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AI Acknowledgement

I acknowledge the use of Microsoft 365 copilot on the 19th September to purpose my work.

I can confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Part 1

Amser /Time	Llun Monday	Mawrth Tuesday	Mercher Wednesday	Iau Thursday	Gwener Friday	Sadwrn Saturday	Sul Sunday
07:00 - 07:59	Wake up for work	Sleep as my day off	Get ready for work	Work	Work	Sleep	Sleep
08:00 - 08:59	Arrive at work	Wake up and have a cup of tea	Get into work	Arrive at work	Arrive at work	Sleep	Sleep
09:00 - 09:59	Breakfast time	Breakfast time	Get breakfast ready	Breakfast	Breakfast	Wake up after a long week	Sleep
10:00 - 10:59	Circle time with the children	Get ready for the day	Messy play activity	Activity time for children	Circle time	Cup of tea and plan my day	Wake up
11:00 - 11:59	Clean up for lunch	Walk into town	Wash hands for lunch	Lunch time for the children	Lunchtime	Meet up with my friend	Get my uniform for work ready
12:00 - 12:59	My lunch break	Grab some lunch	My lunch break	My lunch break	My lunch time	Go to have food	Lunch time
13:00 - 13:59	Afternoon activity	Do some shopping with my mum	Afternoon circle time	Help cover other rooms	Deep clean ready for the weekend	Go back to my friends house	Have a nice early shower
14:00 - 14:59	Snack time	Come home and unpack	Snack time	Snack time	Snack time	Chat with friend's mum	Finish any uni work I would

		the shopping					need doing
15:00 - 15:59	School runs	Watch some tv	School runs	School runs	School run time	Watch a film at my friends	Still do my uni work
16:00 - 16:59	Get my stuff ready for uni	Do some work for uni if needed doing	Get ready for supper	Supper time for children	Clean the room I'm in	Get home	Have a break from studying
17:00 - 17:59	Uni time	Make food	Finish work	Clean and finish work	Finish work	Food time	Make some food
18:00 - 18:59	Break time in uni	Carry on doing some uni work	Get home and unwind	Get home and have food	Get home and chill	Play the playstation	Play on my phone
19:00 - 19:59	Finish off what we are learning about	Sit and chat with my mum	Food time for me	Cup of tea and chat with my mum	Food time and chat	Watch some glee	Go back to studying
20:00 - 20:59	Home time	Facetime my cousin	Check to see if I have any work that needs doing	Check my social medias	Facetime my friend	Watch tik tok on my phone	Finish off my work
21:00 - 21:59	Have some food after uni	Still on facetime	Have a nice hot bath	Have a snack	Chill on the sofa	Phone my friend Kelly	Give my uni work
22:00 - 22:59	Shower before bed	Pjs on ready for bed	Pjs on and have a snack	Jump into bed	Shower and pjs on	Chill in bed	Time to chill before work the next day

23:00 - 23:59	Bed and chill	Watch a film in bed	Sleep after a long day	Sleep	Chill in bed	Sleep	Sleep ready for work
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Part 2

Original Copilot prompt

“What different study techniques can a university student use to make best use of their study?”

1. Active recall

Test yourself from memory instead of just reading. For example, close your notes and write down everything you remember about a topic, then check what you missed.

2. Spaced repetition

Review material over several days or weeks rather than cramming the night before. This helps move information into long-term memory.

3. The Pomodoro technique

Study in focussed blocks, such as 25 minutes of work followed by a 5-minute break. This can help maintain concentration and reduce burnout.

4. Time Blocking

Dividing your day or week into scheduled blocks of time, with each block assigned to a specific task. For example, lectures, reading, essay planning, breaks.

Refined prompt

“Can you please explain in more academic detail how to Pomodoro technique can be used by university students to structure study periods and how Time blocking can support university students with planning, prioritising and organising independent study?”

The Pomodoro Technique is used by university students as a structured method for managing attention, concentration and cognitive effort during study periods. The technique involves working in short, focused intervals, commonly 25 minutes, followed by a short break of around 5 minutes. After several cycles, a longer break is taken.

