

Denver Urban Scholars - Study Habits

OVERVIEW

75% of Denver Urban Scholars (DUS) students have been identified as lacking good study habits. Good study habits are crucial to develop in order to succeed in education. The two most commonly cited issues are lack of motivation, and lack of time management skills. An interactive, visually rich website will be developed for DUS, to be explored by the student and mentor together at the DUS campus, as well as made available publicly online.

MAIN THEMES OF THE WEBSITE:

- The Importance of Good Study Habits
- Developing Good Time Management Skills

SECONDARY THEMES OF THE WEBSITE:

- Developing a Healthy Lifestyle: the importance of nutrition, sleep, and mental health in learning
- Resources for Learning: apps, websites, articles and publications that support learning
- Social Support: study groups, DUS resources and events, and community resources and events

SUMMARY OF ANALYSIS

While the majority of the DUS learners have been identified as lacking good study habits, the target audience for the website are in their Junior year of high school. The main reasons the students have cited as contributing to their low performance are lack of motivation, and lack of time management skills. They have voluntarily joined DUS in order to do better scholastically. Learners have access to the internet at home, at school, on their smart phones and at DUS. See Appendix A for example Learner Persona Profile.

INSTRUCTIONAL DESIGN MODEL

I will use **ADDIE** as my design model for this project. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate.

ANALYZE: Learners and learning environments have been analyzed to identify the learning gaps and needs. Motivation, and time management skill development were the two most often cited needs. Other gaps identified were as follows: lack of sleep, lack of proper nutrition, lack of social support and lack of exercise.

DESIGN: This document will serve to outline the scope and length of the project, outline deliverables and responsibilities. Any revisions to this document must be approved by all stakeholders, and a newly revised design document will be made available.

DEVELOP: Development the website, content, quizzes, videos, resources and assessments. The initial quiz: "Do you have good study skills?" will be developed first, and will set the tone of the site. The website will be linked on the bookmarks bar of each of the computers at DUS, as well as emailed to the student and mentor. The website will address motivation gaps by emphasizing importance of good study habits, and instruct how to develop good time management skills.

IMPLEMENT: After completing the initial quiz: “Do You Have Good Study Habits?” learner and mentor will watch a short video: “Why Good Study Habits Are Important” on the website. Learner will then explain to their mentor three reasons why good study habits are crucial for their academic success. Mentor and the learner will spend 30 minutes looking over the resources page to select which three study improvement resources the learner will be using for the next 30 days. The mentor and learner will then complete the “Create A Google Calendar” tutorial together. The learner will keep a journal of their experience with this program for a month. They will then share their observations with their mentor.

EVALUATE: A brief anonymous survey will be made available for both the student and the mentor to provide feedback on the learning materials. Participants in the survey will have a sliding scale to rate each topic, and will have a field that they can write in their own notes if they wish.

In this ADDIE Design Model solution, I’ve designed for motivation, habits, skills and knowledge, as outlined in several chapters of Julie Dirksen’s book “Design for How People Learn,” Second Edition. I found the following passages especially applicable to this project:

p 186: *“Have them do actual tasks, not just “activities based on the content.”*” I’m addressing this by having them create a google calendar and events with their mentor, and by having them choose three methods to use for one month, and by keeping a journal of their experience.

P 186: *“Make sure they have some early successes.”* and *“Let them drive themselves.”* I’m addressing this by having them take a short quiz that is not graded, watch a short video on the importance of good study habits, and then discuss with their mentor how study habits might improve their own lives.

p 196 *“There are two main components to developing a skill: practice and feedback.”* I’m employing this by having them choose three ways to improve their studies, keeping a journal on their experience of applying those three choices, and then discussing what worked, and what didn’t work with their mentor. This method also allows the learner to apply *“spacing out the practice over time”* p204, which is much more effective than having all the learning done in one sitting.

Dirksen, Julie Design for How People Learn. 2nd ed., New Riders 2016.

PROPOSED LEARNING SOLUTION

A visually rich, interactive, and entertaining website that DUS would host, for the learners and mentors to use together. The site will have quizzes, resources, a blog component where students are able to share their successes and struggles, links to study groups, time management skills, test taking skills, note taking skills, and apps for their phones. After completing the initial quiz: “Do You Have Good Study Habits?” learner and mentor will watch a short video: “Why Good Study Habits Are Important” on the website. Learner will then explain to their mentor three reasons why good study habits are crucial for their academic success. Mentor and the learner will spend 30 minutes looking over the resources page to select which three study improvement apps/materials the learner will be using for the following 30 days. The mentor and learner will then complete the “Create A Google Calendar” tutorial together. The website will be linked on the bookmarks bar of each of the computers at DUS, as well as emailed to the student and mentor. It will

address motivation gaps by emphasizing importance of good study habits. It will also instruct how to develop good time management skills.

INSTRUCTIONAL OBJECTIVES AND CONTENT OUTLINE

Instructional objectives are a way for instructors to communicate to learners what is expected of them. They are also important for the instructors so that they can measure whether or not the student has grasped the basic information in the learning material. See Appendix B for Learning Roadmaps. Objectives need to be specific and measurable. For this study guide learning material the following three objectives will be required of the student to complete and share with their mentor:

After viewing the “Why Good Study Habits Are Important” video with their mentor, the learner will list three ways having good study habits will improve their own life.

While using the “Create A Google Calendar” tutorial with their mentor, the learner and mentor will create a google calendar to sync with the learner’s smart phone. The learner will add two events to their calendar, one event will be recurring, one will be shared with their mentor’s email address, both will include a reminder and an alert.

After reviewing the “Resources” page of the website with their mentor, the learner will choose three study skill improvement methods to implement in their life for one month. They will keep a daily journal of their progress to share with their mentor weekly. Example resources include: improving sleep, improving nutrition, adding an exercise routine or sport, note-taking skills, test-taking skills, creating a dedicated study space, joining a study group, and learning to say no/prioritizing the learners own time.

