# Module Blueprint: Time Management Concepts for College Success

**Module Three: Avoiding Distractions**

### Description

##### This module will explore the topic of distractions related to focusing on schoolwork. It will introduce the student to the different distractions and share ways to limit and avoid these distractions. Students will apply this to themselves by identifying potential distractions for themselves and coming up with specific strategies to avoid them while earning their degree.

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### Learning Objectives

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| ***Module 3 Learning Objectives*** | *Map to CO* |
| LO 1.1 Identify various distractions related to school | *CO. 1 -* **Identify and explain 6 key time management concepts (mindset, habits, distractions, schedule, accountability, and goal setting)** |
| LO 1.2 Explain how distractions impact time management related to school | *CO. 1* |
| LO 1.3 Identify various strategies for avoiding distractions | *CO. 1* |
| LO 2.1 Apply identifying distractions and avoidance strategies to personal life | *CO.2 -* **Apply time management skills to own personal situations** |

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### Overview

Module 3: How Distracting are Distractions?

Becoming a student to earn your degree is not easy. You must find a college, submit your application, choose your concentration, and… control your focus! In today’s society there are just too many distractions to list them all. However, there are two that we can focus in on: technology and multitasking.

In doing an online degree program, technology is your best friend until; you have to actually get work done. The computer can help you write your paper but it can also cause you to lose immense minutes and hours with social media, shopping sites, email, etc. Then, if that was not enough to distract you, the cell phone is another major technology distractor! It’s hard to turn it off and even harder to ignore when it’s on! How can the cell phone act as a distractor? In 2015 McCoy conducted a research study in which he surveyed college students. Their response to what they were doing on their phones during instruction time was, “The most prevalent form of distraction was texting, reported by 87 percent of students in the 2015 study. At 76 percent email came in second, closely followed by "checking the time" at 75 percent. Social networking was reported by 70 percent of respondents, Web surfing by 42 percent and game-playing by 10 percent.” In doing this research, McCoy’s suggestion is that students “need to learn more effective self-control techniques to keep them focused on the learning at hand” (Schaffhauser, 2016). In this week’s module, you will reflect on how technology distracts you and what you can do to control this disruption to help you focus in on earning your degree.

This to do, that to do and lists and schedules, projects and papers… what is the best way to handle of this? You might say – multitasking. Do you know that mulitasking is a myth? Research all points to our brains not being effectively able to do it. The American Psychological Association reports that “Doing more than one task at a time, especially more than one complex task, takes a toll on productivity.” Multitasking may seem efficient on the surface but may actually take more time in the end and involve more error. One researcher, Meyer, has said that even brief mental blocks created by shifting between tasks can cost as much as 40 precent of someone's productive time. Therefore, doing the laundry, cooking dinner, texting, and watching TV while writing a paper or reading a resource is not the best use of your time in college. In this module, you will identify some of the “other things” that might distract you and how you can focus on just one task at a time. You will watch a TedTalk by Paolo Cardini that will challenge you to monotask.

Distractions are definitely distracting! Part of being successful in earning your degree will be planning, creating and eliminating. By planning what you need to create and what you need to eliminate, you can give yourself the best start in school. For this reason, the module this week focuses on helping you identify distractions, seeing how they work against you and identifying strategies to control them. This will become part of your final assessment in developing your own Action Plan for your degree success at the end of the course.

References

American Psychological Association. (20 March 2006). Multitasking: Switching costs. [Online Article]. Retrieved from

<http://www.apa.org/research/action/multitask.aspx>

Schaffahuser, D. (20 January 2016). Research: College students more distracted then ever. [Online Article]. Campus Technology. Retrieved from <https://campustechnology.com/articles/2016/01/20/research-college-students-more-distracted-than-ever.aspx>

**Module 3 Instructional Resources:**

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| --- | --- | --- |
| Item | Description | |
| Website | | [*http://web.monroecc.edu/mofsowitz/distraction.htm*](http://web.monroecc.edu/mofsowitz/distraction.htm)  A professor shares his thoughts on distractions |
| Video | <https://www.entrepreneur.com/video/240176>  Suggestions for how to get a little bit more clarity, how to “quiet the buzz” and how to keep a quiet focus.  Students may experience varying amounts of time for this resource to load, depending on the speed of their internet connection. This video is 2:44 minutes in length. | |
| Website | <https://blog.4tests.com/7-study-distractions-and-how-best-to-escape-them/>  Seven familiar distractions presented as problems with ways to escape them | |
| Article | <http://www.nytimes.com/2013/05/05/opinion/sunday/a-focus-on-distraction.html>  Discusses technology and multitasking as distractions | |

