

# Modified Time Use Assessment for Study Schedule

Julie Kardachi, MA OTR/L, Occupational Therapy Assistant Program, Touro College, New York, NY

## Literature Review

### Effective Study Strategies:

- ❖ Regular review of course material.
- ❖ Using a study plan (better self regulated learning).
- ❖ Monitoring/supervision by instructor helpful for integration.
- ❖ Students learn that success/failure related to strategies.

(Suda, Bell, & Franks, 2011; Gorga Cukras, 2006)

### Non traditional students

- ❖ Need guidance; are less confident in learning strategies
- ❖ Have desires/needs that differ from traditional students
- ❖ Have role conflict, time limitations, other responsibilities

(Forbus, Newbold, & Mehta, 2011; Ramalho Correia, & Mesquita, 2007)

### The Problem:

- Touro College OTA: majority non-traditional students; average age 33; 87% non-white &/or non-English speaking backgrounds. Faculty noted:
- ❖ Lack of skills/strategies to cope with the demands of the program
  - ❖ Increased stress/anxiety
  - ❖ Attrition due to failure in 2nd & 3rd semesters.

## Methods

Feedback from 2<sup>nd</sup> year students: Study strategies provided early in program "not taken seriously." Decision: more emphasis to learning styles/study strategies; time management assignment: we are serious!

Modified Time Use Assignment: Students to complete **Modified Barth Time Chart**: include 2 hours study time outside class for every hour in class; identify to which class each study hour applies; reflect on what to give up/how to adjust schedule to fit appropriate study time.

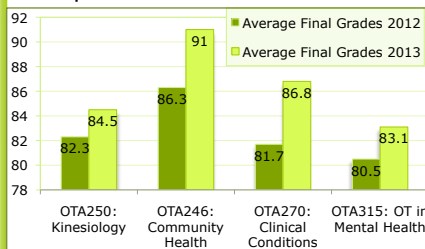
## Modified Time Use Assignment

Barth Time Construction (Barth, 1978) Modified with permission

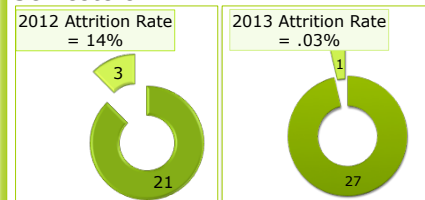
TIME CHART ACTIVITY COLOR CODE	TIME CHART						
	MON	TUE	WED	THUR	FRI	SAT	SUN
1. Personal Care (A1)							
2. Eating (A2)							
3. Dressing (A3)							
4. Grooming (A4)							
5. Hygiene (A5)							
6. Health (A6)							
7. Education (A7)							
8. Work (A8)							
9. Leisure (A9)							
10. Transportation (A10)							
11. Shopping (A11)							
12. Sleep (A12)							
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## Results

Average increase in Final Grades for 2<sup>nd</sup> & 3<sup>rd</sup> Semester courses: 3.65 pts:



Decreased attrition rates due to course failure in 2<sup>nd</sup>, 3<sup>rd</sup> Semesters:



### Qualitative: Themes

2013

- Use of time mgmt/ study strategies
- Positive attitude toward social support/time mgmt
- Responsibility for learning
- Meetings w/ instructors

2012

- Infrequent strategy use
- Report stress/ anxiety impeding progress
- Frequent complaints/tears
- Few meetings w/ instructors

OTA250: General; OTA246:Occupational Profile (self) presentation;OTA315: General, FW

## Discussion

Findings supported by literature.

Touro College OTA students (majority non traditional) in 2013 benefitted from instruction in, implementation of, and ongoing monitoring of effective study strategies. Effective Study strategies included using study plan (Time Chart) for regular review of course material, meetings with instructors → students took responsibility for own learning, maintained positive attitudes. Grades increased, attrition decreased, attitudes and professional behavior improved

(Forbus, Newbold, & Mehta, 2011; Gorga Cukras, 2006; Ramalho Correia, & Mesquita, 2007; Suda, Bell, & Franks, 2011)

## References

- Forbus, P., Newbold, J. J., and Mehta, S. S. (2011) A study of non-traditional and traditional students in terms of their time management behaviors, stress factors, and coping strategies. *Academy of Educational Leadership Journal*, 15, 109-125
- Gorga Cukras, G. A. (2006) The investigation of study strategies that maximize learning for underprepared students. *College Teaching*, 54(1), 194-197
- Ramalho Correia, A. M., and Mesquita, A. (2007) Learning in higher education: Strategies to overcome challenges faced by adult students -- Lessons drawn from two case studies in Portugal. *International Journal of Information and Communication Technology Education*, 3(2), 1-14
- Suda K. J., Bell, G. C., and Franks, A. S. (2011) Faculty and student perceptions of effective study strategies and materials. *American Journal of Pharmaceutical Education*; 75(10) 1-6