
                1.1.1.14 Forgiveness

(Section 2)

2. Homework & Study Skills
    2.1 Effective study habits
        2.1.1   Approach/Mindset
        2.1.2   Where you study
        2.1.3   Bring what you need, nothing you don't
        2.1.4   Outline & rewrite notes
            2.1.4.1 Notetaking
                2.1.4.1.1   Why good note taking is important
                2.1.4.1.2   Notetaking Styles
                    2.1.4.1.2.1 Cornell Method
                    2.1.4.1.2.2 Mapping Method
                    2.1.4.1.2.3 Outlining Method
                    2.1.4.1.2.4 Charting Method
                    2.1.4.1.2.5 Sentence Method
        2.1.5   Use memory games (mnemonics)
        2.1.6   Practice by yourself or with friends
        2.1.7   Make schedule you can stick to

Instructional Design for Improving Homework and Study Skills (Phase II)

Objectives and Assessment for Section 1 – Time Management

Learning Goals	Tasks	Objective	Content	Assessment
Time Management Skills	Understanding time management skills	Given the definition of time management, the learner will identify what it is 100% accurately.	Time Management	The ability to use one's time effectively or productively is called _____ _____.
	Essential time management skills	Given the 14 ways of essential time management, the learner will match by typing the name of each skill with its definition with 100% accuracy.	Setting goals Self-awareness Self-motivation Focus Decision-making Planning Communication skills Questioning & Challenging Teamwork Coping skills Stress management Recordkeeping/Organization Patient Forgiveness	Given the names of each time management skill, type the correct skill in the blank beside the correct definition.

	Setting goals	Given examples of short-term and long-term goals, the learner will choose which category they belong to with 100% accuracy.	Short-term: • Read chapter for module assignment • Graduate high school • Finish weekly homework assignment • Take notes in today's class • Graduate college • Plan vacation for next summer	Type beside each example if it is a short-term goal or a long-term goal:
	Self-awareness	Given time to think about a time they did well on one assignment and poorly on another assignment, the student will analyze the two situations and type the reason(s) they feel they achieved the results in each situation. Typing and a logical answer to be given with 100% accuracy.	Answers different for each student.	List a time when you did well on an assignment and a time when you did poorly on an assignment. In analyzing each situation, list reason(s) you believe contributed to each outcome. What could you have done differently?
	Self-motivation	Given ten reasons and the definition of each reason of why a person	• Fear • Setting the wrong goals • Lack of clarity	Select two of the reasons for being un-

		can be un-motivated, the learner will pick two of the reasons listed and give a solution for the problem. Typing and a logical answer to be given with 100% accuracy.	- Values conflict - Lack of autonomy - Lack of challenge - Grief - Loneliness - Burnout - Fuzzy next steps	motivated and propose a solution for each.
	Focus	Given four choices of the two correct answers, the learner will identify the correct choice for the blanks with 100% accuracy.	Single tasking, one	_____ is the best way to improve focus. To get results, you must learn to focus on ____ task at a time and block out all distractions. 1. Single tasking, two 2. Multitasking, one 3. Single tasking, one 4. Multitasking, two

	Decision-making	Given a scenario where a student has an assignment that is due, the learner will team up with one other student and together they will analyze the situation and give a possible solution for the situation.	(I will come up with a scenario when I design the assessment.) Time Importance Resources Energy level Tools People	How much time do I have? What task is the most important? What resources do I have available? Am I exhausted? Is this something that can wait until tomorrow or must be done today? Do I have what I need to complete the task? How can I get it? Is there anyone I can ask for help?
	Planning	Given the 5 steps of the Natural Planning Model, the learner will utilize the five steps to create a plan	Purpose/Goal Vision Ideas Structure	Utilizing the 5 steps of Natural Planning Model, create a plan for a

		with 100% understanding. https://youtu.be/kOSFxKaqOm4	Next Action	purpose/goal you need to accomplish.
	Communication Skills	Given 5 listening skills and 5 verbal communication skills, the leaner will categorize them into the correct category.	Most important part of communicating is **listening**. • Focus • Understanding • Be patient • Show interest • Repeat it back **Verbal communication** • Speak clearly • Choose your words carefully • Use the appropriate tone • Consider your audience • Look for non-verbal cues for understanding. Ask them to repeat back to you what you said.	Match the skill to the appropriate category.
	Questioning & Challenging	Given a scenario of an assignment given by a teacher, the learner will describe what the important information is that he/she may need to know at 100% understanding.	What? When? How much? The way the work is to be performed? Any other details that may impact the work that needs to be done.	(Will create an assignment scenario when designing assessment.) Describe needed information

