Transcript

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SILVINA: My name is Silvina and I'm the student success coach for the Community Services cohort. Welcome to this workshop today. A Cure for Procrastination. Thanks for coming. And I hope you enjoy it. What we hope to do today is to give you some useful strategies that will help you reduce procrastination, particularly in relation to your studies, and some useful tools, like an assessment planner, a smart goals template. And these will also be accessible through the vet orientation shell on canvas so you should be able to see it. Once you log in to canvas, you'll be able to see all your different tiles on the dashboard, and it's called the vet orientation shell. Okay, so I'll go on to the next slide.

All right, So I'll do the Acknowledgement of Country. We respectfully acknowledge the Wurundjeri People of the Kulin Nation who are the traditional owners of the land on which Swinburne's. Australian campuses are located in Melbourne's east and Outer East and pay our respects to their elders past, present and emerging. We are honoured to recognise our connection to Wurundjeri country, history, culture and spirituality through these locations and strive to ensure that we operate in a manner that respects and honours the elders and ancestors of these lands. We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors. We also acknowledge and respect the traditional owners of lands across Australia, their elders, ancestors, cultures and heritage. And recognise the continuing sovereignty of all Aboriginal and Torres Strait Islander nations.

Okay, So in terms of the workshop today, what we're aiming to achieve is to, for you to have a better understanding of what is procrastination and to be aware of it. And, when you are doing it, some useful tips and strategies to overcome it that you can take away and you can customise if they don't work for you. So they're all on word docents, and you're welcome to do that. You can download them and print them, according to your own preference. And then the idea is for this to be as interactive as possible. So I will ask you if you've got any questions. can you relate to this, or would you like to contribute something. And then, in terms of the session being recorded, just, if you've got any really personal questions and, I would ask that you utilise a private function chat or, I can give you my email and you can email me at the end of the session because this session will be recorded. and the idea is that it's shared with other students who are not able to come today.

Okay, so we'll start with looking at what is procrastination? What do we mean by it? Okay, so it's putting something off or delaying it, sometimes until the last minute or even past the deadline. We

all do it. It's very It's a very normal part of human behaviour. sometimes we're fearful of failing. We feel anxious. we can't decide on something. sometimes it's due to poor time management, among other reasons. And it's sometimes it's got a bad connotation, or it's associated with being lazy. And that's something quite negative that we want to move away from today because it's got nothing to do with laziness. So, these are just some of the reasons why sometimes people procrastinate. And like I said, I like to normalise it because we all do it. Sometimes we may not realise that we're doing it. all right, so next slide.

Okay, so, looking at some of the reasons that I mentioned before, so indecision, maybe you don't know what decision to make. You're feeling unsure. Okay. Anxiety is a big one. Maybe to do with the task ahead, how complex it is, how long it is. So, we keep putting it off. maybe we've got difficulties with getting organised and staying organised. Distractions is a big one, particularly, today, you know, with notifications, social media, our phones going, we've got alarms. We've got, calendars. Whether they're, mostly electronic. I'm talking about, and perhaps a lack of confidence in completing a task as well. So these could be some of the reasons. Obviously, it's very personal, so you might have your own. I don't know if anyone would like to contribute as to why they procrastinate if they realise they're doing it. can you relate to any of these? I don't know if you'd like to contribute something. Any particular reasons why you keep putting things off? Okay. Do you see a bit of a pattern. Student: Yeah, maybe attractive to Student: Student: Watch videos or play games? Yes, definitely. That's what I was saying. Yes, with social media and, and being such a part of our lives every day. yes, we do get distracted and particularly, you know, if it's something that that we're not looking forward to doing, or it's a big task, You know, you've got a big assessment coming up. You just keep putting it off and, yeah, close to the due date or even past the due date. So what we'll talk about today is some strategies on how to, you know, turn off some of those distractions. How to focus a little bit better and use some tools that are very simple, but very effective. And you can use them every day and just get into a little bit of a system. that works for you because it's at the end of the day. This has got to be customised and personalised for you because we're all different. So that's the idea. All right.