This structure supports students because it divides independent study into manageable units, making large or complex tasks feel less overwhelming. For example, rather than attempting to “revise for an exam” in an unstructured way, a student might use one Pomodoro interval to review lecture notes, another to create flashcards, and another to complete practice questions.

This encourages purposeful study because each interval has a clear objective. From an academic perspective, the Pomodoro Technique is useful because it supports self-regulated learning. Students are required to decide what they will focus on before each study interval, monitor their concentration, and evaluate what they have achieved afterwards. The short breaks can also reduce mental fatigue, which is important because sustained concentration over long periods may lead to reduced productivity and poorer retention. By encouraging regular pauses, the technique helps students maintain attention and return to tasks with improved focus. It can be particularly effective when combined with active learning strategies such as active recall, summarising and spaced repetition.

Time blocking is also valuable for university students because it supports planning, prioritising and organising independent study. University learning requires students to manage a high level of autonomy, as they must balance lectures, reading, assignments, paid work and personal commitments. Time blocking involves allocating specific periods of time to tasks in advance.

This can help students move from general intentions, such as “I need to study this week,” to a more organised plan, such as “Monday 10:00–11:00: seminar reading” or “Wednesday 14:00–15:30: essay research.”

Time blocking supports **planning** by helping students visualise how much time is available and where study tasks can realistically fit into the week. It supports **prioritising** because students can allocate earlier or longer blocks to tasks that are more urgent, more difficult or more closely linked to assessment deadlines. It also supports **organisation** by creating a clear structure for independent study and

reducing the likelihood of procrastination. When students know what task they are meant to complete at a particular time, they may find it easier to begin work and avoid wasting time deciding what to do next.

Together, the Pomodoro Technique and time blocking can be effective. Time blocking helps students decide **when** they will study and what they focus on, while the Pomodoro Technique helps manage **how** they work during each study period. For example, a student might block out two hours for essay writing and then divide that time into several intervals, each with a specific purpose, such as planning a paragraph, finding evidence, writing a draft and reviewing their work. This combination allows students to study in a way that is organised, focused and sustainable.

Prompts used to identify sources

“Can you identify peer-reviewed academic research that examines the Pomodoro Technique or Time blocking among university students, please provide authors, publication year, title, journal and the reliable link?”

Yes. Direct peer-reviewed research on **the Pomodoro Technique specifically among university students** is quite limited, but there are a few useful studies. For **time blocking**, the research is usually framed more broadly as **time management, planning, scheduling, self-regulated learning, and study-time allocation** rather than using the exact phrase “time blocking.”

Peer-reviewed research on the Pomodoro Technique

1. **Biwer, Felicitas; Wiradhany, Wisnu; Oude Egbrink, Mirjam G. A.; & de Bruin, Anique B. H. (2023)**

Title: *Understanding effort regulation: Comparing “Pomodoro” breaks and self-regulated breaks*

Journal: *British Journal of Educational Psychology*, 93(S2), 353–367

Focus: This study examined bachelor’s and master’s students using systematic break schedules, including a Pomodoro-style condition, compared with self-regulated breaks during real-life self-study. It found that predetermined breaks appeared to have benefits for fatigue, concentration,

motivation and efficiency, although task completion did not differ significantly.

Reliable link: <https://pubmed.ncbi.nlm.nih.gov/36859717/>

2. **Smits, Eva J. C.; Wenzel, Niklas; & de Bruin, Anique. (2025)**

Title: *Investigating the Effectiveness of Self-Regulated, Pomodoro, and Flowtime Break-Taking Techniques Among Students*

Journal: *Behavioral Sciences*, 15(7), 861

Focus: This peer-reviewed study investigated Pomodoro, Flowtime and self-regulated break-taking among university students during a two-hour authentic study session. It found that Pomodoro breaks led to a faster increase in fatigue and that Pomodoro and Flowtime breaks led to faster decreases in motivation compared with self-regulated breaks, but no overall differences were found in productivity, task completion or flow.

