|  |  |  |
| --- | --- | --- |
| Week | Topic | Resource |
| O week | Goal setting | This resource is a goal setting worksheet. Students can use the worksheet to set a specific academic goal for the term, reflected on why they wanted to achieve the goal, broke down the goal into subcomponents, brainstormed resources needed, identified potential barriers and solutions and made a timeframe for review. |
| Week 1 | Assessment plan | This resource is a time management template. Students can use the template to map out when their assessments are due during the term and to plan what they need to do to get everything done. The template encourages students to break each assessment into components, think about what resources are needed, plan they will work on each component, and brainstorm potential obstacles. |
| Week 7 | Dealing with stressors | In this video, Dr Kelly McGonigal talks about how stress can be your friend. |
| Week 8 | Feedback reflection | This resource is a reflection worksheet. Students can use the worksheet to reflect on their performance and the strategies they use to manage their time and assessment demands. Students are prompted to identify what went well in how they approached a recent assessment, what strategies didn’t work well and how they might approach the next assessment differently. |
| Week 10 | Study strategies | In this video series, Prof Stephen Chew talks about effective study strategies and student misconceptions about how to study. |

*Table 1*: Descriptions of JIT prompted resources in Study 1 (T1 2020).

*Table 2*: Descriptions of JIT prompted resources in Study 2 (T1 2020) by self-management category. Resources marked with \* were used in both Study 1 & 2.

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Category | Topic | Resource |
| 0 | time\_goals | Goal setting\* | This resource is a goal setting worksheet. Students can use the worksheet to set a specific academic goal for the term, reflected on why they wanted to achieve the goal, broke down the goal into subcomponents, brainstormed resources needed, identified potential barriers and solutions and made a timeframe for review. |
| 0 | study | How to get the most out of lectures | This video contained tips about approaching lectures with learning in mind. Adapted from content by Emily Nordmann, the video included ideas about how to prepare for class, how to take notes during class, how to revise, and how to keep on top of lecture content. |
| 1 | time\_goals | Assessment plan \* | This resource is a time management worksheet. Students can use it to map out when their assessments are due during the term and to plan what they need to do to get everything done. The template encourages students to break each assessment into components, think about what resources are needed, plan they will work on each component, and brainstorm potential obstacles. |
| 1 | study | How to take good notes | This resource highlighted different approaches to note taking, giving examples of mindmaps, cornell method, and the pros and cons of writing vs. typing notes. |
| 2 | paralysing\_ps | Procrastination | This resource included video interviews with students talking about why they procrastinate and what strategies they try and use to overcome it. |
| 2 | time\_goals | Goal prioritisation | This resource is a worksheet that helps students prioritising their to do list using Covey’s important/urgent quadrants |
| 3 | stressors | WatchWellcast stress | This video from Watch Wellcast is a short and engaging introduction to a variety of tools to deal with the feeling of being 'stressed out'. |
| 3 | paralysing\_ps | Perfectionism | This resource included video interviews with students talking about why they procrastinate and what strategies they try and use to overcome it. |
| 4 | time\_goals | 168 hours time management | This resource is a time management worksheet. Students can use it to map out how they plan to spend the 168 available hours in the week, making sure to prioritise study and life commitments. |
| 4 | feedback | Receiving feedback | This resource included video interviews with students talking about receiving feedback and using it productively. |
| 5 | stressors | 54321 mindfulness | This resource linked to a youtube video about 54321, a simple relaxation or grounding mindfulness strategy |
| 5 | stressors | Stressors out of control | This resource highlights resources available when stressors get out of control and includes links to the special consideration process. |
| 6 | stressors | Dealing with stressors\* | In this video, Dr Kelly McGonigal talks about how stress can be your friend. |
| 7 | study | Six study strategies | This study tips resource adapted from the Learning Scientists blog, includes short videos about the six study methods that have been shown to be effective in empirical research. |
| 7 | feedback | Feedback reflection\* | This resource is a reflection worksheet. Students can use the worksheet to reflect on their performance and the strategies they use to manage their time and assessment demands. Students are prompted to identify what went well in how they approached a recent assessment, what strategies didn’t work well and how they might approach the next assessment differently. |
| 8 | study | Study tips\* | In this video series, Prof Stephen Chew talks about effective study strategies and student misconceptions about how to study. |
| 8 | paralysing\_ps | Problem solving | This problem solving resource is a worksheet that helps students through the process of breaking a big problem into smaller ones, brainstorming lots of possible solutions, then ranking the solutions and putting the best one into action. |
| 9 | paralysing\_ps | Procrastination | This resource for dealing with serious procrastination includes information and worksheets about strategies to overcome procrastination. |
| 10 | stressors | Exams with less stress | This resource linked to the Mind Smart site, which includes short videos about mental health and managing study during times of stress. |
| 10 | study | Effective study | This resource invites students to reflect on the methods that they typically use to revise and then presents empirical research summarising how effective common study methods are for learning. |