Okay, so in terms of useful tips and strategies, okay, we'll talk about some that have been tested and proven by educators and professionals. Okay. And the idea is that you become aware that you're doing it, and maybe why you're doing it and understand the reasons that's very important in overcoming procrastination, knowing what needs to be done, okay, how to do it and when to do it. So things like check lists are very helpful. Whether you've got them on your phone, whether you print something out and stick it on the wall or in a diary, or you do a combination of both. Okay, we're all different. We all have different preferences. using an assessment planner like the one that I'm going to suggest that you are able to access as well. Another really good strategy is setting small, smart goals. Okay, so you break them down so that they're more achievable and your very specific about what you want to achieve, and you get into the practice of doing that. And this is a very good transferable skill, because when you go out into the workplace in a lot of industries and sectors, you will hear about small about smart goals habit of setting these goals? I don't know if anyone's got any questions or anything. I can explain better. Okay, otherwise, we'll just look at some of these tips and strategies, and I might ask you if you've got some examples or something that you utilise, and, we can look at some very specific examples of smart goals as well.

Okay, So what are we talking about when we talk about smart goals? Okay, so each letter has a meaning. Okay, So the S stands for specific. The M stands for measurable the A for attainable. The R for relevant and the T for timely. Okay. And you've got some questions that will help you work out. What? What? What do we mean by each acronym? Each letter in the acronym. Okay. So, Well, what we'll do is we'll have a look at these questions a little bit more later on. So I've got some more specific examples that are targeted at students. so that you think, ah yeah I know what that means. I might give that a go Okay, So, you may see some of these in your courses already, depending on what course you do, So you may have heard of them. Otherwise, we'll have a bit of a go, at doing them and discussing them in a moment. Okay.

So in terms of useful, useful tips and strategies, that have been tested and proven like I said before by educators and professionals. Okay, we're talking about grading tasks. Okay, So, breaking them down, okay. Into small, manageable pieces. Sometimes this is called chunking. You may have heard of it. Timing the task. Okay, So smaller chunks of time. Okay. So again, it's that idea of something being manageable. So if you've got to do an assessment and you break it down and you say, Okay, I'm going to try and do 20 minutes, I'm going to look at the questions and then see how I go. It doesn't look as overwhelming as if you look at an assessment task and you know that it's going to take you an hour. Okay, so it's better to get started. Even if it's a smaller chunk of time. Then just keep putting it off and thinking I can't face it. It's an hour, and I want to give up an hour of my time. I just can't do it today. So that's the idea. Making it manageable. Eliminating distractions, OK, things like social media, gaming, emails. Okay, so maybe turning things off for finding a quieter space, turning your phone off for a certain time, turning off notifications, that type of thing, but also being forgiving with yourself. Okay, so you might think Okay, my intention today is to do half an hour in the morning, and I'm going to give it my best shot. But then something happened. You know, emergencies. Life happens, and you only managed to do, I don't know, 15, 20 minutes. Well, just try and be forgiving, okay? At least you've made a start on it, and you have made some progress. So and that's often the hardest thing to make a start, engaging in positive self-talk. Okay, So just in your mind, being positive and encouraging yourself and thinking Yes, I got part of that done. I made a start. I'm feeling good. I feel like I can keep going now. I can come back to it. Okay.

Another useful tip or strategy is breaking up your study day into 25 minute chunks. So, breaking up the day into these 25 minute chunks, but also separating them by five minute breaks. Okay. And this is called the Pomodoro Technique. I don't know if anyone's heard of it. it's quite common, and it's used in different sectors and industries by different people. and again, again, it's that breaking down, making it more manageable, less reducing your likelihood of procrastinating and actually getting started on something. Okay. And then the idea is that after four of these breaks, which are five minutes, you extend them to 15 or 20 minute breaks. so that's one technique that's quite common, and people use out there. I don't know if anyone's heard of it, or if they're already doing something similar. It doesn't have to be exactly like this. You might have a similar sort of model that you use. I don't know if you've tried some of the other ones that I mentioned as well, you know, smaller chunks of time. or if you think you might be open to trying them. Does anyone have anything that would like to, contribute? Maybe in the chat function, if I want to turn on the microphone or otherwise, later on, when we try the tools that we've got. Okay, so it's just a little bit of hour, okay, when we talk about procrastination, because I was saying before, it can have quite a negative connotation. You know, it's this idea of people that procrastinate are lazy, you know, they