Reliable link: <https://www.mdpi.com/2076-328X/15/7/861>

Peer-reviewed research linked to time blocking / study-time planning

1. **Wolters, Christopher A.; & Brady, Anna C. (2020)**

Title: *College Students' Time Management: a Self-Regulated Learning Perspective*

Journal: *Educational Psychology Review*

Focus: This article is highly relevant to time blocking because it discusses college students' time management as a self-regulated learning process. It covers setting and prioritising goals, short- and long-term planning, estimating time demands, monitoring time use and deliberately structuring time — all of which underpin time blocking.

Reliable link: <https://link.springer.com/article/10.1007/s10648-020-09519-z>

2. **Theobald, Maria. (2024)**

Title: *Study longer or study effectively? Better study strategies can compensate for less study time and predict goal achievement and lower negative affect*

Journal: *British Journal of Educational Psychology*, 95(2), 405–420

Focus: This study followed 231 university students over 30 days and

examined perceived self-study time, planning, monitoring, concentration, procrastination and goal achievement. It found that better study strategies, including planning and monitoring, helped students achieve goals more effectively and could compensate for studying for fewer hours. This supports the academic value of structured study planning such as time blocking.

Reliable link: <https://pmc.ncbi.nlm.nih.gov/articles/PMC12068007/>

Discussion on techniques

This essay will discuss and compare two study techniques that can help students with different ways of coping with study management. These two techniques are pomodoro technique and time blocking.

Firstly, the pomodoro technique is a study technique that helps students split their study time in order to work better, students work for 25 minutes then they follow it up by a 5 minute break, students find this technique helpful as helps makes tasks more manageable and reduced distractions.

Collins(2020) implies that the pomodoro technique is useful for when students get distracted while working on an assignment or want to understand how long a task takes. Furthermore, Collins(2020) suggests that the technique also works if you have a lot of repetitive work to get through. Gupta (2026) highlights this structured approach helps reduce burnouts, encourages concentration and be easily modified to fit the students study styles.

Additionally, time blocking also helps students divide their study time but a bit differently, Stanford university (no date) implies that using the time blocking helps students by making a timetable or a to do list so that students don't push themselves and make sure what needs doing and by when it needs doing, By doing this technique you are not pushing yourself not to do the harder task when you have no energy by doing a timetable or to do list you can put the harder tasks on days when you nothing on and have the most energy to do the harder tasks. Gallagher (2025) explains that time blocking give students a greater sense of control over their schedules which can contribute positively their overall well-

being. Additionally, It can reduce the risk of burnout by encouraging students to set aside regular time for rest and recovery.

To conclude, these two study techniques can help improve focus, concentration and overall well-being, which are all essential components of effective learning.

Reference List

Collins, B. (2020) *The Pomodoro Technique Explained*. Available at: <https://www.forbes.com/sites/bryancollinseurope/2020/03/03/the-pomodoro-technique/> <https://www.forbes.com/sites/bryancollinseurope/2020/03/03/the-pomodoro-technique/> (Accessed on: 25th September 2026).

Gallagher, S. (2025) *7 Benefits of Time Blocking Methods for studying*. Available at: <https://summitlearningcharter.org/resources/blog/benefits-of-time-blocking/> (Accessed on 25th September 2026).

Gupta, S. (2026) *Why the Pomodoro Technique is the productivity booster you need to try*. Available at: <https://www.verywellmind.com/pomodoro-technique-history-steps-benefits-and-drawbacks-6892111> (Accessed on 25th September 2026).

GOV.UK (2025) *Guidance on generative AI in education*. Available at: <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education> (accessed on 26th September 2026)

Stanford University (No date) *Weekly planning: Time Blocking method*. Available at: <https://ctl.stanford.edu/weekly-planning-time-blocking-method> (Accessed on 25th September 2026).

Discussion on using Microsoft copilot for academic study

This reflection reflects my experience using Microsoft copilot to support my study techniques. It considers the advantages of using copilot and the difficulties I experienced using copilot.

One of the main benefits I noticed using copilot was how quickly and easily I could access information to support my research. Copilot was straightforward to use and gave me responses I found easy to understand. This supports that AI tools can

expand efficiency and can be used safely and can be used by everyone who may need it for education (GOV UK 2025).