				about the assignment and any important questions you may need to ask or challenge.
	Teamwork	Given the condition of a team assignment, the learner will name three important skills necessary when working as a team with 100% accuracy.	Good communication Setting clear goals Respect Agreeing on sections for each learner to do. Giving/taking constructive criticism Creating a timeline, meeting that deadline Asking for help when needed Sharing knowledge Being flexible (it's not just your way) Be a team, praise each other	Name at least three important skills when working in a team.
	Coping Skills	Given skills for coping, the learner will identify 3 positive ways to cope with life with 100% accuracy.	http://www.yourlifeyourvoice.org/Pages/tip-99-coping-skills.aspx	What are three coping skills that you can implement in your life?
	Stress Management	Given the three types of stress triggers, the learner will match them with	Social, academic, daily	Type the name of each stress trigger with the

		their definition with 100% accuracy and share three ways they manage stress.		correct definition. Name three ways to manage stress.
	Stress Management	Given a stressful scenario, the learner will explain in a short paragraph the best way to handle the situation and prevent it from happening again with 100% accuracy.	Don't panic Retrace your steps/look for it Did you use a backup method to save your work? Do it again really quick. It's better than turning in nothing even if it isn't your best work. Create a drop box, save to thumb drive, send it to yourself in an email, save to OneDrive, etc.	You have a project due at 9:00 this morning. You cannot find it. What should you do? What steps can you take to prevent this mishap in the future?
	Recordkeeping/Organizatio n • Calendars • Creating folders on desktop • Creating alert reminders on phone • Sticky notes	Given the skills necessary for good recordkeeping/organizati on, the learner will name 3 ways to save a document and 3 ways that assists with organization with 100% accuracy.	OneDrive, Dropbox, Email Make lists Create a schedule Do a budget Put things where you can find them Use alerts on phone/calendar Use calendar for upcoming events Keep desk clean and organized	Name three places you can save a document and three ways that assists in organization.
	Patience	Given a choice of a stressful scenario, the	Deep breaths	Choose one scenario and

| | | learner will reveal what skill can be used to be patient and how the skill would work with 100% accuracy. | Relax your body

Use anger mgmt. techniques

Manage your emotions

Force yourself to slow down

Avoid rude people

Practice active listening/empathic listening

Your being impatient is not going to make anyone move faster or change the situation

Tell an adult

Practice mindfulness

Reframing the situation

Practice gratitude | explain what you could do to be patient in the possible stressful situation.

• A car rear-ended you.
• A driver flipped you the bird.
• Someone cut in front of you in line. |
| | Forgiveness | Given the definition of forgiveness, the learner will fill in the blank with the correct term with 100% accuracy. | Forgiveness

Benefits of forgiveness

• Ability to focus on future
• Feeling of peace
• Freedom | Fill in the blank:

_____

is a choice a person makes to free them to focus on more important matters; rather than wasting time and energy on old grudges. |

Organizational Strategy

I will be implementing Gagne's domains of learning instructional design model. In addition to these techniques, I will also be incorporating instructional strategies using multimedia design principles and the incorporation of eLearning technology.

Gagne's Nine Conditions of Learning	Application
1. Gaining attention	I will gain the learner's attention through a story-line presentation and game. This will present information about 14 time-management skills and how they relate to their life now as a student and in the future. They will be involved in a few group activities to implement engagement and teamwork.
2. Inform learner of the objectives	A list of objectives will be presented in the lecture presentation.
3. Ask learners to recall prior learning	There will be group activities where the learners can practice the prior learning, and there will be an assessment.
4. Deliver the content.	The content will be presented via a lectured presentation with the information presented in small chunks. There will also be a fun jeopardy type game for them to play afterwards.
5. Use methods to enhance understanding, for example, case studies, examples, and figures.	The students will be given group activities where they will be solving examples of real life scenarios.
6. Provide an opportunity to practice.	Students will be practicing these skills in group activities.
7. Provide feedback.	Feedback will be given in the group activities which are congruent with the objectives, learner characteristics, and instruction. These group activities are likely to be motivational as the students will have to use their problem-solving skills and

	teamwork to provide a solution. These group activities will be implemented after the lecture and before the assessment questions.
8. Assess performance	There will be a quiz game after the presentation. The students will be given an assessment quiz after all instruction and activities are complete to test them on learned knowledge.
9. Enhancing retention and transfer	Retention and transfer will be implemented through information shared through the lecture/presentation which will be created in Storyline, along with group assignments, and a game.