just keep putting things off. I don't want to do them. So we want to move away from that and just keep it light and keep you thinking that you can overcome it. and you know that there's strategies. You can try and just get into that habit, and you sort of get to a point where you notice that you're doing it less and less. Okay, All right.

So some of the interactive activities that I've got for today is this assessment planner that we often, recommend as success coaches to our students, and it's a very simple tool. It can be printed. It can be modified. If you want to customise it. It's on a word Doc. so you're welcome to download it, and it's got certain areas again. So that idea of making things more manageable, breaking them down, Okay. Timing yourself, putting an onus on doing it. So saying, Okay, I'm going to sit down on this date at this time, and I'm actually going to have a go at doing some of my assessment. Okay, so we'll have a look at it with some examples, but the idea is that you place the name of the task to start with, and then you break down the task, especially if you've got, for example, like a presentation which might have three parts, so you might have to present first. Then you might have to evaluate what? How your presentation went. Then you might have to ask the audience to evaluate it. Okay. And then lastly, you might have to write a report on it. So that's the idea of breaking down the tasks so that we don't, forget anything. And also, to make it manageable as well. So we're chunking it. Okay, So then estimating how long it might take you? So here there's no right or wrong answer. it's just a matter of giving yourself a bit of time so that perhaps if you're doing something that could take half an hour, you don't run the risk of spending, you know, one or two hours on it. Ok and you'll get better at this as time goes by. Okay? And then designating a time and a date when you're going to do it. Okay. So, again, putting that responsibility on yourself to actually get started. but also being forgiving, like we were saying before and flexible because things will happen. there'll be changes, emergencies. You'll be called away to do something. but the idea is that that you make a start, at least, and then you're putting your due date. Okay, and then you can tick off when it's done, whether it's something that if you've got it printed or if it's on your computer, and that's a really good feeling at the end, you know, ticking things off your list and moving on to the next one.

So we'll have a look at one with a bit of an example, and maybe you'd like to contribute something as well, or think how you might change it to suit yourself. So that's your idea, anyway. Okay. All right. So this is the one that I was talking about, that I've put in a bit of an example. Now, this is an assessment task from the area that I support students in. So that's community services. So students often have something called knowledge questions. So they have to go off and research on these questions, answer them. They have to reference the resources. Okay, so we start by putting in the knowledge question in there, okay? And then we break it down. Okay, so we break it down by reading the actual knowledge questions. Because, as we're saying before, it's important understanding what you need to do. Okay. So what's required of you in these questions? and then, we break it down, okay? And then, you know, things like researching, referencing. what? What else do you think you might be able to break down if you're doing, like, a, like a knowledge question? If you're actually reading a question, for example, if the questions asking you to identify some laws in Victoria or National laws. if you're looking at the question, what do you think you might be able to breakdown or actually do? Okay, what's important when you're reading a question? Do you think? Particularly I'm thinking in particular words: So if you're looking at what a question, for example, if the question says okay, please identify two law, two Victorian laws, related to privacy and confidentiality. Okay, so what we're looking at the question is, the question is asking you to provide.

