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AI Acknowledgment

I acknowledge the use of Microsoft 365 Copilot <https://copilot.microsoft.com/> on 11/9/2026 to research study skills techniques. I used the

Initial prompt(s):

1. How do time management and managing wellbeing and study time find a balance in my learning?
2. Provide me with information about how I can best manage my wellbeing and studying?
3. Show me time management techniques to help me with my studies in university

I 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 as evidence.

I acknowledge the use of Grammarly <https://app.grammarly.com/?source=doc-title-bar> on 18/9/2026 to check my own text for grammatical mistakes.

Part 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday Day Off	Saturday	Sunday
00:00 – 06:59	Sleep						
07:00 - 07:59	Wake up, shower and wake up kids. Prepare and eat breakfast together.	Wake up, shower and wake up kids. Prepare and eat breakfast together.	Wake up, shower and wake up kids. Prepare and eat breakfast together.	Wake up, shower and wake up kids. Prepare and eat breakfast together.	Wake up, shower and wake up kids. Prepare and eat breakfast together.	Lay in	Lay in
08:00 – 08:30	Commute to work	Commute to work	Commute to work	Commute to work	Travel to school.	(same as above)	Wake up and shower.
08:31- 10:59	Work				Read over structure and research and first draft of assignment	Family breakfast and getting ready for the day.	Breakfast and Rugby club commute and match.
11:00 - 11:59	Lunch break	Lunch break	Lunch break listening to Panopto	Lunch break listening /reading articles	Pick kids up from school and quality time	Daughter swimming lesson.	Commute home from rugby club.
12:00 – 14:59	Work				Time for food shopping and family time.	Lunch Take dog for a walk and visit family	Family lunch and family time e.g. walk or park.
15:00 - 15:59	Dinner Prep and look over notes from previous lecture.	At home gym– leg day.	Walk dog listening to relevant research linking to assignment.	At home gym – stretch and tone	Walk the dog.	Finalise final draft of assignment and research.	Church
16:00 - 16:59	Commute to university.	Dinner prep and check in with the kids about their day	Daughter at gymnastics – planning /structuring for assignment.	Dinner prep and check in with the kids about their day	Dinner prep.	Finalise final draft of assignment and research.	Church

17:00 - 17:59	In lecture	Family dinner	Family dinner	Family dinner	Family dinner	Free time	Prepare dinner
18:00 - 18:59		Housework	Housework	Son at rugby training – first draft of assignment	Housework	Takeaway.	Family dinner
19:00 - 19:59		Put kids to bed and kids' reading.	Put kids to bed and kids' reading.	Put kids to bed and kids' reading.	Time to reflect on first draft and research relevant information.	Family movie/games night.	Kids bedtime routine.
20:00 - 20:59	Drive home.	Catch up with husband.	Catch up with husband.	Catch up with husband.	Catch up with husband.	Kids bedtime routine.	Free time.
21:00 - 21:59	Wind down, reflection about the day and preparing for bed.	Wind down, reflection about the day and preparing for bed.	Wind down, reflection about the day and preparing for bed.	Wind down, reflection about the day and preparing for bed.	Wind down, reflection about the day and preparing for bed.	Wind down, reflection about the day with husband and preparing for bed.	Wind down, reflection about the day and preparing for bed.
22:00 – 22:30	Reading for pleasure and guided mediation.	Reading for pleasure and guided mediation.	Reading research then guided mediation.	Reading research then guided mediation.	Reading research then guided mediation.	Reading research then guided mediation.	Reading for pleasure and guided mediation.
23:00 - 23:59	Sleep.						

Part 2

Initial prompt(s):

1. How do time management and managing wellbeing and study time find a balance in my learning?
2. Provide me with information about how I can best manage my wellbeing and studying?
3. Show me time management techniques to help me with my studies in university

Output from initial prompt:

Build a Routine That Protects Your Energy

Your wellbeing depends more on predictability than motivation.

What to do:

Wake up and sleep at roughly the same time.

Have set blocks for studying, meals, and rest

Keep weekends lighter but still structured.

Why it helps:

Routine reduces stress, decision fatigue, and procrastination. Your brain performs better when it knows what's coming.

