Go to menti.com and use the code 34 93 25 1
What year are you in?

Phase 1: 9
Phase 2: 1
Phase 3: 6
How do your time demands change in the DVM program?
How will you manage your time?

What tools will you use?
- Paper vs electronic
- Long and short-term planning

Go to menti.com and use the code 34 93 25 1
What tools will you use to manage your time?

- calendar
- agenda
- schedule
- to do lists
- checklists
- planning ahead
- sharing brain w friends
- stick to schedule
- self compassion
- physical activity between
- time tracking software
- scheduled breaks
- daily to do list
- weekly planner
- daily schedule
- walks
- outside breaks
- google calendar
- planner
- dog
- checklist
- lists
<table>
<thead>
<tr>
<th>Course</th>
<th>Event</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1100</td>
<td>Midterm</td>
<td>30%</td>
</tr>
<tr>
<td>HIST 1250</td>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>SOCI 1500</td>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>POLS 1150</td>
<td>Essay due</td>
<td>15%</td>
</tr>
<tr>
<td>CHEM 1040</td>
<td>Lab Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Hockey</td>
<td>@ 10:30</td>
<td></td>
</tr>
<tr>
<td>Committee</td>
<td>Meeting</td>
<td></td>
</tr>
<tr>
<td>Erin’s Bday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Semester and monthly scheduling**

HOME! HOME! HOME!
# Weekly Planning

## Schedule:

1. **Things you must do**
   - class, labs, work, etc.

2. **Other concrete commitments**
   - clubs, meetings, sports, etc.

3. **Self-care**
   - eat, sleep, exercise, groceries, personal

4. **Schoolwork and studying**

---

### Master Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:30</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Lunch</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>PATHB010</td>
<td>PATHB010</td>
<td>PATHB010</td>
<td>PATHB010</td>
<td>PATHB010</td>
<td>PATHB010</td>
<td>Study</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>NUTR3210</td>
<td>NUTR3210</td>
<td>NUTR3210</td>
<td>NUTR3210</td>
<td>NUTR3210</td>
<td>NUTR3210</td>
<td>Study</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>ANEC 2340</td>
<td>ANEC 2340</td>
<td>ANEC 2340</td>
<td>ANEC 2340</td>
<td>ANEC 2340</td>
<td>ANEC 2340</td>
<td>Study</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>Study</td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>MCB 2090</td>
<td>MCB 2090</td>
<td>MCB 2090</td>
<td>MCB 2090</td>
<td>MCB 2090</td>
<td>MCB 2090</td>
<td>MCB 2090</td>
</tr>
<tr>
<td>3:30-4:30</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>4:30-5:30</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
</tr>
<tr>
<td>5:30-6:00</td>
<td>UGAIN</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
</tr>
<tr>
<td>6:00-7:00</td>
<td>UGAIN</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
<td>PHP</td>
</tr>
<tr>
<td>7:00-8:00</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>3:00-4:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>4:00-5:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>5:00-6:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>6:00-7:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>7:00-8:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
<td>SLEEP</td>
</tr>
</tbody>
</table>
Where does your time go?

Journal how you **actually** use your time
- Use a master time table to assess how you actually use your time
- Do you notice any patterns in your behaviour?

Develop planning strategies to maximize productivity, manage distractions and procrastination

Ask yourself:
- What do I wish I spent **more** time doing?
- What do I wish I spent **less** time doing?
Some suggestions

Take advantage of smaller windows of time and scheduled study time

Monitor your efficiency: put yourself in a position to succeed

Chunk your time to allow for active studying

Regularly review class material

It’s a marathon, not a sprint
What are the best ways to study at OVC?

Go to menti.com and use the code 34 93 25 1
What is the best way to study at OVC?

- Active recall
- Physically touching thing
- Break it into small chunk
- Teach friends
- Quizlet
- Reasonable expectations
- Learning objectives
- Still learning
- Just start
- In groups
- I'm tired
- Cry
- Wine
- Cue cards
- Chunk and check
- Drawing diagrams
Active study techniques for deeper learning

Interact with the material, thoroughly understand concepts and constantly assess your learning

- Focus on what’s important
- (Re) Organize and (re) structure material to make sense to you
- Talk it out
- Summarize on a blank page / white board
- Create specific questions to answer in lecture/reading
- Create (test) questions for yourself and answer them
- Create a testing situation
- Simplify: what, why, how
Stop and reflect

Choose one new idea that you can work into your studying

- Identify a specific course you will use it for
- Identify a specific time that you will use it

Go to menti.com and use the code 34 93 25 1
New ideas

- studying on a walk
- key concepts only
- split up notes w friends
- audio recordings on walk
- reviewing without notes
- summarize key topics
- time turner
- be the prof
- teaching my husband
- game studying
- using a whiteboard
- think like a prof
- interpretive dance

brain dump
Moving away from memorizing

- Remembering
  - Recall
- Understanding
  - Make sense, explain
- Applying
  - Use knowledge in new ways/contexts
- Analyzing
  - Distinguish between parts, how they relate, their overall structure and purpose
- Evaluating
  - Make judgements, justify decisions
- Creating
  - New ideas, bring together in innovative ways
Note-taking

The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking

Pam A. Mueller\textsuperscript{1} and Daniel M. Oppenheimer\textsuperscript{2}

\textsuperscript{1}Princeton University and \textsuperscript{2}University of California, Los Angeles
YOU deserve to be here!

Remember what’s worked for you in the past, be willing to adapt and seek help.

There are strong links between procrastination and imposter syndrome and perfectionism in high-achieving students.
What else can we discuss?

Test anxiety
Connecting content between courses
Adjusting to the volume of material and lower grades
Effective reading, learning from lectures, and exam writing
Studying actively, identifying important topics, and structuring material
Time management, sticking to a schedule, and procrastination and perfectionism
Newly identified learning disabilities, mental health, and anxiety
Stress Management and High Performance Clinic – Kathy Somers

https://wellness.uoguelph.ca/

http://www.selfregulationskills.ca/
1-on-1 Learning Help

Email jdodd@uoguelph.ca to set up a free appointment

https://www.lib.uoguelph.ca/using-library/appointment-booking#3

Connect with us early in the semester!