DEVELOP INSTRUCTION

See Appendix C for mockups of the introductory quiz: “Do You Have Good Study Habits?” intro page, and a mocked up web page on test-taking skills.

INSTRUCTIONAL OBJECTIVE DEVELOPED

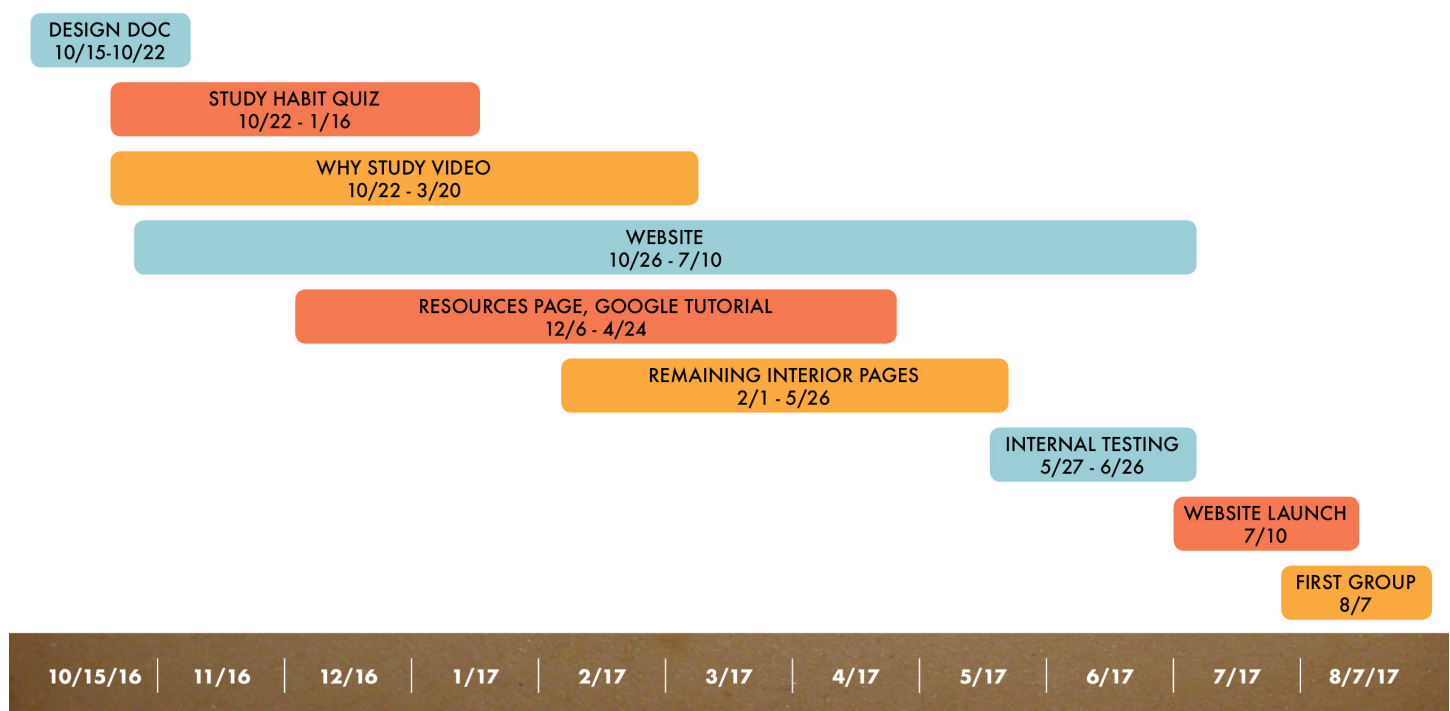
Instructional objectives are a way for instructors to communicate to learners what is expected of them. They are also important for the instructors so that they can measure whether or not the student has grasped the basic information in the learning material. Objectives need to be specific and measurable. See Appendix D for the developed instructional objective: “Create A Google Calendar” tutorial. The tutorial serves as practice for the learner. It includes a “job aid” checklist for the mentor to complete, and allows for feedback on the tutorial. The assessment will be addressed immediately after, during which the learner will apply their practiced skill knowledge, by creating a unique event on the calendar, and inviting their mentor.

ASSUMPTIONS

I am making the following assumptions that will impact the scope and approach of this learning solution:

- I will have access to, and work with a Subject Matter Experts (SME) on Study Habits, a website designer and a videographer.
- DUS will provide the website designer, the videographer, the SME on study habits, and the talent for the video.
- DUS will provide timely reviews of materials presented.
- DUS will host the website.
- DUS will adhere to the 6 month mutually agreed upon timeline for development.
- DUS learner owns a smart phone.
- DUS has a computer lab and internet connection working and available for the learners to use.

SCHEDULE AND COMMUNICATION OCTOBER 2016 - AUGUST 2017



- 10/15 Design Document presented to DUS
- 10/18 DUS final edits to Design Document submitted
- 10/20 final Design Document resubmitted to DUS
- 10/22 DUS final approval of Design Plan
- 10/26 website Development begins
- 11/7 Wireframe of website provided to DUS
- 11/14 DUS approval of website wireframe
- 11/21 First draft of "Do You Have Good Study Habits?" quiz presented
- 11/28 Story line for "Why Good Study Habits Are Important" video presented
- 11/28 Feedback from DUS on "Do You Have Good Study Habits?" quiz

