Universitat Autònoma de Barcelona

2023/2024

Time Management

Code: 102562
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

Contact

Name: Judith Castellà Mate

Email: judit.castella@uab.cat

Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject.
Please note that this information is provisional until 30 November 2023.

Prerequisites

No previous requirements.

Objectives and Contextualisation

Time is not a specific stimulus that activates any sensory receptor and, nevertheless, it is still an explicit and implicit dimension of human behaviour. The reality of time is only perceived through changes in the different stimuli, for example in location, texture, shape, etc. and the events that occur in the context. Despite its ephemeral nature, time is a dimension that interacts broadly with many human and non-human behaviours.

The main goal of the subject is to describe, analyse and verify experimentally the incidence of time as an independent variable on behaviour. From a cognitive perspective, it has been shown that behaviour is not only developed in time but also structured by it. This has been verified in micro behaviours, such as a driver who avoids a car crash, as well as in social and organizational behaviours. Different cultures have different attitudes and conceptualizations of time, despite having common underlying neurological and physiological structures related to temporality.

In addition to this, different types of behaviour show different cycles of activation and performance in some tasks also varies across the day, which allows us to determine what the optimal time to perform certain activities is. The disciplines of Chronobiology and Chronopsychology focus on these aspects, which are relevant to the field of work (work shifts, job satisfaction, performance, etc.). Orientation and Temporal Perspective towards the past, present or future exert great influence on everyday behaviour, to the point that this orientation is considered to be an indicator of psychological well-being and a predictor of behaviour in some situations.

Optimal time management should take into account all levels in which temporality influences behaviour: from Chronobiology to Temporal Orientation, also considering temporal estimation/perception processes.

Competences

- Analyse scientific texts written in English.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
- Diffuse knowledge derived from the results of the research and the products and services generated taking into account the social and personal repercussions that could derive from it.
- Identify and describe the processes and stages in psychological development through the life cycle.
- Identify, describe and relate the structures and processes involved in basic psychological functions.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Recognise the diversity of human behaviour and the nature of differences in it in terms of normality abnormality and pathology.
- Take decisions in a critical manner about the different research methods in psychology, their application and the interpretation of the results deriving from them.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Analyse scientific texts written in English.
2. Apply knowledge, skills and acquired values critically, reflexively and creatively.
3. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
4. Describe and recognise individual differences in learning oral and written language.
5. Describe and recognise the different cognitive styles in both cognitive processing and communication skills.
6. Describe and recognise the factors that limit or hinder the processing of information received or sought.
7. Describe the factors that can improve cognitive processing.
8. Describe the ontogenesis of temporal structure of cognitive processes (chronopsychology).
9. Describe the phases or stages of production in the communicative process and the corresponding structures.
10. Describe the processes and stages in the development of communication skills.
11. Design scientific studies on the temporal structure of cognitive processes and human behaviour (estimation and temporal orientation and management) and ergonomic applications.
12. Identify and describe changes in human memory throughout the life cycle.
13. Identify different applied fields of cognitive processes and their psychosocial implications.
14. Identify the structures underlying information processing.
15. Organize information to communicate in a structured and appropriate way to the recipient.
16. Recognise the influence of contextual factors on the differences (individual and social) observed in the processing and storage of information.
17. Show that the content of communication is suitable as a scientific article, communication in congresses, conferences or newspaper article.
18. Use different ICTs for different purposes.
19. Weigh up and assess the limitations of development and social context that influence cognitive processes.
20. Work in a team.
21. Write reports from the results of studies on time management.

Content

Cultural anthropology and time. Time and behaviour. Brief history of the measurement of time. Temporal regulation: chronobiology and chronopsychology. The perception of time: estimation and temporal experience. Quantitative and qualitative study of time perception. The development and acquisition of the notion of time. Dominance/control or time management: orientation and temporal perspective. Temporal planning. Applications in the field of work, health and organizations.

Methodology

A combination of teaching methods to promote student learning will be used. 1) Lectures: in these sessions the lecturers cover the basic concepts and notions of the subject, 2) Practical activities and exercises, 3) Seminars centred on developing the research project.

