The Course Outcomes (CO) for this time management online pre-course are:  
**1.     Identify and explain 6 key time management concepts (mindset, habits, distractions, schedule, accountability, and goal setting)**  
**2.     Apply time management skills to own personal situations**  
**3.     Create a personalized Action Plan with personal examples of how they will use time management skills in earning their degree**

**Outline**

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| --- | --- | --- | --- | --- |
| Module | Weekly Content | Platform of Delivery | Module Objectives | Learning Activities |
| 1 | Learning Time Management Skill 1: Productive Mindset | Self-paced Powerpoint with embedded video | Summarize a productive mindset related to time management  CO.1 | 1. Submit a Discussion Board Post explaining a productive mindset.  2. Respond to two classmate’s posts  3. Optional: Graphic Organizer |
| 2 | Learning Time Management Skill 2: Successful Habits | Self-paced Powerpoint with embedded video | Explain successful time management habits  CO.1 | 1. Submit a Discussion Board Post explaining successful habits  2. Respond to two classmate’s posts  3. Optional: Graphic Organizer |
| 3 | Learning Time Management Skill 3: Avoiding Distractions | Self-paced Powerpoint with embedded video | Identify time management distractions and strategies  CO.1 | 1. Search for articles on school distractions and post one in the Discussion Board while explaining the distraction and identifying one strategy  2. Respond to two classmates’ posts  3. Optional: Graphic Organizer |
| 4 | Learning Time Management Skill 4: Planning and Scheduling | Self-paced Powerpoint with embedded video | Explain the value of creating a plan/schedule to help with time management  CO.1 | 1.Submit a Discussion Board Post explaining the importance of planning and scheduling for time management  2. Respond to two classmate’s posts  3. Optional: Graphic Organizer |
| 5 | Learning Time Management Skill 5: Accountability | Self-paced Powerpoint with embedded video | Define how accountability relates to time management  CO.1 | 1.Submit a Discussion Board Post explaining how accountability supports time management  2. Respond to two classmate’s posts  3. Optional: Graphic Organizer |
| 6 | Learning Time Management Skill 6: Goal Setting | Self-paced Powerpoint with embedded video | Explain how goal setting is effective for good management  CO.1 | 1. Submit a Discussion Board Post explaining the effectiveness of goal setting  2. Respond to two classmate’s posts  3. Optional: Graphic Organizer |
| 7 | Applying Time Management Skill 1: Productive Mindset | Self-paced Powerpoint with embedded video | Apply Productive Mindset to personal life with example and details  CO.2 | 1. Submit a reflective Discussion Board Post or Video describing a productive mindset in personal life  2. Respond to two classmate’s posts |
| 8 | Applying Time Management Skill 2: Successful Habits | Self-paced Powerpoint with embedded video | Apply successful habits to personal life with example and details  CO.2 | 1.Submit a reflective Discussion Board Post or Video describing successful habits in personal life  2. Respond to two classmate’s posts |
| 9 | Applying Time Management Skill 3: Avoiding Distractions | Self-paced Powerpoint with embedded video | Apply avoiding distractions to personal life with example and details  CO.2 | 1. Submit a reflective Discussion Board Post or Video identifying own distractions and describing how to avoid them  2. Respond to two classmate’s posts |
| 10 | Applying Time Management Skill 4: Planning and Scheduling | Self-paced Powerpoint with embedded video | Apply planning and scheduling to personal life with example and details  CO.2 | 1. Submit a reflective Discussion Board Post or Video detailing a schedule and plan in personal life 2. Respond to two classmate’s posts |
| 11 | Applying Time Management Skill 5: Accountability | Self-paced Powerpoint with embedded video | Apply accountability to personal life with example and details  CO.2 | 1. Submit a reflective Discussion Board Post or Video identifying personal accountability partners and how they can support  2. Respond to two classmate’s posts |
| 12 | Applying Time Management Skill 6: Goal Setting | Self-paced Powerpoint with embedded video | Apply goal setting to personal life with example and details  CO.2 | 1. Submit a reflective Discussion Board Post or Video describing your own degree related goals  2. Respond to two classmate’s posts |
| 13 | Create Action Plan | Video with exemplar | 1.Create a comprehensive and inclusive personalized action plan of time management for earning degree  2. Incorporate feedback from instructor and peers  3. Reflect on peers’ Action Plans and skills  CO.3 | 1. Submit a comprehensive action plan document or video  (Summative Assessment)  2. Respond to two classmate’s posts |

**Two Weeks of Course Articulated**

**Learning Activities**

*Module 3: Learning Time Management Skill # 3: Avoiding Distractions*

During this lesson students will go through a self-paced PowerPoint Presentation and will have the option to download and use the graphic organizer while going through this module on their own.