- 12/5 Casting meeting with videographer, DUS and designer for “Why Good Study Habits Are Important” video. To be held at DUS with DUS alumni that are currently in college, alumni selected/provided by DUS.
- 12/12 casting videos submitted to DUS from videographer
- 12/19 Feedback from DUS on “Why Good Study Habits Are Important” video story line
- 12/19 Second draft of “Do You Have Good Study Habits?” quiz presented
- 12/20-1/3 Winter break
- 1/3/17 General overview meeting with all stakeholders, review all materials presented thus far
- 1/9 First draft “Resources” page, and “Create A Google Calendar” tutorial presented
- 1/16 Final draft of “Do You Have Good Study Habits?” quiz presented for final approval
- 1/23 Filming of “Why Good Study Habits Are Important” video 9-5, at the DUS campus with DUS learner and mentor talent
- 2/13 First draft of “Why Good Study Habits Are Important” video presented
- 2/20 Feedback from DUS on “Resources” page, and “Create A Google Calendar” tutorial
- 3/13 First draft of interior page layout design, and written content presented
- 3/13 Feedback from DUS on “Why Good Study Habits Are Important” video
- 3/20 Final draft of “Why Good Study Habits Are Important” video presented
- 3/27 Second draft of “Resources” page, and “Create A Google Calendar” tutorial presented
- 4/3 Final approval from DUS on interior page layout and content
- 4/10 Feedback from DUS on “Resources” page, and “Create A Google Calendar” tutorial
- 4/24 Final draft of “Resources” page, and “Create A Google Calendar” tutorial presented
- 5/1 First draft of the following web pages: Student Blog, DUS Study Groups, Adding an Exercise Routine, and The Importance of Sleep
- 5/15 First draft of the following web pages: Time Management Skills, Test Taking Skills, Note Taking Skills, and Apps for Students
- 5/15 Feedback from DUS on Student Blog, DUS Study Groups, Adding an Exercise Routine, and The Importance of Sleep
- 5/29 First draft of the following web pages: Improving Nutrition, Creating A Dedicated Study Space, and Learning To Say No
- 5/5 Final edits made by DUS to all pages
- 5/26 Final site presented to DUS
- 5/27-6/26 DUS internal website testing. DUS will have mentors, students and employees use the site, and report any issues to the web designer for usability issues/troubleshooting.
- 7/7 DUS Study Habits website launch
- 8/7 First group of DUS students and mentors have completed the one month program, and provided feedback on the site and learning materials within. DUS will work with stakeholders to adjust the learning materials as they see fit to maximize student performance

RAPID PROTOTYPING FOR THIS COURSE:

- 10/15 Design Document presented to DUS
- 10/18 DUS final edits to Design Document submitted
- 10/20 final Design Document resubmitted to DUS

- 10/22 DUS final approval of Design Plan
- 10/26 website Development begins
- 11/7 Wireframe of website provided to DUS
- 11/14 DUS approval of website wireframe
- 11/21 First draft of “Do You Have Good Study Habits?” quiz presented
- 11/28 Story line for “Why Good Study Habits Are Important” video presented
- 11/28 Feedback from DUS on “Do You Have Good Study Habits?” quiz

SUMMARY OF THE PROJECT TRACKING AND MANAGEMENT PLAN:

All communication will be weekly via video conferencing software: Skype. DUS will supply link to the conference on a google calendar for their stakeholders, instructional designer, videographer, and website designer. Unless otherwise stated, the meetings will take place regularly on Mondays from 10–11am MST. All other communications will be via email. All progress and setbacks will be discussed during the video conference weekly. Any edits to the timeline will be made by me, and shared to the group google calendar.

EVALUATION PLAN

Evaluating instruction is an important part in the educational process. Through evaluation, we discover how effective our learning materials are, how successful the students are, and have the opportunity to adjust the materials to improve their quality. In order to test the DUS study skills program, a pilot group of six learners and their corresponding mentors will complete the month long program. While they are at the DUS campus completing the program components, and while checking in with their mentors weekly, their interactions with the materials will be recorded. As the learners navigate the program, and discuss with their mentors, we will be able to answer the following key questions: *Is there enough content? Are the instructions clear? Are the learners engaged?* Dirksen, Julie *Design for How People Learn*. 2nd ed., New Riders 2016. The mentors will explain to the learners that we are testing the resource, not them. Based on the feedback from the pilot group, changes will be made to the program.

Data collection and analysis plans: As mentioned before, the study skills program takes one month to complete. It includes a quiz at the beginning, “Do You Have Good Study Habits?,” a “Create A Google Calendar” tutorial, and a robust website from which the learner will choose three resources to implement for one month. The learner will keep a journal on how implementing the three resources is going: successes and failures, and share their feedback with their mentor on a weekly basis for the month. The learner will then retake the “Do You Have Good Study Habits?” quiz, to illustrate their improvement.

We will be using Kirkpatrick’s 4 levels of evaluation (Kirkpatrick 2015):

LEVEL 1: REACTION – In order to gauge what degree the learners reacted favorably to the program, the learner will provide feedback at end of month. The learner will take an anonymous sliding scale survey that will have questions like: Do you feel like this program was worth your time? Do you feel better prepared for future studies? What were the biggest strengths and weaknesses of the project? Did you enjoy the website’s aesthetic?

LEVEL 2: LEARNING – We will measure their comprehension and application of the program by having the learner take the “Do you have good study habits?” quiz, then retest at the end of the program.

LEVEL 3: BEHAVIOR – To measure behavior changes, the learners will engage in self-evaluation in their journals the methods they tried for the month, including both successes and failures. This step will demonstrate how the learners have applied their knowledge. They will be meeting with their mentors each week to discuss how they are doing, and to review their journals.

LEVEL 4: RESULTS – We will analyze the final results through feedback shared with the mentors. The mentors will report on the outcome of the following questions: Does your learner have higher morale? Better grades? Less anxiety? Feel more confident? Have more personal time, now that they have good time management skills?

REVISION CYCLE: A pilot group of six learners and their corresponding mentors will complete the month long program. While they are at the DUS campus completing the components, and while checking in with their mentors weekly, their interactions with the materials will be recorded on video. Based on their interaction with the program, revisions will be made in order to improve the materials. One month of revisions will be allowed for.

SCHEDULE: The evaluation stage may take up to two months to complete. One month for the pilot group, second month for changes.