Delivery Strategy

For my delivery strategy, I will be using a combination of ARCS, problem-based learning, lecture, assessment, and game-based learning, along with the development of an eLearning module in another class.

Delivery Strategy	Application
ARCS Model • Attention	I will gain the learner's attention through an eLearning lecture created in Storyline that shows how learning time management skills relates to their life now as a student and in the future. They will be involved in a few group activities to implement engagement and teamwork.
• Relevance	Show how learning time management skills can help them to be successful in school and life. I will do this by teaching them steps for success in time management and tools to handle stress.
• Confidence	I will be educating the students on tools to manage their time and handle real-life situations that may arise, so they can handle these problems in an effective manner.
• Satisfaction	Satisfaction will be from learning effective time management skills and how to handle stress and cope with stressful situations. The students will see the positive effects of these skills when implemented.
Problem-based learning	The students will be presented with several scenarios where they will have to determine what the right choices are and how they can affect the situation.

Lecture	There will be a lecture presentation with information about effective time management.
Assessment	There will be an assessment given after the content is presented to measure the learning achievement. There will also be a few group assignments.
e-learning	There will be an eLearning module created for this project in another of my classes MIT 511 Multimedia Design & Development.

Instructional Design for Improving Homework and Study Skills (Section I-Phase III)

Assessment Blueprint for Section 1 – Time Management

In implementing this section, I am using Gagne's five learned capabilities to enhance learning. These include intellectual skills, cognitive strategies, verbal information, attitudes, and motor skills. The intellectual skills include discrimination, concrete concept, rules/procedures, and problem-solving which I will be using to arrange the knowledge from low-level to high-level learning using a constructivist approach to build knowledge. As I am going through this process, I will re-evaluate each question taking a formative approach and make changes as I feel is necessary.

Assessment Questions

1) The ability to use one's time effectively or productively is called _____   _____.

2) Given the names of each time management skill, match the skill to the correct definition.

   a. Communication
   b. Coping
   c. Decision-making
   d. Focus
   e. Forgiveness
   f. Goal-setting
   g. Organization
   h. Patience
   i. Planning
   j. Questioning
   k. Self-awareness
   l. Self-motivation

   _____the process of identifying something that you want to accomplish and establishing measurable goals and timeframes.

   _____a person's knowledge of themselves and their worth as a person.

   _____motivation of oneself by one's own resolve or interest.

   _____to concentrate on something in particular. Focus is defined as to bring into view.

   _____The process of reaching a decision.

m. Stress n. Teamwork	_____devising, arranging, preparing, preparatory, plotting, shaping, scheming, contriving, considering, designing, laying down guide lines, developing a plan, thinking of, looking into, masterminding. _____the 2-way exchange of opinions, news and information by writing, speech or gestures including body language and facial reactions. _____combined efforts, or the actions of a group, to achieve a common purpose or goal. _____successfully managing something difficult or challenging physical or mental tension. _____refers to the act of putting things into a logical order or the act of taking an efficient and orderly approach to tasks… _____the quality of waiting calmly without complaining _____letting go of past grudges or lingering anger against a person or persons.

3) Circle the correct answer. _____ is the best way to improve focus. To get results, you must learn to focus on _____ task at a time and block out all distractions.

   a. Singletasking, two
   b. Multitasking, one
   c. Singletasking, one
   d. Multitasking, two

4) Most important part of communicating is _____.

5) Identify each communication skill with a 1 for listening and a 2 for verbal.

