Title: Time Management Through Peer Support Network

Project Member(s): Farrah Chmilnitzky

Describe the problem, issue, or area of interest and the context.
Time management, working in a team, communication skills are among the most important soft skills that today’s employers are looking for. Part of the college experience is to grow academically, socially, and emotionally. Building a support network among their peers helps with mental wellbeing, accomplishing tasks, achieving their goals, and personal growth.

Define your desired goals, or “outcomes.”
The goal is to see a higher passing rate in the class when students receive consistent peer support. Students are able to identify room for improvements in terms of time management, and to gain a better understanding of their strengths and weaknesses in a team environment.

Describe your “indicators” of success.
Some indicators of success are the passing rate for the class, their time spent on assignments and grade received, the self-reflection survey response rate and students’ overall experience.

Describe your project. Based on a pre-class survey, students are placed in groups of 4. Students are required to send weekly reminders to the group and keep track of their progress using the help of monthly calendars and time log sheets. In class coursework and portion of the exams are completed with the group. Students get to compare their estimated time with the actual time spent on the coursework regularly. By the end of the semester, they can reflect on this experience and complete a self-reflection survey.

Describe your results. Overall, the project is a success. I have been promoting and implementing the group support system in all my classes. The support network received positive feedback, especially as it took place during the semester when we made the sudden transition to online learning. Some students relied on the group during this difficult time, otherwise they said “they would be so lost”. The average class grade is not any different from other classes, but one interesting and impressive result was that the class with the project had zero withdrawals and only one student received an F not due to exam grades but due to no show after one and a half month in.

Describe your evaluation methods.
One evaluation method is to compare the passing rate with the same course taught without the project. After the course transitioned to online, students had to adjust their Daily Time Use Plan, since there is no face-to-face lectures. If I implement the project again, I would make it clear that the students can self-select a partner by a deadline, then I can assign the rest to form groups if
they didn’t make a selection. Some students didn’t know they could request to join a group. Instead of sending reminders, include a group chat feature to ensure their weekly communication. Include a Likert scale in the survey to evaluate their overall learning experience. Also, share some of the feedback with future students.
Time Management Through Peer Support Network
By Farrah Chmilnitzky
Seminole State College of Florida, Sanford, FL

Background

In my syllabus it is stated students “should expect to spend between 8 and 12 hours on homework each week.” Do students actually do it? Do students see value in group work? Time management, working in a team, communication skills are among the most important soft skills that today’s employers are looking for. Part of the college experience is to grow academically, socially, and emotionally. Building a support network among their peers helps with mental wellbeing, accomplishing tasks, achieving their goals, and personal growth.

Overview

Based on a pre-class survey, students are placed in groups of 4. Students are required to send weekly reminders to the group and keep track of their progress using the help of monthly calendars and time log sheets. In class coursework and portion of the exams are completed with the group. Students get to compare their estimated time with the actual time spent on the coursework regularly. By the end of the semester, they can reflect on this experience and complete a self-reflection survey. –Conducted Spring term 2020.

Grading: Homework 10%; Test 60%; Quiz 10%; Worksheet 10%; Project 10%.

Compare the Proportions of students who received C or better between the two classes P1 with group, P2 without Group, Passing rate P1>P2, the P-value =0.0741.

Table 1 - 2020 Spring vs. 2019 Fall

<table>
<thead>
<tr>
<th></th>
<th>Spring2020 With Group</th>
<th>Fall2019 Without Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>Homework Score</td>
<td>91%</td>
<td>89%</td>
</tr>
<tr>
<td>Test Score</td>
<td>77%</td>
<td>80%</td>
</tr>
<tr>
<td>Quiz Score</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Late Project</td>
<td>17%</td>
<td>31%</td>
</tr>
<tr>
<td>Missing Project</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>Passing</td>
<td>96%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Note: With group support, students spent more time on assignments, no students spent less than 6 hours. Only 1 showed low performance vs. 4 without the support. Double number of students spent between 16 to 32 hours on assignments.