PLAN FOR COMMUNICATION OF RESULTS: The Subject Matter Experts (SMEs), and the instructional designer will review the videos of the interactions weekly. Final approval times have been noted in the development timeline. The stakeholders have a weekly meeting during which all edits will be discussed and approved.

EVALUATION TIMELINE:

- 7/7 Pilot group of 6 DUS learners and their mentors take the initial assessment: “Do You Have Good Study Habits?”, complete the “Create a Google Calendar” tutorial, choose 3 study habit improvement methods from the website, and are given their journals to track their study habits for the next month. This day is recorded on video.
- 7/14, 7/21 and 7/28 learners and mentors meet weekly at DUS to go over their journal. They will discuss their successes and failures with their implementation of study habit resources they have chosen to try.
- 8/4 pilot learners have completed the program. Both learners and mentors have provided feedback on the site and learning materials within.
- 8/4-9/1 final changes made to all learning materials.
- 9/1 final website and materials launched. Program rolled out to all interested DUS learners.

SUMMARY

Denver Urban Scholars, first and foremost, is a non-profit organization focused on helping at risk students achieve their highest potential. Their learners have a need of developing good study habits, so that they will succeed in their scholastic endeavors. A study skills focused website will help fill a significant learning gap. It will be available for free, not only to DUS learners, but to the public. DUS learners will experience a rich and meaningful exploration of the content of the site, with the participation of their mentor. There are three learning objectives that will guide the learner and assist them to apply the basic concepts of the website. The aesthetic of the site is whimsical, approachable, entertaining and informative.

Meet Hector

Hector is a junior in high school this year. While he has the motivation to be a successful student, he lacks good time management skills and often struggles to find the time and space to focus. He is naturally very social, is involved with many sports, and comes from a large, boisterous family. With most of his free time dedicated to sports team activities and family life, he is often taken by surprise when there is a quiz or a test. He is very bright and personable, but needs help organizing his day so that he does not miss out on crucial study times. He plans to attend college, and realizes that he will need to plan his study time better if he is to be successful in the future.

IMMERSION

Hector has voluntarily signed up for DUS. He hopes to find a mentor that will help him develop good study habits. He realizes that his participation is a significant time commitment, and is eager to absorb his mentor's guidance, as he aspires to be a first-generation college student. He is considered at risk due to his varied academic performance, as well as being first-generation college bound in his family.

CONNECTION

Hector lacks **TIME MANAGEMENT SKILLS** to spend time on homework, and test preparation. He would benefit from being taught how to organize his schedule. He knows that grades are important, and expects to attend college. In order to achieve that goal, he needs to learn to plan out each day, keep a calendar, set reminder alerts, make checklists daily, and to isolate himself from his noisy family when studying. He loves music, and has a good set of headphones he can use at home while studying. He is often found in the hallways studying last minute before entering the classroom.



DETACHMENT

Hector has a need and a desire to make more time for his studies. He feels like he has little to no free time due to his hectic schedule. The time is there, he just needs help to find it. With guidance from his mentor, and an interactive pdf on time management skills, he could immediately apply these new skills to his schedule, and benefit academically. If he wanted to re-review the materials, it would be easily accessible on both his phone and the printout he could keep in his binder. The interactive pdf would include links to youtube videos, other websites, and further reading on study skills and time management, so that it would be available whenever needs it.

POWER ICONS FOR HECTOR



Plan Each Day



Keep a Calendar



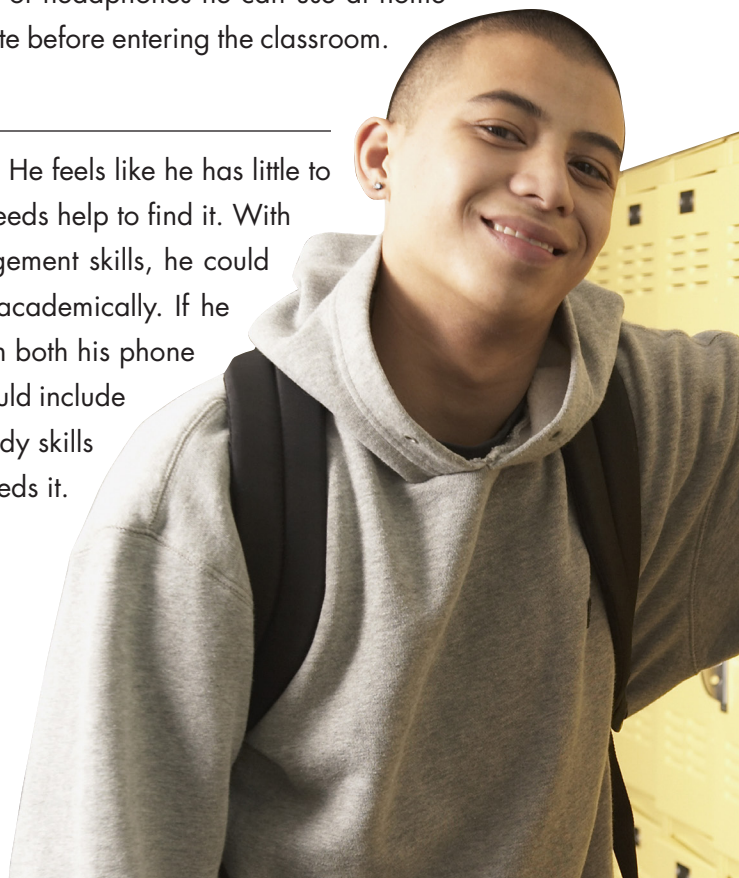
Set Reminder Alerts



Make Checklists



Study with Headphones



Meet Shayna

Shawna is a Junior in high school this year. While she is a gifted student, her grades have fluctuated wildly, due to boredom and loneliness. She lives at home with a single mom who has a rotating shift as an ER nurse. She is naturally very shy, and spends a good deal of time at home alone. With her mom gone most of the time, and without a social group to motivate her in school, Shawna spends the majority of her time at home watching TV rather than studying. She is very bright, but has not challenged herself.