      ____ Listening
      ____ Focus
      ____ Speak clearly
      ____ Choosing your words carefully
      ____ Being understanding
      ____ Using the appropriate tone
      ____ Patience
      ____ Showing interest
      ____ Repeat it back
      ____ Use the appropriate tone
      ____ Consider your audience
      ____ Look for non-verbal cues

Extra Credit: Which communication skill belongs to both listening and verbal communication?
      _____

6) Choose the correct types of stress triggers?

      _____ academic, social, daily
      _____ nightly, social, daily
      _____ social, academic, supper-time
      _____ daily, nightly, noon-time

7) A choice a person makes to free them to focus on more important matters; rather than wasting time and energy on old grudges is called _____.

8) Fill in the blank: short (for short-term goal) and long (for long-term goal)

_____ save money for a new car
_____ graduate high school
_____ finish homework that is due tomorrow
_____ take notes in today's class
_____ plan a vacation for next summer
_____ feed the dog

9) Utilizing the 5 steps of Natural Planning Model, create a plan for a purpose/goal you need to accomplish.

Purpose/Goal
Vision
Ideas
Structure
Next Action

10) List 5 questions you need to ask when given an assignment.

11) Name at least three important skills when working in a team.

_____

_____

_____

12) What are three coping skills that you can implement in your life?

_____

_____

_____

13) List a time when you did well on an assignment and a time when you did poorly on an assignment. In analyzing each situation, list reason(s) you believe contributed to each outcome. What could you have done differently?

14) Select **two** of the reasons for being un-motivated and propose a solution for each.

- Fear
- Setting the wrong goals
- Lack of clarity
- Values conflict
- Lack of autonomy
- Lack of challenge
- Grief

- Loneliness

- Burnout

- Fuzzy next steps

16) Name three places you can save a document and three ways that assists in organization.

_____   _____

_____   _____

_____   _____

17) Choose one scenario and explain what you could do to be patient in the possible stressful situation.

    a.   A car rear-ended you.
    b.   A driver flipped you the bird.
    c.   Someone cut in front of you in line.

Turn your test in and wait for your assigned partner to get finished.

When they are finished, get together as a team and complete the next section.

17)

Situation:

Billy in waking up this morning, remembered he needed to turn in his assignment for Chemistry class. He had not finished the assignment the day before. He logged in to his computer to quickly finish it and print it off, so he could take it to school for his 4th period class. He went to open the document, and it was blank. What steps can he take to try to resolve this issue?

Using the questions below, you will team up with another student, analyze the proposed situation, and devise a solution.

Questions:

How much time do I have?

What task is the most important?

What resources do I have available?

Am I exhausted? Is this something that can wait until tomorrow or must be done today?

Do I have what I need to complete the task? How can I get it?

Is there anyone I can ask for help?

Answer Key

1) Time Management

2) Definition Matching answers: The below definitions are from www.yourdictionary.com

Goalsetting – The **definition** of **goal setting** is the process of identifying something that you want to accomplish and establishing measurable **goals** and timeframes.

Self-awareness - Self-awareness is a person's knowledge of themselves and their worth as a person.

Self-motivation - Motivation of oneself by one's own resolve or interest.

Focus - Focus is defined as to concentrate on something in particular. Focus is defined as to bring into view.

Decision-making - The process of reaching a decision.

Planning - devising, arranging, preparing, preparatory, plotting, shaping, scheming, contriving, considering, designing, laying down guide lines, developing a plan, thinking of, looking into, masterminding

Communication - The definition of communication is the 2-way exchange of opinions, news and information by writing, speech or gestures including body language and facial reactions.

Questioning - The definition of communication is the 2-way exchange of opinions, news and information by writing, speech or gestures including body language and facial reactions.

Teamwork - The definition of teamwork is combined efforts, or the actions of a group, to achieve a common purpose or goal.

Coping - successfully managing something difficult or challenging

Stress - physical or mental tension.

Organization - refers to the act of putting things into a logical order or the act of taking an efficient and orderly approach to tasks…

Patience - the quality of waiting calmly without complaining

Forgiveness - Forgiveness is defined as letting go of past grudges or lingering anger against a person or persons.

