

Najwa Almurayyi

Affective Workshop Time Management

My topic is (Time management). It's important that everyone develop effective strategies for managing their time to balance the conflicting demands of time for study, leisure and earning money. Sometimes it may seem that there isn't enough time to do everything that we need to. This can lead to a buildup of stress. This courses can help us to save more time and do everything that you want to do. Undergraduate students will attend this course because they have a lot of work and this the first time they depend on themselves without their families, such as cooking, washing, saving money and studying. In this course, there will be between 20-25 students. I will show the students a short video that explains how the time management is important and I will give them a handout. Also, I will use the PowerPoint and do some activities. This lecture will take one hour and there will be 4 sessions. However, this course will hold at the Indiana University of Pennsylvania HUP: Ohio room. I plan to apply to the IUP and The SACM for financial support. SACM will support this program because there are many Saudi students do not know how managing their time

High schools are supposed to prepare students to pursue studies in a college. The skills that students must bring with them to their college are called study skills and they include time management, listening and note taking, reading, and writing. When I started college in Saudi Arabia, I did not have all these study skills. I made it through my undergraduate studies with a lot of help from my family. But when I came to the United States for higher studies, I thought I could do just fine. I hadn't realized that I did not have the required skills to achieve success in my academic program. When I started my English language training program, I realized for the first time how difficult it was to balance home life with full time studies without my family's help. I am here with my husband and children

and since my husband is also studying, both of us were overwhelmed by this issue. The most pressing problem was of managing time. It was difficult for me to manage home and complete all the school work on time although my husband tried to help too. In the beginning, I would lose sleep and wouldn't feel so good about it. But, gradually with the help of my teachers, I learned to manage time and started doing better. This revealed to me that being a little organized and planning my day to day activities at least a few weeks in advance makes it easy for me to be a good mother as well as a good student.

Over the last year, I met with a lot of new Saudi students who have been facing the same problem. Especially girls like me, who have the responsibility of home as well as studies, find it very difficult to do well in school. This observation gave me the idea that I could plan and conduct a 4-hour workshop for Saudi students in IUP. In the following paragraphs, I present a needs assessment of my target learners, the instructors of the workshop and the context.

Target Skills

Time management skills are considered important for ensuring success in college. In addition to self-motivation to study, time management makes it possible to complete the required work on time while also finding time to relax on breaks and weekends. I think most Saudi students need to learn the following five skills:

1. Goals setting. Students need to know and understand their goals so they can plan their routines according to a certain goal they want to achieve.
2. Prioritizing. Students must also be able to see what to focus on first, so they can divide their goals into three categories according to priorities: immediate, short term and long term.
3. Getting to know oneself: Students must have a clear idea of their own routine and how much time they would need to complete a task. So for this purpose they need to learn to track their own time.

4. Planning/ scheduling: Good planning, keeping in view the goals and available time makes it easy to succeed. So, students must learn to plan and make their own schedules.
5. Avoiding procrastination. One challenge that most students in this situation face are procrastination. Students must learn to focus and avoid putting off the assignments until the last minute.

Instructors

Successful teachers are good managers of their time because they have to keep a balance between planning long-term goals of the course and the immediate learning needs of the students, and the large amount of students' work they need to assess. So, I will request collaborate with one of my colleagues who is practicing teachers to teach this workshop. Another important characteristic that the instructors of the workshop must have is their ability to design interesting activities to engage the participants. A workshop is supposed to engage the participants in hands-on activities, so the instructors must be able to involve participants in hands-on work on target skills.

Target Learners

As the description of my own case as a graduate student exemplifies, my target learners are Saudi students who join IUP as undergraduate or graduate students. In my introductory description of the workshop I had only mentioned undergraduate students as my target group. However, after reflecting on my own situation I realized that there are some graduate students like me who need the same training if they are attending an American university for the first time. Although their specific routines may differ, they have two common characteristics: new to an American university and overwhelmed by the amount of work.

Another important thing about these students is that some of them may be away from home for the first time and are having to do everything for themselves. Even those students

who are here with their family members (spouse and kids or siblings), they face the challenge of balancing their responsibilities at home (cooking, cleaning, grocery shopping etc.) and their studies. Since they didn't face this situation before, they may need some training in planning their routine so they can use their time properly.