2. Use Study Techniques That Reduce Stress

Some methods make studying harder than it needs to be. These make it easier:

Active recall → boosts memory without hours of rereading

Spaced repetition → prevents last-minute cramming.

Cornell notes → keep your revision organised

Pomodoro blocks → protect your focus and prevent burnout

Why it helps:

You learn more in less time, leaving space for rest, hobbies, and social life.

3. Protect Your Mental Health Daily

Small habits make a huge difference.

Try:

10–15 minutes of walking or fresh air

A short mindfulness or breathing exercise

Journaling your thoughts or worries

Keeping your phone away during study blocks

Saying “no” when your schedule is full

Why it helps:

These habits regulate your nervous system, improve focus, and reduce anxiety.

4. Support Your Body to Support Your Brain

Your physical wellbeing directly affects your academic performance.

Focus on:

Sleep (7–9 hours) — memory consolidation happens at night

Nutrition — stable blood sugar = stable concentration

Hydration — even mild dehydration reduces focus

Movement — boosts mood and cognitive function

Why it helps:

A healthy body gives you the mental clarity you need to study effectively.

5. Stay Connected — Don't Isolate Yourself

University can feel overwhelming if you try to do everything alone.

Stay connected by:

Talking to friends regularly

Joining societies or study groups

Asking lecturers or tutors for help

Using university wellbeing services when needed

Why it helps:

Social connection reduces stress and increases motivation.

6. Use Time Management to Prevent Overwhelm

Good wellbeing comes from not feeling constantly behind.

Techniques that help:

Weekly planning

Daily “Rule of 3” priorities

Breaking tasks into microtask's

Starting assignments early

Keeping your timetable visible

Why it helps:

You stay ahead instead of catching up — which massively reduces anxiety.

7. Create a Study–Life Balance That Actually Works

Balance doesn't mean equal time. It means intentional time.

Build your week around:

Study blocks

Rest blocks

Social time

Exercise

Personal hobbies

Sleep

Why it helps:

You avoid burnout and enjoy university life without sacrificing your grades.

♥ 8. Be Kind to Yourself

You're learning how to manage your life independently — that's huge. Some days will be productive. Some days won't.

What matters:

You show up consistently

You rest without guilt

You ask for help when needed

You celebrate small wins

Refined Prompts:

1. Provide me with information about how better sleeping patterns can affect study technique. Include where you retained this information, making sure these are credible sources.
2. Provide me with information about Cornell notes and how to do it. How was it discovered? Use credible sources
3. Is the information you have provided correct, and how does Copilot source this information?

Prompts used to identify sources:

1. Where do find your information sources from?
2. List the exact sources you gave me on how sleep improves study performance and Cornell note-taking?
3. How can sleep benefit the brain cognitively?

Discussion:

Introducing techniques to support studying is supportive practice in higher education. Techniques like the Cornell Note-Taking System and the importance of adequate sleep are both different techniques with different methods and structures, but together they provide knowledge to better study skills.

The Cornell Note-Taking System was created by Walter Pauk at Cornell University in the 1950's; it helps structure information by dividing a page into three sections: a main notes section, a cue column, and an area for summary. The notes column should be used to record key information. The cue column is used for keywords and questions, and the summary area is for individuals to strengthen their understanding of the information. Seo, Ji-Young, a professor at Kookmin University in South Korea, researched the Cornell technique by experimenting with 77 students, separating them into two groups: one using Cornell note-taking and the other using personal notetaking. Results from the study revealed that the Cornell note-taking group achieved higher results than the personal note-taking group, showing an increased gap in testing outcomes over time (Seo 2025).

When the brain is well rested, it can maintain attention for longer periods of time to manage information efficiently and reduce brain overload. Sleep disorders and insomnia can affect a student's academic success. (Schlarb, Friedrich and cläßen 2017). Sleep plays an important role in supporting concentration for university students. Adequate sleep strengthens memory skills, supporting students to retain and recall information along with our brains having a break (Grace and ShortCutsTV 2023). Sleeps also improves mental health and wellbeing, reducing anxieties, enhancing motivation, and helping with critical thinking in lectures (Cotrell 2024).

Sufficient sleep and Cornell note-taking improve focus and strengthen memory. When combined, they offer a balanced approach to studying. Adequate sleep supports concentration and improves wellbeing, while the Cornell method boosts brain retention.