IMMERSION

Shawna has voluntarily signed up for DUS. She hopes to meet both a mentor, and a group of friends. She realizes that her participation is a significant time commitment, and is eager to be a part of a learning community. She is considered at risk due to her varied academic performance.

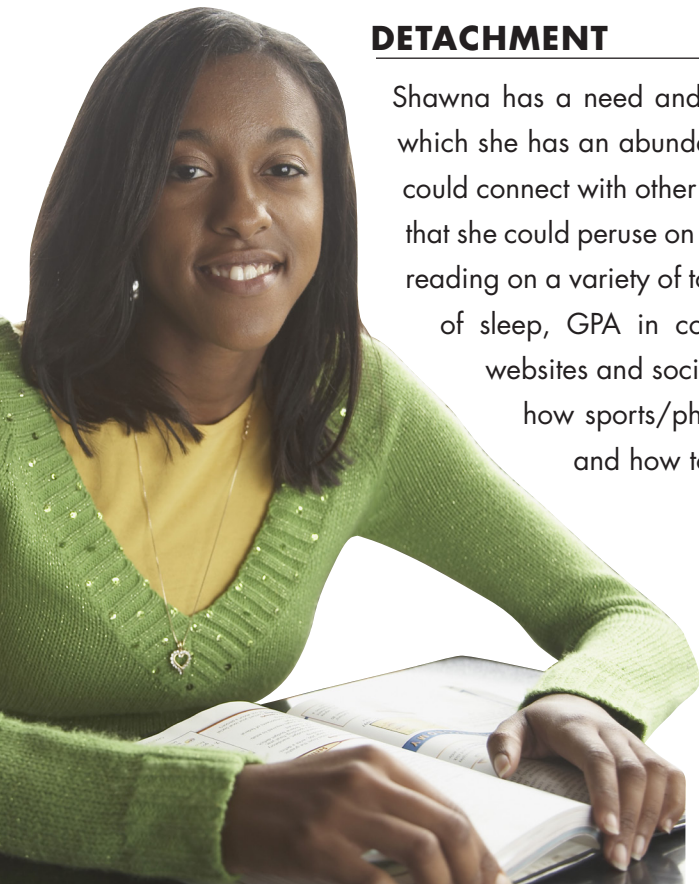
CONNECTION



Shawna lacks **MOTIVATION** to spend time on homework, and test preparation. She would benefit from belonging to an advanced level study group. She knows that grades are important, and expects to attend college, as her mom did. In order to achieve that goal, she needs to learn to take better care of herself (by getting enough sleep each night, eating regularly, and finding an exercise/sport that she enjoys), and to grow her social community (by joining a school club, sport, and/or study group). She has been overheard making comments such as, "What's the point?" She would benefit from being in a community of like-minded people to help her see the value in taking care of herself and getting good grades. She has the time to study but needs the motivation to get her where she needs to be.

DETACHMENT

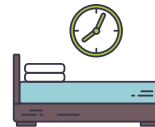
Shawna has a need and a desire to spend more time socially with others. In her free time, which she has an abundance of, she would benefit from a socially networked site. There, she could connect with other people her age, to study and to make new friends. An interactive pdf that she could peruse on her own time, with links to youtube videos, other websites, and further reading on a variety of topics would be helpful. Specific topics would include: The importance of sleep, GPA in consideration for scholarships and college placement, empowering websites and social communities for young women, the importance of eating regularly, how sports/physical exertion benefits people, ways to meet people/make friends, and how to set life long goals.



POWER ICONS FOR SHAWNA



Eat Healthy



Get Enough Sleep



Pick Exercises You Enjoy



Make New Friends

Study Habits | A Road To Success

PROBLEM IDENTIFIED

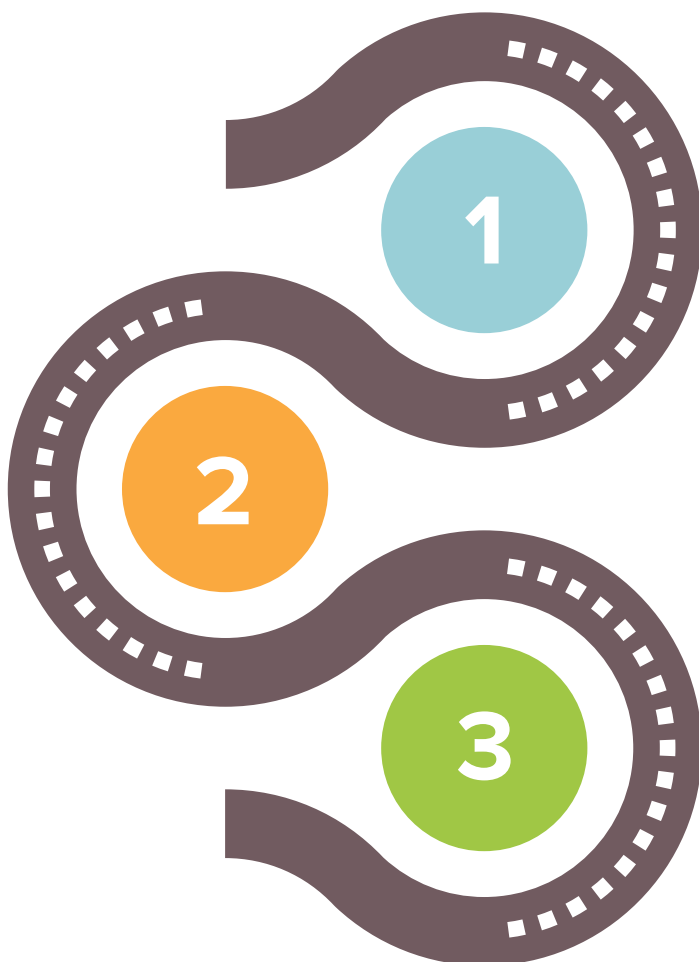
Denver Urban Scholar High school student has been identified as having poor study habits. Good study habits are crucial to develop, in order to not only do well in high school, but to succeed in college. The learner could have a variety of reasons why their studies are sub par.