Student Feedback

At the beginning of the pandemic, many students relied on the group during this difficult time, otherwise they felt “they would be so lost”. “After analyzing my time, I discovered that having a more set plan and getting into a routine is really helpful.” “What I discovered after analyzing my time would be that I actually spent more time than I thought working on homework, studying, and taking quizzes.” “We were very active in reminding each other on due dates but I personally feel like I benefited from interacting with my peers socially but not academically.” “It was really helpful after we took our tests in class to go over it right away with our groups and that way, we could see what we got wrong and how to properly do it because chances are someone is in the group got it right.” “The changes that I would like to make in regard to my networking abilities is that I would like to join more school activities once I transfer. I would like to join clubs and organizations that will help me connect to people that can offer me opportunities in my future. I feel like I have a good personal support network and I would like to have a better professional network.”

Conclusions

• The support network received very positive feedback.
• There is a significant difference in the class passing rate (C or better), but no significant difference in test scores or the average class scores.
• One impressive result was despite the online transition due to the pandemic, the class with the project had zero withdrawals and only one student received an F not due to scores but due to no show with last day of attendance 2/26/2020.
• The class with the support network managed time better, were on task at expectation. It showed lower rate in missing or late assignments, ultimately resulted in higher passing rate.

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Acknowledgement
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Time Management Through Peer Support Network-Project Overview

Time management is one of the most important soft skills today’s employers are looking for. Working together in a team environment and communicating well with others are also among the top of the list of key skills employers are looking for. More often than not, it’s more important than the hard skills someone possesses. Building a support network among your peers helps your mental well being, accomplishing tasks, achieving your goals, personal growth, and being successful.

There are a total of 4 parts to this Time Management Through Peer Support Network project:

1. (20 points) You need to complete and turn in the pre-class survey (on paper) before the end of the 2nd class meeting, understand how brain learns and remembers (a power point is provided,) so you understand why we set the homework and assignment deadlines the way they are.

2. (10 points) You are required to send your teammates a minimum of one weekly reminder of the work they need to complete this semester. Groups will be formed. Understand the benefit of helping others and provide peer support. By helping others stay on track you are helping yourself, and at the same time you are developing managerial qualities and skills. A monthly calendar and a daily time log schedule are provided to help you track your time and assist you in better managing your time. You are required to keep an up to date time log of sent reminders in the Monthly Calendar page and keep a record of your message in case of any issues.

3. (20 points) Complete the (a) Daily Time Use Plan for a given week, document and (b) log the actual time used, compare results and complete a Check Point Survey.

4. (50 points) At the end of the semester, you will complete a self-reflection survey to identify room for improvements in terms of time management, and to gain a better understanding of your strengths and weaknesses in a team environment.

Total 100 points. There is no word count requirement in the writing portion of the project. Dig deeper and be honest with your response.
Time Management Through Peer Support Network-Project Part 1  Name: _______________________

Spring 2020 Pre-Class Survey & Syllabus Scavenger Hunt*

Please neatly complete all pages & return no later than a week from today. Thank You!

Note: Answers to questions marked with an (*) can be found in the Course Syllabus.

1. a) Do you have a preferred name?
   
      b) Your Seminole State Email:
      
      c) An alternative email:
      
      d) Your phone number for emergency use:
      
      e) What is your intended degree or major course of study?

      For questions 2 and question 20 you can choose to go to Canvas->Assignments to provide your response or have your response on a separate sheet of paper and attach to the handout (handwritten or typed.)

(Online) 2. I care about each and everyone’s learning. To ensure we have a great college learning experience for this semester, please describe some of your past experiences for me. How did you do in the class? What features or contents would you like to see? Are there aspects of the math course that went well and/or the portions that were not so great? The more information you provide, the better chance I have of knowing how to make this experience a good one for you. :) Also, are there any extenuating circumstances about which I should know in order to help you be successful in class? This would include (but not limited to) problems with attendance, time to get homework done, work schedule, caring for a parent or child, etc. Check a box for Question 2:

      ☐ I submitted my response online in Canvas.
      ☐ I attached my response to the handout.
      ☐ I wrote my response on back of the handout.