So that's a key word. Very important word in that question. It's just like saying give to laws. Two examples. Okay, So questions like that other questions might have words like describe. Explain. Okay. And sometimes you've got questions that have two or three key words. So you don't want to miss different parts of the questions. What do you think you could do when you're reading the question so you don't miss any of these words? Student: To read carefully. Yeah. Read carefully. Beautiful. Yeah. If you if you printed it out, you might want to underline the keywords or highlight them. Read the question from the beginning. Okay. yeah, so just understanding what's required in the question. Okay, so this is one way of breaking down a task, okay? And then how long it might take? So you look at the question. You think it might take you 15 minutes? If there's a few questions, it might take you a bit less. Okay, So this this part, there's no right or wrong answer. Really? Just depends. Okay. And then how long it might take you to work on it. Okay, So we're looking at maybe writing down the day that you might do it or the date, Especially if you've got a due date coming up, okay. And especially if you've got to work on this task and another one at the same time. Okay. Maybe the time of the day as well. Because if you've got if you know that you've got a task, you gotta finish for Sunday and you're working on Friday, and you're going to be very busy. Might be a good idea to actually write down. Okay. From three o'clock to five o'clock, I'm going to work on my assessment task. Okay. Does does that make sense? Student: Yeah. Yeah, it's just that idea of getting started as well. Because that's half the half the problem with procrastinating, it's We often find it hard to start. Once we start, we can keep going and then putting in the due date. Okay, so, yeah, that's that's one example. I'm happy to discuss it with students. You know, you can make a time with me. I'll put my details up later, and we can do some examples and that gets you started and makes it a bit clearer in your head. All right. Okay.

With our SMART goals template. Okay, this is another tool that we use, and that you might come across in your course as well. And you're welcome to download it. Okay, so there's keywords again. Remember that we saw Specific. Measurable, Achievable, Relevant. Okay. And sometimes it's called Time bound or Timely, which is very similar. Anyway, if there's certain goals that we want to achieve within a set timeline, SMART goals is a really good system that can help us do this and can really clarify in our head what we want to achieve and how we might get there. So it's a little bit of a of a process. Okay. And to help you do this, there's certain questions. that can explain each word. Okay. And that you consider you can consider when you're setting these goals.

Okay, So with specific. The idea is to write down your goal. Okay, maybe list three steps outlining how you will reach this goal. Okay. And, some sample goals for this semester might be, for example, to start my study session each day 15 minutes reading canvas announcements and adding tasks to my to do list. So it's very specific. Okay, because it's talking about setting, sorry, starting to study each day. 15 minutes, reading canvas. Okay, so it's not just logging in, and that's it. It's very specific. Okay, it's reading the announcements, okay? And then adding tasks to your to do list. Okay, So can you see how that's more specific than saying okay, tomorrow morning? I'm just going to log in to canvas and have a bit of a look. Does that make sense? How? It's a specific that example. Beautiful. And it's, it's relevant to you as a student as well, because your goals as a student will be different to me. Who's already working and perhaps not studying at the moment.

Okay, so measurable. How will I measure my progress? Okay. How will I re-evaluate my progress if necessary? Okay, So for example, you can utilise the assessment map for a big assessment and start

early for when the task is released. Okay, so use the assessment map to break it down into achievable parts. Okay, so that might be how you might measure your progress. Okay, So using the assessment planner breaking down the task, and making it achievable. So you think Yes, I can make a start on that part of the task. Okay. And I can measure how I'm going. Alright? Achievable. So it's got to be something that you can achieve. That's not impossible. Okay. So Will you be able to achieve it? What might be some possible resources to help you achieve it? Okay, what steps can you take to achieve it so some of these will overlap? So that assessment planner could be something that's going to help you achieve your goal. Okay, so it's measurable, but it's also achievable. Okay, So what you can do is tick off some small tasks and give yourself a short reward. Okay? So you might do some small tasks that take five minutes each and then maybe take a little break outside or go for a nice walk, get yourself a nice coffee. Do something that you enjoy because you've achieved those small tasks already. yeah. Or listen to some music or do something that you particularly enjoy. Okay. all right. And then relevant. Okay. What is your reason for achieving this goal? Okay. It's got to be relevant to you. It's got to be something that means something to you. Okay. Is it something worthwhile? Okay, so maybe set aside an hour each week to revise what I have learned in class. Okay, so that's going to be, relevant to you because you're studying at the moment, okay? And it's going to help you understand what's been covered in class and then apply it when you do an assessment task.