However, I did experience some difficulties using copilot, as it is my first time using the AI tool, I found it difficult to create effective prompts. I learned that the way the question was written it can affect the quality of the responses given. To begin with some of the answers I was given were irrelevant to what I asked for, which meant I had to give more detail to my prompts and change them up a little. This showed me using AI for studying involves more practice and more understanding on how to ask more clearly with tool (Miao and Holmes, 2023).

I also became aware of the concerns regarding the concerns about the accuracy and reliability around the use of AI tools. There is a high risk of students taking the information given to them by AI without checking if it's the right information. Therefore, I believe AI should be used more to support learning rather than using AI tools for independent research, and personal understanding.

In the future, I would use AI tools such as copilot in a more responsible way by using it to gather ideas and find useful keywords. When using AI tools in the future I would double check any information given to me and make sure it's the correct information and that it has reliable links to support the information. When I need to research more reliable information, I would like to continue to use critical thinking when it comes to my studying to make sure the information I receive is appropriate for my research method and my future university work. Overall, I think using AI tools is helpful for students like me who struggle to find works to start off any kind of research projects, using copilot helped me and my research process get started in the right way.

Part 4- poster and link to voiceover

Study skills poster

This poster explores two proven study techniques: pomodoro technique and time blocking. Both methods can help students to learn more effectively by staying organised, make the most of your time, improve memory retention, increase focus, reduce stress and support overall academic performance. Both techniques can also support students in managing workloads and meeting their required deadlines.

Pomodoro technique

What is the pomodoro technique?

The pomodoro technique is a time study technique that helps you stay focused during studying time by breaking your study time in to time blocks to help reduce burnouts. Students who use this technique work for 25 minutes then follow it by a 5 minute break. This technique can be used more than one and in different time blocks depending how long a student wants to work for and how long they wish to take a break for. The shorts breaks helps students keep a fresh mind and keeps them motivated. For example, a student may spend 25 minutes studying and follow it up by taking a 5 minute break. This technique can help a student stay productive and can avoid procrastination.

How does it work?

- Study for 25 minutes
- Take regular 5 minute breaks
- Take longer breaks if needed



Research evidence

Collins(2020) implies that the pomodoro technique is useful when students get distracted while working on a task or want to understand how long a task takes.

Conclusion

Both of these techniques are very powerful techniques that students use to help with their studying as they find it helps with their overall well-being and helps them avoid procrastinating. Using both of these techniques can help put a students mind at ease and they are not pushing themselves to do a task for so long and they run out of energy by using these time study techniques they are giving themselves a break to regain the energy and right mindset to continue to complete the task that needs doing.

Time blocking

What is time blocking?

Time blocking is a powerful technique where you make time for different tasks. Instead of making a to do list or putting it on a note students use this technique to decide when they will complete the task that needs doing and to stick to doing it. This technique also helps you stay focused, avoid distractions and help students make progress towards their goals.

How does it work?

- List everything you need to do
- Estimate a time how long it will take
- Plan your day by doing time blocks (e.g. 9-11am study time, 11-11:30 break).
- Stick to your schedule.

Benefits

- Improves concentration
- Reduces Distractions
- Helps prevent mental fatigue
- Reduces procrastination
- Increases productivity



Research evidence

Stanford university(no date) highlights that using the time blocking technique students by making a timetable to make sure that students don't push themselves and know what they are doing to keep the task on track. Gallagher (2025) suggests using the time blocking method gives students more sense of control over their schedules which can contribute greatly to their overall well-being.

Reference list

- Collins,B. (2020) *The Pomodoro Technique Explained*. Available at: <https://www.forbes.com/sites/bryancollinseurope/2020/03/03/the-pomodoro-technique/> (Accessed on 25th September 2026).
- Gallagher, S. (2025) *7 Benefits of Time Blocking Methods for studying*. Available at: <https://summitlearningcharter.org/resources/blog/benefits-of-time-blocking/> (Accessed on 25th September 2026).
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