3. How many classes are you taking this semester? ________________________________

4.*How many hours per week are necessary to devote to this class in addition to time spent IN class? (This information can be found in the syllabus. You will need this information to complete the time management project for this semester.)____________________________________________________

5. To help yourself identify your own learning style, think of what you are good at? (Such as hobbies? Speak a different language?)

_________________________________________________________________

6. You will need to have daily access to email and/or the internet in this course. How do you plan to access the messages? (Such as set notification on my phone; check on the computer; set designated time to respond to and send emails. - This is part of the Time Management project.)

_________________________________________________________________
7. The best way to learn is to ask questions and actively seeking the right answers. On a scale of 1 to 10, how comfortable do you feel asking for help in class about a concept you do not understand? (1 being NOT comfortable & 10 being NO PROBLEM) _________________________________________

8. On a scale of 1 to 10, how comfortable do you feel asking for help individually outside of class/office hours about a concept you do not understand? _______________________________________

9. Your classroom behavior affects how you and your classmates learn. No cell phone/laptops in class, except for specific, designated class activities with permissions. Knowing cell phone could be a distraction and could interrupt learning. How do you manage your phone use in class?
________________________________________________________________________________

10. If you find that you are struggling with a concept in this course, are you more likely to (select all that apply- be honest in your answers. Not going to do anything is a bad choice.)
   ☐ Read the learning materials in Modules, and watch videos posted on Canvas several times
   ☐ Ask the instructor
   ☐ Seek out a YouTube video or another online resource
   ☐ Ask a classmate for assistance, and/or post the question on Discussion board.
   ☐ Seek help from a friend/relative or someone else who can help
   ☐ Go to the Academic Success Center-Online Math Tutoring

11. a) *Where is your instructor’s office? ____________________________

   b) *When does your instructor have office hours at the same time YOU most likely have an opening in your schedule? (So I know when I can provide help to you outside class. Also, you can always schedule appointment with me.) _________________________________________________________________

12. *When are tutoring services open (schedule on Academic Success Center website) where you also have an opening in your schedule? ________________________________________________

13. *Where do you check your grades for the class? ________________________

14. *May a calculator be used for this class? What type of calculator will you be using for this class?________

15. When is the first set of online homework due? ________________________________

16. Do you have an Access Code for this course (for MyLab homework)? ________________
   If not, when do you plan to get it and when do you plan to start on your first MyLab assignment?
   _______________________________________________________________________

17. This semester you will be placed in a time management support group (4-5 members.) You are responsible to contact at least one group member regarding assignment progress and sending deadline reminders. Do you have any questions regarding attendance, assignments, evaluations, or anything else at this time?
18. Are you connected with any other student support services or groups on campus?

_________________________________________________________________________________

19. Do you work a job on or off campus? If you work a job, approximately how many hours per week do you work? What is more important to you at the moment, your education or your current job? (Time management project - when planning the Time Use for the week)

_____________________________________________________________________________________

Online 20. Write a note to your future self 4 months from now. What is the math grade you want to achieve, what is your goal for this class and what support you plan to provide to your peers in terms of time management and achieving a common goal? (You need it for the self-reflection part of the project.)

Check a box for Question 20:

☐ I submitted my response online in Canvas.
☐ I attached the response to the handout.
☐ I provided my response below.

Instructor Use Only: Survey Complete ______ Needs Follow Up _______

*Special thanks to Kathy Renfro Assistant Professor from Department of Mathematics, Cuyahoga Community College - Metro Campus for sharing some ideas of the syllabus Scavenger Hunt questions.*
1. Mark the exam dates for this course.
2. Mark the assignment due dates and/or your planned assignment due dates for this course (could be earlier than the actual due dates).
3. You are required to send member(s) in your support group weekly reminders of assignment due dates and the exam dates. Mark the days you plan to send the reminders. (For example, message one day before the due date.) Once you have sent the reminders, cross it off your calendar.
Time Management Through Peer Support Network - Part 2

Please provide the names and the contact information of the members in your group (school email or phone, list one form of contact here is fine). Indicate which member you are responsible to send reminders to with a check mark in front of the person’s name. For your own record, I recommend getting at least two forms of contact, email and phone number if you can, or form an online group, please check which ones are their preferred methods of contact. If not, everyone has access to Canvas email to contact your team member(s). See me if you have any questions.