**Getting Started**

*Production Team will add the standard verbiage*

Task List and Associated Resources

|  |  |
| --- | --- |
| **Task Number and Title** | **Task Description & Associated Resources (Title, Link, Description)** |
| 3.1 - Review | Review PowerPoint Presentation on Distractions |
| 3.1 - Review | Listen to Instructor Video (optional) |
| 3.2 – Review | Complete the graphic organizer on distractions and strategies (optional) |
| 3.3 - Review | Review sample discussion board post (optional) |
| 3.4 – Apply | Create and post a response for the Discussion Board prompt:  *Identify at least five potential distractors that could potentially take time away from earning your degree. Then, for each distractor explain one strategy that you will use to control it or avoid it.* |
| 3.5 - Discuss | Respond two at least classmates by commenting on any distractors you had in common and offering at least two additional strategies for their distractions. |

Discussion Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds Expectations | Meets Expectations | Does not meet Expectations | Does not post |
| Quality of Post | Appropriate  comments: thoughtful,  reflective, and respectful of other’s postings. | Appropriate  comments and  responds  respectfully to  other's postings | Responds, but with  minimum effort. (e.g."I  agree with Bill") | No post |
| Relevance of Post | Posts topics related to  discussion topic; prompts further discussion of  topic | Posts topics that  are related to  discussion  content | Posts topics which do not  relate to the discussion  content; makes short or irrelevant  remarks | No post |
| Quality of Engagement in Learning Community through Responses | Aware of needs  of community; attempts to  motivate the group  discussion; presents  creative approaches to  topic | Attempts to direct the  discussion and to present  relevant viewpoints  for consideration by  group; interacts freely | Does not  make effort to  participate in  learning  community as  it develops | No feedback  provided to  fellow  students |

Adopted from: https://topr.online.ucf.edu/images/f/f0/IDL6543\_Discussion\_Rubric.pdf

Facilitation Guide Notes:

This course has been designed for students to take before they begin their degree-earning program. It is a competency-based course and students must meet, at a minimum, the level of “Meets Expectations” for each module before they can move onto the next. Facilitation by the instructor can include monitoring student’s posts, providing feedback for the discussions and guiding students toward the final Action Plan project.

# Module Blueprint: Time Management Concepts for College Success

**Module 13: Final Action Plan**

### Description

*In this module, students will gather together all of their previous discussion posts and feedback related to time management concepts and they will develop their own comprehensive and personalized Action Plan. They will share their Action Plans and provide feedback on their peers’ Action Plans.*

### Learning Objectives

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| --- | --- |
| ***Module 13 Learning Objectives*** | *Map to CO* |
| LO 2.2 Organize all discussion posts and feedback from instructor and peers | CO 2 |
| LO 3.1 Create a comprehensive and inclusive personalized Action Plan | CO 3 - **Create a personalized Action Plan with personal examples of how they will use time management skills in earning their degree** |

### Overview

Module 13: Create an Action Plan

Congratulations – you have made it to the final module of the course! Do you have stellar time management skills now? Probably not… which is ok, because in this module you will creating your own Time Management Action Plan. You will pull together and organize what you have learned and shared into one final resource that you will be able to take with you and carry into your degree program. Before we talk about the Action Plan, let’s first review all that you have learned in the course so far related to Time Management.

**Module 1:** You learned what a productive mindset is and how to establish one for good time management. You created some positive thoughts to use in helping you choose to manage your time well.

**Module 2:** You learned what successful habits are related to good Time Management. You explored what habits you can establish and do while you earn your degree to help you be the most successful.

**Module 3:** You learned what potential distractions you might run into in earning your degree and explored different strategies on how to control or eliminate these distractions.

**Module 4:** You learned the importance of planning your time and scheduling your time and devised some ways to incorporate these into earning your degree.

**Module 5:** You learned how accountability can play a major role in managing your time for earning your degree. You also identified several ways of holding yourself accountable to earning your degree.

**Module 6:** You learned how goal setting can help you prioritize your time and stay focused on earning your degree. You set some goals for yourself in earning your degree and managing your time while doing so.