Reflection:

This reflection shows my experience with using the A.I tool Copilot. My reflection considers how A. I have contributed to my research in finding study techniques and validating the research's credibility.

Although A. I can be controversial; there are many positive attributes. I found Copilot easy to require information quickly, with a tap of my fingers, I had the answer to my prompt, making it easy for me to identify a study skill that would benefit my academic success. I found Copilot very easy to use; it was visually appealing, and I appreciated the column in which Copilot saved all my conversations for me to access later. This helped me with identifying potential research ideas and keywords that I could later use to refine my research.

However, I came into a few problems when using Copilot for my assignment. It may have been easy and quick, but I found the output Copilot was giving me were in lengthy paragraphs. Copilot would never give you one answer to the question; it would give you multiple answers to questions related to the original question. This made finding information sometimes time-wasting. I also experienced a lack in creditability; Copilot often gave me research that was from Wikipedia, a known website that is peer-edited and unreliable evidence.

An example of this is when I entered the prompt 'provide me positive information on the Cornell note-taking method?'. Copilot's output to this prompt was to provide me with an experiment that, on the contents page, worded the method positively, but as I read the whole article, the article's conclusion page talked about the experiment's result as inconclusive. This contradicted what I asked of Copilot in the initial prompts. This shows how information from A.I is not always credible.

While I have positive and negative points in my reflection, I do recognise that Copilot should be used as a tool to support research rather than an answer to it. It provides good keywords and starting points for research to elaborate on. I can see how Copilot has the potential to improve my studies, but I also see the ethical concerns about it (Honeybourne 2025).

Going forward with my first year in university, I will use A.I as a tool and I will use responsibly. I will do this by double checking information and making sure I always use my critical thinking to validate information throughout my studies.

Part 3.

Introducing two study skills techniques to support academic success for a first year university student.

1. This poster provides information on two study techniques to support academic success as a first-year student. Emotions like fear and worry are common to a first-year student. The information provides techniques and tools to support concentration, retention and promote well-being through structured information about The Cornell note taking method and how to achieve adequate sleep and rest to minimize burnout and fatigue.



2. A common problem students face when note taking is missing information or producing notes that are not accurate (Zuckerman, 2016). The Cornell note taking method was created by Walter Pauk to provide a simpler way for students to take notes. This method supports students to collect information but also analyse their notes. The method consists of three columns, one for recording information, the second for key words and question and the third for summary to strengthen understanding. The method provides students with structure for them to reflect on information and get the most out of their lectures. Note taking can be difficult as it requires combining multiple brain processes and capability (Kobayashi 2005). Practising note taking over time can improve critical thinking skills and strengthen long-term retention. With practice and use the method supports advanced thinking skills helping students' efficiency for them to perform better in their academic work.

Tips on to achieve adequate sleep include:

- A healthy balanced diet
- Regular physical exercise.
- Relax before bed.
- Meditations.
- Avoid caffeine
- Phone off 30 minutes before bed.
- Reading and many more.



4) Together, the Cornell Note-Taking Method and healthy sleep habits shows how learning depends on both cognitive strategy and physical wellbeing. Cornell Note Taking method provides students with structure and encourages critical thinking and long-term retention to better lecture engagement. Meanwhile, adequate sleep is vital for maintaining emotional stability and memory processes that are required for academic success. Research shows that students who make sleep an importance perform better in academia along side students who take a more purposeful approach to note taking. When combined the two techniques enables students to manage academic demands more confidently. This supports student to reach their full potential and their academic success as a first-year university student.

3) First year students' brains are constantly being used for retaining information and supporting anxieties and stress. Well-being is important to maintain as a student and sleep is one important factor. (Cottrell 2024) states that sleep is a key aspect and is important in maintaining stamina and overall health. Our brains need to be utilized to reach their full potential, but they work best with rest, achieved by adequate sleep. (Gardener 2019) states that adequate sleep duration and quality of sleep done on a routine basis is vital for physical and psychological well-being. Proven through their experimental study Hartman and Pritchard concluded that poor sleep from students presented a reduction in academic achievements with students with improved sleep achieved academic benefits. (Hartman and Pritchard 2018).

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Part 4

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