Assessment of Learners' Background Knowledge

To plan this workshop according to the target learners' needs, I must have a clear idea of what they already know. Study skills experts recommend that giving learners a short questionnaire to self-assess their skills and knowledge can serve two purposes:

- It informs the instructors about their learners' needs, so they can modify their teaching strategies.
- It makes students conscious about their own skills and helps them learn better.

So, for this purpose, I intend to use a free online tool. This tool is available on the Mind Tools website and can be easily accessed at the following address:

https://www.mindtools.com/pages/article/newHTE_88.htm. This is a very useful tool to self-assess time management skills as it provides a score and also explains what the score means.

Some questions from the questionnaire I will use are as follows:

Instructions: For each statement, choose the option in the columns that best describes you. Please answer questions as you actually are rather than how you think you should be, as it will help you understand what skills you need to learn.

Question	Never	Rarely	Sometimes	Often	Very Often
The tasks I work on are the ones with the highest priority.					
I find myself completing tasks at the last minute, or asking for extensions.					
I set aside time for planning and scheduling					
I know how much time I spend on each of the various tasks I do					
I find myself dealing with interruptions.					

Institutional Characteristics

As I mentioned in my initial description, I will conduct this workshop in my own university and seek support from Saudi Arabian Cultural Mission (SACM) to conduct this workshop for Saudi students. SACM encourages Saudi students to support each other and offers financial support for activities that are beneficial for the academic development of students. According to SACM website, the goal of cultural mission “is to provide Saudi students with opportunities for translating classroom learning into a practical experience that would benefit them in their careers”, I am sure I can make a case for this workshop’s importance for my own and other Saudi students’ career. This workshop will not only be an important addition to my vita but it will also benefit other students in the university. So, I believe I will be able to obtain funds for this workshop from SACM.

I plan to conduct this workshop in one of the rooms available for events at Hadley Union Building (HUB) and I also plan to apply to Office of International Education, IUP (OIE-IUP) for support regarding that. OIE-IUP is very supportive of the academic and social development of international students. Since Saudi students are one of the larger group of international students at IUP, I hope I will be able to get this support from OIE.

Learning Goals and Objective

The purpose of this workshop is “to develop a learning experience in which the primary learning outcomes are affective.” (Affective Workshop Guidelines) Therefore, the goal of this workshop is to facilitate the participants to organize their routine according to the conflicting demands on their time in their daily life. This goal specifically attends to the affective domain of learning in Bloom’s framework and focuses on the category of organization.

Learning Objectives. The learning activities in the workshop will focus on the 4 learning objectives. By the end of the workshop, each participant will be able to:

1. identify their personal goals that they want to achieve during their program of study;
2. categorize their goals as immediate, short term and long term;
3. track their own time and predict how much time they would need to complete their study tasks during the ongoing semester; and
4. develop a study schedule for the semester.

Learning Activities

To achieve the workshop goal and the learning objective, participants will be engaged in several activities for a period of 3 hours. The workshop will begin with a brief session of personal introductions and a quick discussion of the workshop goals and learning objectives. This part of the workshop will be allocated 20 minutes and will be followed by learning activities targeting the learning areas identified in the objectives. Following are the activities planned for the workshop:

Assessing one's time management skills. As mentioned in part B of my workshop plan, an online tool will be used to facilitate the participants to become aware of their learning needs. This tool is available on the Mind Tools website and can be easily accessed at the following address:
https://www.mindtools.com/pages/article/newHTE_88.htm. The participants will access this webpage on their own laptops and self-assess time management skills. This tool will provide them their time management score and will help them reflect on their approach to their use of time. Some questions from the questionnaire in this tool are as follows:

Instructions: For each statement, choose the option in the columns that best describes you.

Please answer questions as you actually are rather than how you think you should be, as it will help you understand what skills you need to learn.

Question	Never	Rarely	Sometimes	Often	Very Often
The tasks I work on are the ones with the highest priority.					
I find myself completing tasks at the last minute, or asking for extensions.					
I set aside time for planning and scheduling					
I know how much time I spend on each of the various tasks I do					
I find myself dealing with interruptions.					