Now is the time for you to put this all together in an inclusive Action Plan. Why are action plans important? Action plans turn your dreams into reality. Action planning is **a process which will help you to focus your ideas and to decide what steps you need to take to achieve your goal** to graduate with your degree. It is a statement of what you want to achieve over a given period of time (University of Kent, n.d.). There is a lot of power behind writing down your goals. According to a study done by Gail Matthews at Dominican University, those who wrote down their goals accomplished significantly more than those who did not write down their goals (Feinstein, 2014). Your Action Plan is intended to help you put your degree earning plan into action!

There are some important parts of your Action Plan that you will want to consider. First, the goals you set should be achievable and measurable. This is *your* plan based on what *you* know you can do. You should be able to know when you have accomplished your goal, which will allow you to measure your progress. Your Action Plan should also reflect your priorities. What you value most should show up in your Action Plan. Additionally, you will want to have clear steps with specific timelines of when they will be done (University of Kent, n.d.). This will be your first practice in setting your own due dates! Having these in your Action Plan will give you a solid roadmap to earning your degree.

Lastly, every successful Action Plan is followed up with a productive mindset. You must be ready to follow through on your Action Plan with commitment, determination, and persistence. Keep in mind, part of this follow through can be rewarding yourself when you accomplish one of your actions!

References

Feinstein, A. (8 April 2014). Why you should be writing down your goals. [Web Article]. Forbes.com Retrieved from <https://www.forbes.com/sites/ellevate/2014/04/08/why-you-should-be-writing-down-your-goals/#1ee332ef3397>

University of Kent. (n.d.). Action Planning. Retrieved from <https://www.kent.ac.uk/careers/sk/skillsactionplanning.htm#EXAMPLE>

**Module 13 Instructional Resources:**

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| --- | --- | --- |
| Item Name/Hyperlink | Description | |
| Website | | http://www.wikihow.com/Create-an-Effective-Action-Plan  A step-by-step wiki on how to create an action plan with pictures |
| Video: Video Title | <https://www.ted.com/talks/raghava_kk_what_s_your_200_year_plan>  What is your 200 Year Plan – TedTalk  A challenge to think beyond this Action Plan and earning your degree.    Students may experience varying amounts of time for this resource to load, depending on the speed of their internet connection. This video is 9:31 minutes in length. | |
| Website | <https://www.kent.ac.uk/careers/sk/skillsactionplanning.htm#EXAMPLE>  A guide on how to create an action plan with an example of an Action Plan | |

**Getting Started**

*Production Team will add the standard verbiage*

Task List and Associated Resources

|  |  |
| --- | --- |
| **Task Number and Title** | **Task Description & Associated Resources (Title, Link, Description)** |
| 13.1 Review | Review PowerPoint Presentation on final Action Plan |
| 13.2 Review | Listen to Instructor Video (optional) |
| 13.3 Review | Complete the graphic organizer for your Action Plan (optional) |
| 13.4 Review | Review Action Plan Exemplar (optional) |
| 13.5 Create | Create Action Plan |
| 13.6 Discuss | Discussion Board Post Prompt:  *“Congratulations – you have reached the end of the course! Your final project is to post your Action Plan related to Time Management Skills in earning your degree. You will need to review all of what you learned and shared in Modules 1-6. 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 it to the discussion board.*  *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 can apply to your own Action Plan for earning your degree.”* |

**Action Plan Rubric**

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| --- | --- | --- | --- |
| **Exceeds Expectations** | **Meets Expectations** | **Does not Meet Expectations** | **Does not Submit** |
| Provides an exceptionally detailed statement for each 6 time management skills | Provides clear statement for each 6 time management skill | Does not provide a clear statement for each 6 time management skills | Does not submit |
| Provides an exceptionally detailed example that is personalized and reflective for each 6 time management skills | Provides a detailed example that is personalized for each 6 time management strategy | Does not provide examples that are personalized for each time management strategy | Does not submit |
| Action Plan is highly organized, deeply reflective and free of grammatical and spelling errors | Action Plan is organized, reflective, and has less than five grammatical and spelling errors | Action plan is not well organized, is not reflective and has more than five grammatical and spelling errors | Does not submit |

Facilitation Guide Notes:

This course has been designed for students to take before they begin their degree-earning program. It is a competency-based course and students must meet, at a minimum, the level of “Meets Expectations” for each module before they can move onto the next. This is the final module of the course and students must meet, at a minimum, the level of “Meets Expectations” in their Action Plan in order for them to complete the course and move onto their degree program. Facilitation by the instructor can include monitoring student’s posts, providing feedback for the discussions and guiding students toward using their Action Plan for earning their degree.