LEARNING SOLUTION

Multiple resources will be made available to them via an interactive website. It will be publically accessible online for free, and will feature general tips to improve study habits. Additionally it will include links to websites, videos, online communities, apps and quizzes, for further/deeper exploration. There will be ability to post comments if they wish.

LEARNING GOAL

The goal will be for the learner to identify ways to improve their study habits, to learn how to create and use an online calendar, and to implement at least three methods to improve their studies.



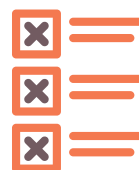
LEARNING OBJECTIVES



Learner will be able to explain why good study habits are crucial for academic success. They will be able to list 3 ways having good study habits will improve their own life.



Learner will create a google calendar to sync with their smart phone, that allows for study time, school, sports, family, and leisure activities. The calendar will be sharable (if they choose), and include reminders/alerts.



Learner will choose three methods to implement in their daily life for one month. They will keep a daily journal of their progress to share with their DUS mentor.

Possible methods include: improving sleep, improving nutrition, adding an exercise routine or sport, implementing note-taking skills, implementing test-taking skills, creating a dedicated study space, joining a study group, learning to say "no", etc.

APPENDIX C: MOCK-UPS

Intro page to "Do You Have Good Study Habits?" quiz Mockup: This will be the first page the learner and mentor encounter. It provides a light-hearted entry into a non-graded quiz. The point of the quiz will be to provide entertainment, and to point out that everyone can benefit from better study habits.

A mockup of a quiz intro page with a brown, textured background. The text "Do you have good study habits?" is written in a white, cursive, chalk-like font. Below it, the text "Well, let's see...What you learn might just surprise you!" is in a white, sans-serif font. At the bottom, a dark brown rectangular button contains the text "LET'S DO THIS!" in white, bold, sans-serif capital letters.

Do you have good study habits?

Well, let's see...What you learn might just surprise you!

LET'S DO THIS!

Test Taking Skills Page Mockup: This will be the interior web page for test-taking skills resources; one of the many resources that the learner can choose to implement for one month. The Subject Matter Expert or (SME) would provide the text content for how to improve test taking skills.

Test-Taking Skills 101:

FIRST THINGS FIRST: **RELAX**

Whew...Now that we've got that out of the way...Below you and your mentor will explore some of the many tried and true ways for you to become a test-taking superstar in no time flat:

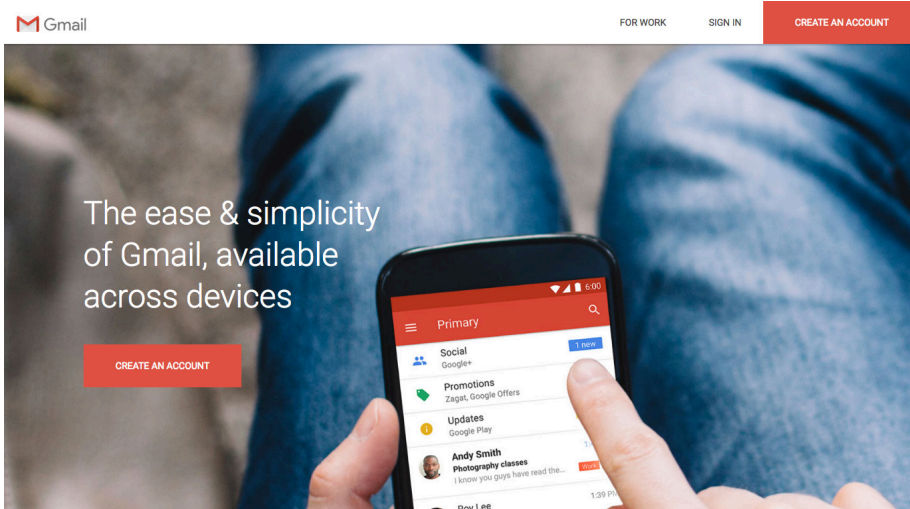
- LOREM IPSUM DOLOR SIT AMET CONSECTETUR ADIPISICING ELIT
- SED DO EIUSMOD TEMPOR INCIDIDUNT UT LABORE ET DOLORE MAGNA ALIQUA
- UT ENIM AD MINIM VENIAM
- QUIS NOSTRUD EXERCITATION ULLAMCO LABORIS NISI UT
- ALIQUIP EX EA COMMODO CONSEQUAT
- DUIS AUTE IRURE DOLOR IN REPREHENDERIT IN VOLUPTATE
- VELIT ESSE CILLUM DOLORE EU FUGIAT NULLA PARIATUR
- EXCEPTEUR SINT OCCAECAT CUPIDATAT NON PROIDENT
- SUNT IN CULPA QUI OFFICIA DESERUNT MOLLIT ANIM ID EST LABORUM