Time and materials required. This activity will take 15 to 20 minutes to complete and will require a computer connected to the net.

Identifying and writing personal goals. This activity is focused on the first learning objective: to identify personal goals that the participants want to achieve during their program of study.

1. Participants will be shown a 2 ½ minute video about goal setting. This video is available at the following link: <https://www.youtube.com/watch?v=aVstw9HYI-o> .

2. Participants will be asked to identify one learning point from the video.

3. Then, participants will individually brainstorm for 3 minutes to identify different long term goals of their lives. Then they will consider the following questions to list their education and family related goals:

- Education: Is there any knowledge you want to acquire in particular? What information and skills will you need to have in order to achieve your career goals?
- Family: What is your role in your family? What are your responsibilities? How do you want to be seen by your spouse or other members of your immediate family?

4. Once the participants have written their ideas about their personal goals, they will consider the following questions to write their goals as SMART goals:

- What will I see when I have achieved my goal?
- What will I have? What will I be?
- How will I celebrate the achievement?
- How will other people see me and what I have achieved?

5. Participants will be paired to work together and give peer feedback on each other's SMART goals. In the light of the feedback, participants will refine their goals.

Time and materials required: This activity will take 40 minutes to complete and will require multimedia, a notebook and a pen.

Categorizing goals. This activity will focus on the second learning objective: to categorize personal goals as immediate, short term and long term. To divide their personal goals into three groups, participants will consider *Eisenhower's Urgent/Important Principle*. To use this principle, they will be asked to put each of their goals into one of the following categories:

- Important and urgent.
- Important but not urgent.
- Not important but urgent.
- Not important and not urgent.

Then they will divide their goals into the three categories: immediate, short term and long term.

Time and materials required: This activity will take 20 minutes to complete and will require a notebook and a pen. <https://www.youtube.com/watch?v=De0HyiqRXIU>

Tracking Time. This activity will focus on the third learning objective: to track one's time and predict how much time it would need to complete study tasks during the ongoing semester.

1. Participants will be asked to make a list of important activities from last two weeks. Once they have made a draft list, they will use the following table to record how much time and effort they used to complete each task.

Table 1

Activity	Time Spent In hours	Effort Used On a scale of 0-10	Impact On a scale of 0-10

2. Participants will work in groups of 3-4 to review each other's time tracking of last two weeks and suggest ideas to improve their efficiency.

3. Participants will then be asked to make a list of important academic activities to be completed in the current semester using the table above.

Table 2

Activity	Time Required In hours	Effort Required On a scale of 0-10	Impact On a scale of 0-10

Time and materials required: This activity will take 30 minutes to complete and will require a notebook and a pen.

Developing a Study Schedule. This activity will focus on the fourth learning objective: to develop a study schedule for the semester. At this stage in the learning process, participants should be able to develop a realistic schedule of their academic activities.

1. The workshop leader will demonstrate the pickle jar theory to help make the participant understand how to prioritize. For this demonstration, the following objects will be required:

- A pickle jar with a very large pickle with its juice kept in separate container
- Five plastic balls the size of a golf ball
- 10 marbles
- A jar of sand

The participants will be asked to decide what should go in the jar first to accommodate all these things in the jar. They will be allowed to discuss in groups of 3-4 and then the discussion will be open to the whole group. Finally, they will be shown that if these items are placed in the jar in the order of largest to smallest, all will fit even leaving enough room for the pickle juice. Each of these objects represents goals of different importance.

2. Participants will be provided with two blank copies of the weekly calendar and they will be asked to schedule two weeks' important activities based on their entries in Table 2.

Time and materials required: This activity will take 30 minutes to complete and will require the items for the pickle jar demonstration, blank copies of the weekly calendar and a pen.

Assessment and Evaluation

Self-assessment

McMillan and Hearn (2008) point out that self-assessment, if used properly, can improve student learning effectively. Self-assessment works by way of three processes: focusing on specific learning target, self-judgement and then self-monitoring to reach the set target. Keeping in view this principal, this affective made use of self-assessment process to help them realize the potential areas of improvement and facilitated their thinking to improve.