Different methodologies, such as written theoretical exercises and message boards on Moodle will be used. A group research project will be developed during the semester and will be delivered as a written essay and presented orally.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	18	0.72	3, 7, 10, 5, 4, 9, 13, 21, 12, 14, 19, 16, 20, 18
Practical sessions	12	0.48	1, 2, 3, 17, 11, 21, 15, 20, 18
Theoretical sessions about the essay	6	0.24	1, 2, 3, 7, 10, 5, 6, 13, 12, 14, 19, 16, 20, 18
Type: Supervised			
Supervision	37.5	1.5	1, 2, 3, 17, 7, 5, 6, 4, 9, 13, 21, 12, 14, 15, 19, 16, 20, 18
Type: Autonomous			
Bibliographic search	6.5	0.26	1, 2, 3, 7, 10, 5, 6, 4, 9, 13, 21, 14, 19, 16, 20, 18
Development of the research project or study (exam)	38	1.52	1, 2, 3, 17, 11, 21, 15, 20, 18
Practical and theoretical essays writing	30	1.2	1, 2, 7, 5, 6, 4, 9, 13, 21, 12, 14, 19, 16, 18

Assessment

The subject will be assessed as follows:

- EV1: Research project (35%): Project carried out in groups of 4-5 students to be virtually delivered as a scientific paper on the second assessment period.
- EV2: Oral presentation of the research work (25%): Each group will present their projects orally using Powerpoint software as a support. In person on the last week of programmed lectures.

- EV3: Brief questionnaire about the theoretical contents (20%). Individual. Second assessment period.
- EV4: Practical essays (20%): An individual essay about each practical session will be delivered virtually on the second assessment period.

A final synthesis test for students who enrole for the second time or more is not envisaged.

Students will not be assessed if they fail to deliver coursework representing at least 40% of the total marks available, but at least one should be EV3 or EV4 (individual work). If this requirement is met, the final grade will consist of the weighted average of the 4 activities (essay + oral communication + questionnaire + practical essays). To pass this course students must achieve a minimum final grade of 5/10.

To be eligible to participate in the resit process, it is required for students to have previously been assessed on at least 2/3 of the total evaluation activities. Additionally, it is required to have achieved an average final grade of the subject of less than 5 and equal to or higher than 3.5. The reassessment will consist of delivering the failed or non-delivered work and in case of passing, the maximum grade of the reassessed work will be of 5.

The UAB assessment regulations can be found on the following link:
https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

Single evaluation

The single evaluation will be carried out on the same day and place as the test of the second evaluation period and all the contents of the subject will be evaluated. It will include: an open-type exam about the entire theoretical content, a written detailed empirical research proposal, an oral defense of the proposal, as well as the delivery of the practical reports. Duration 3 hours. The final grade for the course will be obtained as described above.

To be eligible to participate in the resit process, it is required for students to have previously been assessed on at least 2/3 of the total evaluation activities. Additionally, it is required to have achieved an average final grade of the single evaluation of less than 5 and equal to or higher than 3.5. The resit will consist of delivering the failed or non-delivered work and in case of passing, the maximum grade of the reassessed work will be of 5.

SINGLE ASSESSMENT SUMMARY

Name and description	Weight	Duration (in hours)	Date
EV1: Written empirical research detailed proposal	25%	3 hours	Second assessment period
EV2: Oral defense of the research proposal	10%		
EV3: Open-type exam about the theoretical content	45%		
EV4: Delivery of the practical reports	20%		

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Research project	35%	0	0	2, 3, 7, 6, 4, 9, 13, 11, 21, 14, 15, 19, 16, 20, 18
EV2. Oral presentation of the research project	25%	0	0	1, 2, 3, 17, 15, 19, 20, 18

EV3. Questionnaire (theoretical content)	20%	2	0.08	2, 3, 10, 5, 8, 13, 21, 12, 15, 16, 18
EV4. Practical essays	20%	0	0	2, 17, 11, 21, 15, 20, 18

Bibliography

Complementary references:

Adan, Ana (2012). Circadian typology: A comprehensive review. *Chronobiology International, 29*(9), 1153-1175.

Fraisse, Paul (1967). *Psychologie du temps.* Paris: Presses Universitaires de France.

Madrid, Juan Antonio & Lama, Mª Ángeles (2006). *Cronobiología Básica y Clínica*. Madrid: Editeca Red.

Meck, Warren; Doyère, Valérie, & Gruart, Agnès (2012). Interval timing and time-based decision making. *Front. Integr. Neuroscience, 6(13)*. doi: 10.3389/fnint.2012.00013

Sánchez-López, Maria Pilar (1999). *Temporalidad, Cronopsicología y diferencias individuales*. Madrid: Centro de Estudios Ramón Areces, S.A.

Strathman, Alan & Joireman, Jeff (2005). *Understanding behavior in the context of time: Theory, research, and application*. London: Lawrence Erlbaum Associates Publishers.

Zimbardo, Philip & Boyd, John (2009). *The time paradox.* Ebury Press.

Software

No specific software is required.