APPENDIX D: DEVELOPED INSTRUCTIONAL OBJECTIVE

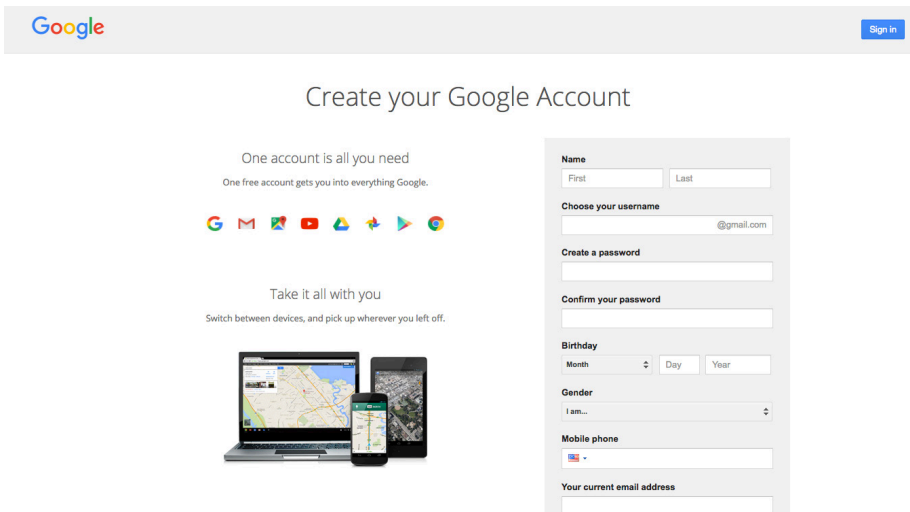
Together, the learner and mentor will use the "Create A Google Calendar" tutorial. They will complete the following tasks: create a calendar, adjust the calendar to reflect the Denver time zone, share the calendar with mentor, make an event that occurs at 6-7 pm, repeats Monday-Wednesday, and sends a notification via email and alert.

Create a google calendar

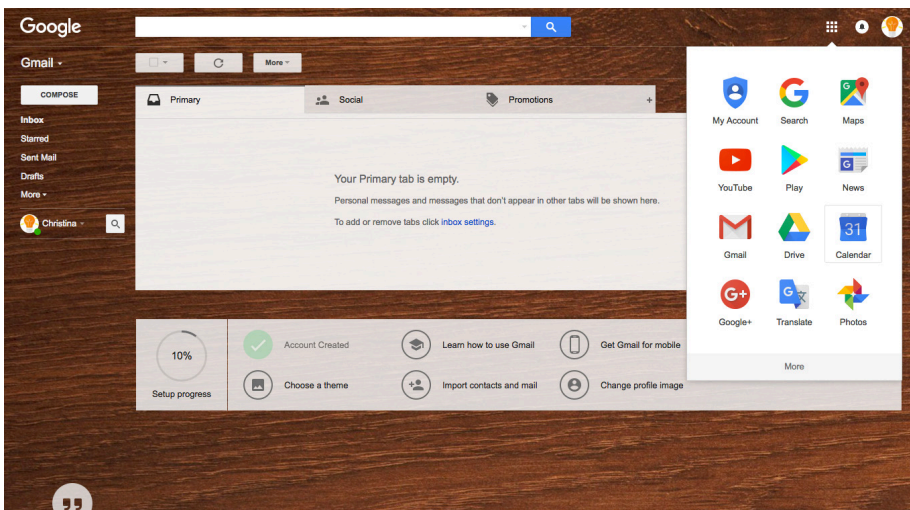
Making a google calendar is fast, free, and simple. The calendar can be private, or shared, and can send reminders right to your phone, so you never miss another appointment. Follow these directions with your mentor to create a calendar for your own schedule.



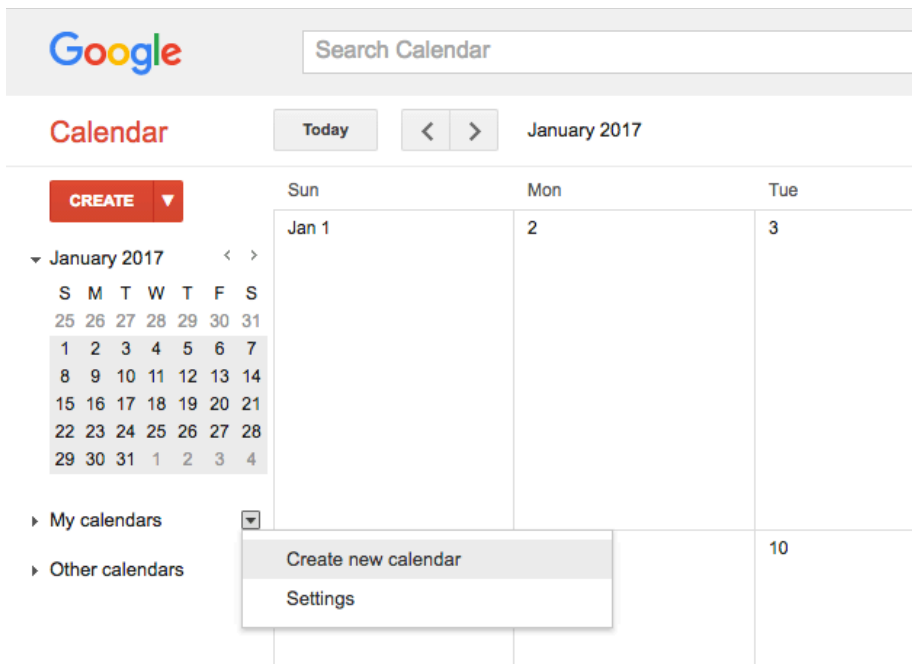
If you don't already have a gmail account, go to google.com and select "CREATE AN ACCOUNT"



Fill in the form with your specific information. Make sure to fill in your mobile number, so that you can access via your phone.



This is your Inbox. There are a grid of 9 small squares at the top right. Select "Calendar" from the drop down menu.



