

Initial Prompts

These are the initial prompts given to Copilot.

Prompt 1: Can you give me techniques to avoid procrastination?

Prompt 2: Can you show me time management techniques for studying?

Prompt 3: Can you show me techniques to improve productivity?

Refined prompts

These are the refined prompts given to generate more detailed response.

Prompt 1: I am studying at level 4 in university with a full-time job, could you show me the best study technique for time management. Can you include sources for the information given.

Prompt 2: Could you give me the best technique to improve and retain productivity while studying a level 4 university course around a full-time job? Please output the response in bullet points and include sources for the information used.

Prompt 3: Could you give me the top three techniques for retaining productivity while researching and writing an academic assignment for a level 4 university course while working a full-time job. Can you give responses in bullet point form and give sources for information used.

Prompts to identify sources

Could you show me good references and research on delayed gratification in relation to studying using sources from 2016-2026?

Can you show me academic evidence for implementation intentions with sources from 2016-2026?

Discussion

This text will explore two study techniques that are beneficial in the support of academic success. The two techniques discussed are the Academic Delay of Gratification (Bembenutty and Karabenick, 1998), and implementation intentions (Gollwitzer, 1999, cited in Cousins, 2024).

The first method, Academic Delay of Gratification, is a method where the student delays something they deem as a reward to prioritise important work needed for a long-term outcome over choosing to have that reward instantly (Yan and Li, 2024). For example, a student could choose to wait to have a treat until they have completed the first draft of an assignment. Research shows that using this method is positively linked to academic achievement and success (Chen and Woody, 2025; Corwyn and McGarry, 2020). This approach gives students a clear goal to achieve along with a drive to avoid procrastinating their work. Alaya *et al.* (2021) say that procrastination can negatively affect academic performance and achievement, which is further evidence that this method is an effective study method.

Another point of interest is that there is evidence that this technique has a positive effect on the mental health and well-being of students (Poon, Chan and Tang, 2019). It does this by boosting long-term self-control and promoting a healthy work-life balance, and by boosting self-control it consequently boosts their well-being (Buyukcan-Tetik, Finkenauer and Wiebke, 2018).

The second technique, implementation intentions, is a self-regulatory if-then planning strategy that is more effective than regular planning by setting specific goals and times to complete those goals to avoid procrastination (de Bruyne, 2026). Study shows that using this method results in better goal progress which leads to academic success, since allowing students to create plans on their own increases motivation to complete those tasks by retaining a sense of control and having better control of academic stress (Seo et al., 2018; Rackemann et al., 2023).

In conclusion, these two study techniques promote higher academic performance and decreases procrastination while having a positive effect on mental well-being.

Reflection on Using Microsoft 365 Copilot for Academic Study

This is a reflection of my experience using Microsoft 365 Copilot to assist my academic study. It will consider how using AI went for this assignment, what benefits I found, the limitations of using AI and if it could be used in my future academic work.

To begin I found that Copilot's interface was very easy to manoeuvre and use. It generated useful responses quickly, studies showed that AI-assisted research was approximately 23% quicker than human only research (Egan *et al.*, 2025). This helped save time at the beginning of the assignment by narrowing down the subject to identify which areas would then be further researched.

At the start of the process, I was quite sceptical as this was my first experience of using generative artificial intelligence, and I was aware that AI had a tendency to be inaccurate and unreliable when giving responses. Although it took some time to improve and optimise my prompts to be more specific, I found they were useful by giving summaries of articles which saved myself from having to scan through articles to find what ones could be useful for the assignment.

However, the credibility of this tool is arguable. Research shows that AI tools have produced unreliable information and sources, even fabricating articles (Alkaissi and McFarlane, 2023; Naeem, 2026). To combat this, I had to use critical thinking and check any sources that I wanted to use to ensure its credibility. This counteracts the argument that AI is a useful tool to save time researching because verifying the reliability of AI sources takes up time that could have been saved, had I done the research myself from the start.

The biggest downside to generative AI is its negative effect on the environment. AI requires vast amounts of energy to run, in 2024 AI was responsible for around 1.5% of global electricity consumption (IEA, 2025). According to research by O'Donnell and Crownhart (2025), the rough estimate of one person's daily energy consumption using AI would be the equivalent of running a microwave for over three and a half hours. To create energy fossil fuels are burned which releases harmful greenhouse gasses into our environment, contributing to global warming (BBC Bitesize, no date), and in 2017

28% of total global emissions produced by electricity use. In short, global warming causes an increase of wildfires, severe storms, drought, air pollution, disease, a loss of species and a decrease of food sources (United Nations, 2022).

Henceforth, I would use Copilot sparingly and cautiously, I would be extremely uncomfortable using a generative AI tool, knowing its negative impact on the environment.

Part 3 - Poster

This poster will explore two study techniques that could be helpful to reduce procrastination while studying. It will explain how they work and how to implement them, as well as discuss the positive effects on student well-being.

Setting a goal is a great way to boost focus, motivation and performance while studying (Sutton, 2024). The Academic Delay of Gratification is a method where a student delays a reward until after they have completed a chosen amount of work (Yan and Li, 2024). An example of this could be waiting to have a cake until after they have completed a draft of their current assignment. This gives the student a clear goal and motivation to complete tasks in a timely manner, which helps combat procrastination. By decreasing procrastination it will have a positive effect on the students academic performance and achievement (Alaya et al., 2021) which makes this an effective study method for students.

Research shows that incorporating delayed gratification has shown a positive growth in psychosocial well-being and life flourishing (Poon, Chan and Tang, 2019).

Delayed gratification has also shown to increase a person's dopamine levels by creating a spike in anticipation (Charanya, 2026).

By using ADOG it can help maintain a work-life balance, which in turn has a positive effect on mental health development. It also creates a higher level of self-control over time, by boosting self-control you also boost wellbeing (Buyukcan-Tetik, Finkenauer and Wiebke, 2018).

Implementation intentions are an if-then planning strategy that works by setting a trigger and an action, which translates intentions into specific actions (de Bruyne, 2026). An example of this would be; If it is 4pm on a Monday then I will complete the main body of my assignment. This works better than simply setting a goal by pre-linking a trigger which motivates the student to follow-through with the action.

Researchers have found that using implementation intentions have produced a positive effect on goal achievement (Wang, Wang and Gai, 2021).

This method has been shown to increase academic success by creating better goal progress. This is because allowing students to create plans on their own increases motivation to complete those tasks by retaining a sense of control (Seo et al., 2018).

Rackemann et al. (2023) found that using this technique can support stress management by strengthening action planning ,suggesting that structured if-then plans may help individuals respond more effectively to academic stress.

By pre-deciding when and what to do, the student removes the mental stress of having to make choices in the moment, which in turn lowers psychological stress and eases self-regulation (Cousins, 2024).

This poster has investigated two self-regulated study techniques that should support university students to achieve academic success, a healthier mental well-being and reduce academic stress.