Name | Contact
--- | ---

1. ____________________________    ____________________________

2. ____________________________    ____________________________

3. ____________________________    ____________________________

4. ____________________________    ____________________________

Some examples of the reminder items in your messages are: Online and offline assignment due dates. Announcements sent through canvas. Exam dates, you can also include your progress on the assignments.

“Hi, John, this is just a quick reminder that Chapter4- 4.1 and 4.2 homework is due this Sunday, I have completed 4.1 and plan to work on 4.2 this weekend, hopefully get it all done by Saturday. – Frank”

“Hi, Logan, Prof. C sent a weekly reminder in Canvas Announcement, which included a short video on 14.1 Graph Theory. I think it has solutions to the worksheet. By the way, 14.1 homework is due Sunday night. – Joey”

“Thanks, Joey. I have watched the video, it does include the solutions to the worksheet. Well, I am scheduled to work this weekend, so just finished everything yesterday. The video helped with the worksheet and the homework. Definitely watch it before you do the online work.”
Required: First mark our class meetings-optinal now since the class is transitioned to online. Mark the hours you plan to study for our class, review class notes, study Canvas Announcements, online assignments, offline practice tests, the more specific the better. Mark when you plan to send group member(s) progress/deadline reminders for the week. All other activities are optional. You can do this activity as many times as you’d like.
Survey questions on the back.

Required: Mark the hours you studied for our class, including but not limited to review class notes, study Canvas Announcements, online assignments, offline practice tests, group studies, etc. The more specific the better. Marking all other activities are optional. You can repeat part 3(a) and 3(b) of the project as many times as you would like. Blank files can be downloaded from Canvas Modules.
1. Did you send your group member(s) progress/deadline reminders? (Yes/No) If yes, mark on the Time Logs when you sent the reminder. If No, explain why.

2. Did you receive a reminder from your group member? (Yes/No) Did you follow up with your group member this week?

3. How many hours did you plan to study for the course vs. how many hours you ended up studying for the course? (Use the Time Logs to total the actual hours spent.)

4. Did the grade you have achieved meet the grade you wanted to achieve so far? You can go to MyLab Gradebook to check your grades. You don’t need to list your grades here, but state if you have met your goal. If not, what changes you would like to make?

5. Plans for the remaining of the semester. Do you have any concerns regarding your learning, your group members, or the class in general at this point of the semester? You or your group are welcome to contact me.

Instructor Use Only: Survey Complete _____ Needs Follow Up _______

Required: (Mark our class meetings you attended - if you haven't started this part of the project, marking class meetings is optional now since the class is transitioned to online.) Mark the hours you studied for our class, including but not limited to review class notes, study Canvas Announcements, online assignments, offline practice tests, group studies, etc. The more specific the better. Marking all other activities are optional. You can repeat part 3(a) and 3(b) of the project as many times as you would like. Blank files can be downloaded from Canvas Modules.
**Project Part 4 - Self Reflection**

*Self-reflection* is a simple way to *dig deeper* into your feelings and find out why you were doing something or feeling a certain way. *Self-reflection* offers you an opportunity to think about what works and what doesn’t in achieving your goals. After you complete Part 3 Daily Time Use Plan and the Time Logs of the project, you can start work on this Self Reflection. It is important to reflect deeply on what you have discovered after you compare your plan and your log and use what you learned from the project to better manage your time and to continue supporting each other.

**Compare your estimates and actual time spent WHILE considering your achievement goal for the course. Reflect on what you discovered. Address the following questions.**

- What did you discover after analyzing your time? Anything surprised you?
- Read the note "to your future self" you wrote at the beginning of the semester, how satisfied are you on the progress you made in achieving your goals? What changes, if any, would you make?
- Do you find the support provided by your peers helped you in any way in achieving your goals? Why or why not?
- Do you find supporting your peers by sending reminders and checking on their progress helped you in any way in achieving your goals? Why or why not?
- What changes, if any, do you want to see in building a better support network?

**There is no word count requirement. Dig deeper and be honest with your response.**