As discussed earlier, for improving time management, the first and most important step toward better time management is to identify personal goals. However, before setting personal goals it is important to analyse one's own routines and the problems that have prevented effective use of available time. This is necessary because the goals to be achieved must be aligned with the available time. So, at this stage in the workshop participants will self-assess using an online tool. This tool is perfect because it provides a score to each participant and interprets the score. This assessment will help each participant realize where the gaps are in his practice and he will be motivated to move to the next step, i.e. identifying one's goals.

Performance Task

To learn to manage one's time, one must learn to set achievable goals. In this workshop, the ability to write and set goals is one of the desired skills and for participants to show if they have gained the skill, they are required to write goals and prioritize them. Baddar (2000) categorizes this kind of assessment activities as performance tasks. A performance task requires students to create or take an action related to a problem, issue, or scientific concept. The best way to learn to do something, is to actually do it. That's why, the participants will be facilitated through a series of steps to identify their personal goals and categorize them. To show that they have achieved the purpose of this activity, they will be

required to produce a list of personal goals and categorize them in immediate, short term and long term goals.

Peer Assessment

Peer-assessment is considered an important strategy for formative assessment. Topping's (1998) study points out that peer assessment can be as effective as teacher's effective in terms of helping to improve student performance. That's why peer feedback technique will be used to give students opportunity to improve their work without an intervention from the instructor. During the previous activity as they would be working to write goals they would use the information on SMART goals and they will review each other's work. This peer assessment process will be used in the next activity too when they track their time to see how much time they need to complete a certain task. This will have a positive effect on their understanding as to how to align time with the amount of work to be completed.

Final product

The final product to be produced by the end of this workshop will be a well-planned schedule. Since in the limited time in the session, a detailed plan of the whole semester cannot be developed, the participants will develop a 2 weeks' plan. This plan will be developed after using the understanding gained in the process of previous activities. This means that if the participants completed the previous tasks successfully, their work at this stage will become easier and they would be able to develop a 2-weeks' schedule of all the important academic tasks. This assessment method is called performance task. Since the purpose of a workshop is to prepare participants for real life application of concepts, this product will show if a participant has actually learned the target skills.

Student Evaluation

The last but not the least important performance assessment will not be the given to the workshop participants, but to the instructor. This performance assessment will be completed by the participants and is called students evaluation of the teacher. This evaluation is a very important means for the workshop leader to learn from her students. It is necessary that participants are informed workshop leader value their honest and constructive feedback, and that this feedback will be used to make improvements to the next offering of the workshop. Secondly, a workshop leader must let the participants know that both positive and negative feedback on the workshop will be of value. For this purpose, an evaluation form will be used at the end of the workshop, attached to this paper as Appendix.

Summary

This paper discussed that the type of assessment used in this workshop plan is formative. Since a workshop is supposed to facilitate hands-on learning, the assessment that provides on-going feedback to the participants is formative. In this workshop plan, three different assessment activities will be used: self-assessment, peer-feedback and performance tasks. Moreover, the workshop participants will complete an evaluation of the workshop so the workshop leader and the workshop can be further improved for a future offering.

References

- Badders, W. (2000). Methods of assessment. Retrieved from: <http://www.eduplace.com/science/profdev/articles/badders.html>.
- McMillan, J. H., & Hearn, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, 87(1), 40-49.
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of educational Research*, 68(3), 249-276.

Appendix

Workshop Evaluation by the Participants

1. Choose an appropriate number for each statement whereas 1= strongly disagree and 4 = strongly agree.

	Statement	1	2	3	4	5
1	The content was according to the objectives.					
2	The workshop was applicable to my situation.					
3	The program was well paced within the allotted time					
4	The learning activities were useful and interesting					
5	The instructor was a good communicator					
6	The material was presented in an organized manner					
7	The instructor was knowledgeable on the topic					
8	The workshop was of appropriate length according to the topic.					
9	I feel the workshop achieved its purpose.					
	I feel I have learned a lot from this session.					

Poor Good Fair 2. Please rate the following: Excellent Very Good

- | | | | | | |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Quality of selected videos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Classroom arrangement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Discussion questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Handouts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The program overall | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. What did you think was best about the workshop? Any suggestions for

improvement?

Thank you ☺

Summary