The presentation will identify common distractors for school (phone, Facebook, noisy environment, other people, TV, doing other things like laundry or cooking, etc.).

The lesson will then describe how these distractors impact time management and degree earning (loss of focus, time, efficiency, productivity, more time needed to earn degree). The PPT will also include strategies for avoiding distractions (turn off phone, set a timer, work in a quiet room with a door, get away from TV, only have school websites opened on computer, etc.) Students will then be able to watch an instructor-led video visually explaining the content of the powerpoint. Then, students will watch a short video (3-10 minutes) listening to another student share about their personal distractions and the strategies they used to avoid them and successfully earned their degree.

Students will have a few learning activities to complete for this module. First, they will be asked to do a search online for articles related to school distractions. They will use this article for the discussion post. The prompt for the discussion board will be as follows:

“*Use the internet to search for an article related to school distractions. Share the link for this article in your post. Additionally, write 1-2 paragraphs describing the article and share at least one strategy that could be used to avoid this distraction. Finally, do you think this strategy could help you in earning your degree? Explain why or why not.*

*In at least two separate response posts- respond to your classmates by commenting on the article, distraction and strategy they shared. Can you relate to this distraction and strategy? Provide your classmate with at least one additional avoidance strategy he/she could use.”*

*Module 13: Create Action Plan*

During this lesson, the students will be submitting their final project as the summative assessment. First they will listen to an instructor-led video that describes the final Action Plan. They will also be provided with exemplars both in document and video form.

They will then pull together all the discussion boards from Modules 7-12 and edit them into a coherent and organized document or video as their Action Plan. They will submit this as their final discussion post.

The prompt for this will be as follows:

*“Congratulations – you have reached the end of the course! Your final project is to submit your Action Plan related to Time Management Skills in earning your degree. You will need to review all of what you learned in Modules 1-6 and what you shared in Modules in 7-12. Be sure to incorporate the feedback from both the instructor and your peers and make appropriate edits. You will then pull this all together into one document or video to submit.*

*In responding to at least two of your classmates’ Action Plans – review their entire Action Plan. Share at least two things you think are really effective about their Action Plan and at least one thing you learned and want to apply to your own Action Plan for earning your degree.”*

**Alignment to Outcomes**

A*ppropriate Practice Opportunity*

Discussion boards are used throughout the course so that students can practice how to respond and post each week. Each week they will receive feedback from the instructor that they can then apply to their next discussion post. Each discussion post is a practice lead up for the Action Plan, the final assessment.

*Opportunities for Formative Feedback*

The discussion board activities not only provide social interaction for the course but also formative feedback opportunities. The instructor will provide feedback for each discussion post, as will classmate in responding to posts. Throughout the course, students will receive receive feedback on each part of their Action Plan and have the opportunity to apply the feedback before submitting the final week of the course.

**Scaffolding**

Several scaffolding strategies have been embedded into this course throughout the modules. First, the progression of modules is linear. Students start with being introduced to time management skills and then work to apply them to their own personalized lives. Additionally, because the course is self-paced and online both instructor-led videos and graphic organizers are available for students to use if they want to as supports. The videos provide an audio/visual option for learning and the graphic organizers provide a visual support for the content of Modules 1-6. Some of the videos will also be other students explaining how they have used time management skills to earn their degrees and provide support through modeling. Students also have the option in the application modules to submit either written or video discussion posts and for the final Action Plan. This can give students choices based on their own preferences. Finally to comprehensively encompass the course outcomes, from understanding time management skills to the application of them, feedback for each module is provided from both the instructor and peers for each module in every discussion board.