(YourDictionary, 2018)

3) c. single tasking, one

4) Listening

5)   1 = listening   2 = verbal   Extra Credit: repeat it back

> 1- Listening
> 1- Focus
> 2- Speak clearly
> 2- Choosing your words carefully
> 1- Being understanding
> 2- Using the appropriate tone
> 1- Patience
> 1- Showing interest
> 1 & 2 - Repeat it back
> 2- Use the appropriate tone
> 2- Consider your audience
> 2- Look for non-verbal cues

6) academic, social, daily

7) Forgiveness

8) short-term or long-term goal?

> Long – save money for a new car
> Short or long - graduate high school (answer depends on what grade the student is in)
> Short - finish homework that is due tomorrow
> Short - take notes in today's class
> Long - plan a vacation for next summer
> Short - feed the dog

9) Answers will vary.

> Purpose/Goal
> Vision
> Ideas
> Structure
> Next Action

10) Answers may vary somewhat:

> What? When? How much? The way the work is to be performed? What format? How many pages? Do you have any examples? Any other details that may impact the work that needs to be done.

11) Teamwork skills: Answers will vary.

> Good communication

Setting clear goals

Respect

Agreeing on sections for each learner to do.

Giving/taking constructive criticism

Creating a timeline, meeting that deadline

Asking for help when needed

Sharing knowledge

Being flexible (it's not just your way)

Be a team, praise each other

12) Three Coping skills: Answers will vary.

13) Answers will vary

14) Answers will vary

15) Answers will vary

16) Answers will vary

17) Answers will vary

Formative/Summative Evaluation

Implementing this instructional design on time management skills was a real eye opener with imposing a pre- and a post-test assessment. My 19-year-old daughter took the assessments for me and reviewed the eLearning module. Below are the results of the assessments: correct answers = c, incorrect answers = x

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Extra Credit	Score
Pre-test	C	C	X	X	C	C	X	C	X	C	C	C	C	C	C	C	C	X	77
Post-test	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	105
Score possible	4	0.5/correct answer All correct = 7 points	4	4	0.5/correct answer All correct = 6 points	4	5	0.5/correct answer All correct = 6 points	10	4	4	4	10	6	6	6	10	5	105

In reviewing her scores on the tests, she did not do too poorly on the pre-test achieving a grade of 77 but did excellent on the post-test. Her previous knowledge can be contributed to many things such as her age of 19, having a high gpa, being a 1st year college student who is in the ROTC and recently passed the ASVAB on the first attempt so that she could join the National Guard, having worked in a variety of jobs since the age of 15, one being a pharmaceutical technician. I do think that life experiences and social experiences can contribute to how well a person does when tested on certain types of knowledge. It all depends on what they have been exposed to in prior learning experiences.

In reviewing the instructional design and the assessments with her, she stated she really enjoyed the Storyline tutorial especially since she could watch it on her cell phone or a tablet in addition to her personal computer. She thought the multiple-choice Jeopardy-type game and the end of the tutorial was a plus, was a lot of fun, and was not too hard. She did say that the tutorial was a little long with the added videos but did think they were fun and informative. She also liked the note section so people who could not hear well could read along if they needed to and that it included Alt-text. She stated that the question on short-term and long-term goals could be one or the other sometimes depending on how a person looks at the goal from their life's perspective.

Review

Afterthoughts and thoughts that I had while working on this project are for one I would present the material in different stages. I would like to get initial feedback from the students on what time management means to them. This could be done in a short summary, and it could provide great feedback which could give ideas as to how I could improve the instructional design so that it addresses their needs. I would then present the tutorial. I would like to see it presented two ways to see which one has the best results; one being the tutorial as is minus the video on Natural Planning Method and the second way is a slide by slide presentation with the teacher explaining about each slide and engaging the students in discussions about them. I feel the Natural Planning Method video should be presented by itself at a different time as it is around 18 minutes long on its own, and then I could have the students practice the method in class afterwards. The game also could be done at a time that is more convenient that fits into the class schedule.

I would like to get more results and feedback from other people especially students in 8th to 12th grade as they are my target audience. Mr. Wilbanks hopefully will try to get this implemented in one of the classes at Christ School and I can get feedback from

them and tweak things as needed. I do believe that this presentation does provide useful information and hopefully will at least get

students to think about ways to improve on their management of time. Sometimes as you get older, you think back to things that you

learned in the past and then implement them in your life. Exposure to informative information is the key, then you just hope they

implement the use of the learned knowledge.

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