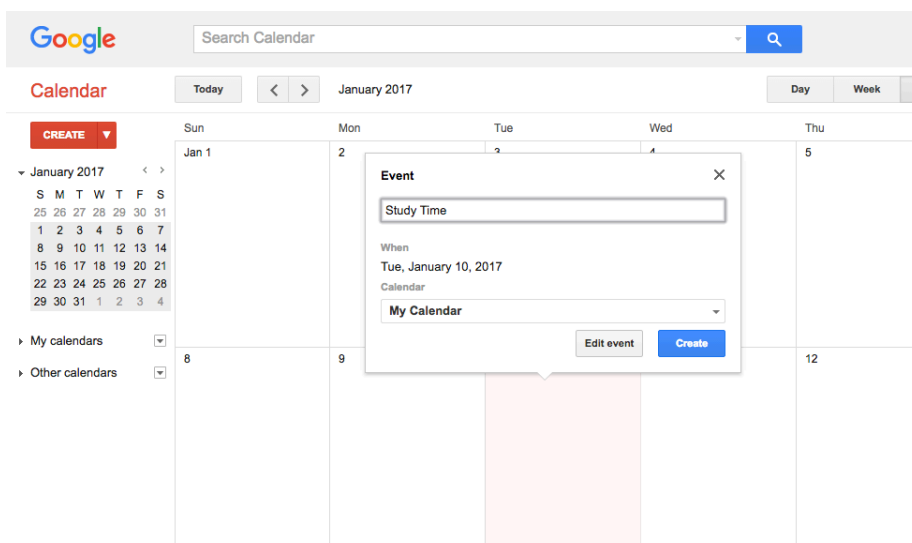
Under "My calendars," select "Create new calendar."

note: You can make as many calendars as you like, such as: Birthday, school, home.

This screenshot shows the 'Create New Calendar' form. It includes fields for 'Calendar Name' (pre-filled with 'My Calendar'), 'Description', and 'Location' (pre-filled with 'denver, co'). There are sections for 'Calendar Time Zone' with a country dropdown (set to 'United States') and a time zone dropdown (set to '(GMT-06:00) Mountain Time'). There are checkboxes for 'Make this calendar public' and 'Share only my free/busy information'. A 'Share with specific people' section allows adding email addresses and setting permissions. At the bottom, there is a 'Tip: Sharing with coworkers?' and navigation buttons 'Back to calendar', 'Create Calendar', and 'Cancel'.

- Name your calendar
- Add "Denver, CO" for your location
- Choose GMT Mountain Time as your time zone
- Type in your mentor's email address, to share the calendar.

note: You can change all settings in the future if you choose.



- Create an event by clicking on any date
- Click "Edit event"

note: You can add, remove, and alter events as often as you like.

Repeat [Close]

Repeats: Weekly [Dropdown]

Repeat every: 1 [Dropdown] weeks

Repeat on: ☐ S ☐ S ☒ M ☐ T ☐ W ☐ T ☐ F ☐ S

Starts on: 1/10/2017 [Text]

Ends: ☒ Never
☐ After [Text] occurrences
☐ On [Text]

Summary: Weekly on Tuesday

[Done] [Cancel]

- Select "Add a notification"
- Choose Email notification, 1 day before
- Select Notification 10 minutes before

note: For daily recurring events, a notification works well. For seldom occurring events, an email reminder works best.

INTE 5100 • DUS STUDY GUIDE WEBSITE

DATE:

MENTOR:

LEARNER:

google calendar checklist

As you assist your learner, fill out the following checklist to make sure that all of the steps have been completed. When you are finished, turn in the completed checklist to DUS for the free journal your learner will be using over the next month.

- ☐ Has existing, or created a gmail account
- ☐ Opened google calendar window
- ☐ Created new calendar
- ☐ Named calendar
- ☐ Added Denver, Colorado location
- ☐ Chose GMT Mountain Time for time zone
- ☐ Added mentor's email address to share calendar
- ☐ Created an event
- ☐ Named event "Study Time"
- ☐ Set the time for event as 6-7pm
- ☐ Event repeats M, T, and W
- ☐ Event has email notification set to 1 day before
- ☐ Event has additional notification set to 10 minutes before
- ☐ *Optional: Linked calendar to their smart phone*

NOTES

DATE:

MENTOR:

LEARNER:

Mentor Feedback Survey

Congratulations! You just helped your learner on their path to develop crucial time management skills. That's an important skill that they will use for the rest of their lives. Your feedback on this program, and its materials are so valuable to Denver Urban Scholars. Please rate the google calendar tutorial experience, and make additional comments if you have them. We truly appreciate your time and consideration as we develop this resource!

	STRONGLY AGREE				STRONGLY DISAGREE		
The tutorial was easy to follow.	5	4	3	2	1	N/A	
Comments:							
I enjoyed helping my learner with the tutorial.	5	4	3	2	1	N/A	
Comments:							
My learner actively participated in the creation of the calendar.	5	4	3	2	1	N/A	
Comments:							
My learner will likely continue to use google calendars in the future.	5	4	3	2	1	N/A	
Comments:							
I was able to assist my learner to link the calendar to their phone.	5	4	3	2	1	N/A	
Comments:							

DATE:

MENTOR:

LEARNER:

Learner Assessment

Now that you have learned, and practiced creating a google calendar, it's time for you to create your own calendar and event. Think about an upcoming appointment you have...It could be sports practice, a birthday, or your weekly meeting with your DUS mentor. Feel free to refer to the tutorial if you get stuck.

Step 1: Create an event of your choosing

Step 2: Name the event

Step 3: Make the event recurring

Step 4: Invite your mentor to the event

Step 5: Fill out the survey below

	STRONGLY AGREE				STRONGLY DISAGREE		
I found this exercise to be useful.	5	4	3	2	1	N/A	
Comments:							
I feel that I can apply this knowledge, and will have improved time management skills.	5	4	3	2	1	N/A	
Comments:							

PROJECT ALIGNMENT FOR SUCCESS



1: LEARNING OBJECTIVE

Together, the learner and mentor will use the "Create A Google Calendar" tutorial. They will complete the following tasks: create a calendar, adjust the calendar to reflect the Denver time zone, share the calendar with mentor, make an event that occurs at 6-7 pm, repeats Monday-Wednesday, and sends a notification via email and alert.



2: LEARNING SOLUTION

"Create A Google Calendar" tutorial, feedback summary from the mentor and learner.



3: PRACTICE

Hands on experience creating the google calendar with the mentor. Mentor will complete checklist as learner creates the calendar.



4: ASSESSMENT

Learner will create a unique event after having practiced, and will invite their mentor to the event.