Okay. and then time bound, set a timeline to achieve your goals. Will you be able to accomplish them? Okay with within this timeline? Because at the end of the day, you know, especially if you're studying, you will have due dates. Okay? And they might not be negotiable, so you will need to stick to them. Okay, So we've got to do things in a in a way that is achievable but also timely so that we're not always handing in submitting work late and maybe getting penalised for it. Or, you know, perhaps you go submit something, and the, submit function on canvas is closed. So you don't want to get into that sort of pattern. Okay? So if all the tasks for the day are completed, okay, again, you can reward yourself to something nice. Okay? If unable to complete tasks for the day, you can reflect on what the issue was again. Being forgiving, being flexible. Okay, but reflecting on what happened, Okay. Acknowledging yourself for the effort, okay. And putting in a measure to catch up the next day. Okay, so not all is lost. Maybe the next day, you try and achieve a little bit more, you revise your list, okay? We all do it. Whether we're studying, whether at work, I do it myself. You know, I don't always achieve what I want to achieve that day. So, does that make a bit more sense with the examples and the questions. Student: Yep. Student: Yep. Student: Thank you. Okay. Alright. Beautiful, right? Like I said, I'm happy to have a look at this. if you book a session with me, it's probably a better thing if we just do one on one, or at least the first time, and then you can have a go yourself and email me or ask me for advice. All right, I'll go to the next one.

Okay. So in terms of resources to help you procrastinate less. Okay, manage your time. Okay. Like I said, there's phone apps that you can try, and they've got to do lists as well. There's checklist apps if you're the app kind of person. Otherwise, you know a good old fashioned to do list in a diary or writing things down for the day, and then you can review them at the end of the day. That's something I do as well. Okay. You can do it on a word docent and just keep it on your laptop or your computer. Okay, use the SMART goals template as well that we talked about, and we looked at the assessment planner. So it's a good idea to maybe have a combination of some and not be too reliant on one. Okay, Because if you've got everything electronically, okay. And, you know, the internet's

not working too well or you live in an area where there's electricity blackouts, then you don't want to be stressing that you can't remember what the due date is or what needs to be done. So it might be a good combination to use electronic and as well as printed or a diary. Okay, But it's up to you. This is all, personal. And you've got to find something that works for yourself. All right. Okay. But you can do it, okay? And that's what we want you to feel like today that it can be achieved and that you can reduce procrastination and feel like you're achieving your goal. So that's what we want you to take out of this.

Okay, some more of the workshops that are on during this orientation period. Okay, So, like, this one will be on next Thursday again, in the morning. And then there will be one on Friday, the 18th of March. So that will be from our Students Success Coach team, and it will be presented by different coaches. and then there's other ones run by our team as well. About time management. Okay, so it's called how to find time to do your work.

Okay, then the LAS the Learning and Academic Skills Team have got their own workshops making sense of canvas. It's another really good one as well when you're first starting. So you learn to navigate canvas and how to find things and submissions and all that type of, all those types of, issues. and then they've got avoiding assessment pitfalls. So this is more related to assessments. And then the Careers and Employability team will be running workshops on seeking part time or casual work whilst studying. So it's not so much aimed at after you finish your course and you graduated. But during the course, so really good workshops. The dates and the times are there, and keep an eye on canvas as well. Yeah. Okay. All right.

We've just got a really quick evaluation. If you've got some time to do it, that would be great. I don't know if anyone's, got any questions at the moment about any of the tools or the tips that I am, mentioned as well or anything I've covered so far. Student: What about what about some tips that you use yourself that you can, that you would like to share? Student: Yeah. Student: Sometimes I use a notebook to write everything down. Student: And when I finish one task, I just give one Student: click. Student: Yeah. Yeah. Beautiful. Okay, so is this. Tell me a little bit more. Is this on your laptop? Your computer? What? What do you Where do you have this? yeah, I use, phone apps. Student: And write a notebook? Student: Yep. Student: Write it down two ways, in case I my Student: phone is out of power. Student: yeah, that's right. Beautiful. Yeah, because I was saying before, maybe it's not a good idea to just rely on 1 tool, just in case, you know? Yeah, that's good. That's good. Yeah. And okay. And how do you manage your assessments for your course? Have you got the Swinburne app downloaded on onto your phone? Student: yeah. Student: I use Canvas, Canvas, app on my phone. Student: You're like that Yeah, And I checked my to do Student: list regularly. Student: Yeah. Student: Yeah. Beautiful.

That's what I say to my students. You know, you get into the habit of checking canvas the notifications, you know, checking your Swinburne email as well, making sure that it's, they're both connected as well. That's another important thing. Not rely on just checking your personal email. If you if you have them both connected, then it's a lot easier. Student: Yeah, And I linked my personal email to my student Student: email. Student: So if a new email and to my student email, Student: they will forward to my personal email. Student: Yeah, well, not miss any important email Student: yeah. Yeah. And what do you do when you have a big assessment and you're You think you really

don't want to do this? How do you get yourself started on doing an assessment particularly big one? and you know that you've got to finish it by the end of the month, for example? Student: Yeah, I I divide them to several blocks and I, Student: for every part, I will decide a due date for Student: myself. Student: Then I will step by step to follow the questions Yeah, beautiful. So I see you're already utilising some of those very simple strategies. Like breaking them down chunking. Yeah. Yeah. To smaller blocks Student: That is a very good idea to break up Student: Yeah, because it's you're less likely to think. I'm just gonna leave it's too big. I don't want to do it. I can't get started. And at the same time, you're It's very good for keeping track of big assessments that have multiple parts as well. Yeah, So you're less likely to forget a part, you know, because sometimes when we've got a big assessment and it's got multiple parts, it's easy to forget one part as well, so yeah. Yeah.

Excellent. We already utilise some of these strategies. Sometimes we're just not aware of that. We're doing it or we don't know the right term for them, but it doesn't matter. At the end of the day, it's just having a system that works for you. Student: Yeah. Student: Thank you. Yeah Yeah. No. Well done.

Okay, if you don't mind if you've got a bit of time, it's a very quick evaluation. Just give us some feedback so that we can make our next presentation more tailored and more helpful for you. yeah. Beautiful. Thank you.

All right, And last but not least, I'll tell you a little bit about myself and the Student Success Coach team. So we're here to support you through your course and guide you and keep you connected to the university. Refer you to services. and the idea is that we work with you and your teachers, and we communicate and support each other. And that way you can make the most of your course and feel that you're engaging and connected to the university. so this is the website that we've got. We've got really good information and tips and videos that you can watch if you don't feel like reading big chunks of information. so you're welcome to have a look at that and you'll be able to see who the team members are in our team so that you can work out who the coach is for your area.

Okay, like I was saying, I'm the Student Success Coach for Community Services, and that's for all three campuses. So Hawthorn, Wantirna and Croydon and, yeah, so check out our website and we look forward to supporting you. All right.

Thank you for coming to the workshop. And for your contribution. You're welcome. I hope you can take away something from it. And, yeah, like, download some of the tools and make them your own. Because that's how this is going to work. You have to make it your own. Make it work for you. Student: Yeah, it's very useful. Yeah. Okay. Well, thank you for your time. All right. I think the last few slides had just a reminder of what services we've got available at Swinburne. So again, directing you to the website. if you've got any questions or anything further, I'll post my, email and my details on the chat function. but if you're in a different area doing a different course and I would suggest go to the Student Success Coach website, and then you can connect with your coach there, and they might give you some more information or refer you to some of these services. so that way you can just concentrate on your course, and we do the home the homework for you. All right, and, yeah, just some more services in terms of security on campus. the Safer Community team. I don't know if anyone's got any other questions. that they want to ask. Anything else I would like to share for today. Okay. All right. Thank you very much. I hope you enjoyed the workshop and check out the

other ones that are coming up and make the most of your course and good luck with it. And hopefully we'll see you soon on campus. Student: Thank you. Student: Thank you, Silvina Thank you.

[END OF TRANSCRIPT]