

## INTRODUCTION

Engaged scholarship, as defined by The Pennsylvania State University, is out-of-classroom academic experiences that complement classroom learning.

Research finds that high-impact practices (HIPs) including out-of-class experiences, like internships, study abroad, undergraduate research, and capstones, provide distinctive, compelling, and integrative benefits for undergraduate students (Brownell & Swaner, 2009; Kuh, 2008).

Research also finds that how college students **use time outside of class** can significantly influence moral beliefs, health-related behaviors, academic performance, and civic engagement (Bergen-cico & Viscomi, 2008; Dalton & Crosby, 2012).

### Limitations of Existing Research:

What we know about high impact practice experience comes from large-scale surveys, which fail to reflect what the experiences mean to the student (Finlay & McNair, 2013).

Many high-impact practices have scalability, cost, time commitment, and implementation issues (Brownell & Swaner, 2009; Bruner, 2010).

Inadequate attention to time use during emerging adulthood (18-29), when students are motivated to look closely at lives "as they are lived" (Arnett, 2006).

Limited research on leisure education's role in helping students with choices, priorities, and decision-making (Yarnal, Qian, Hustad & Sims, 2013).

Arnett (2006) argued that emerging adults are:

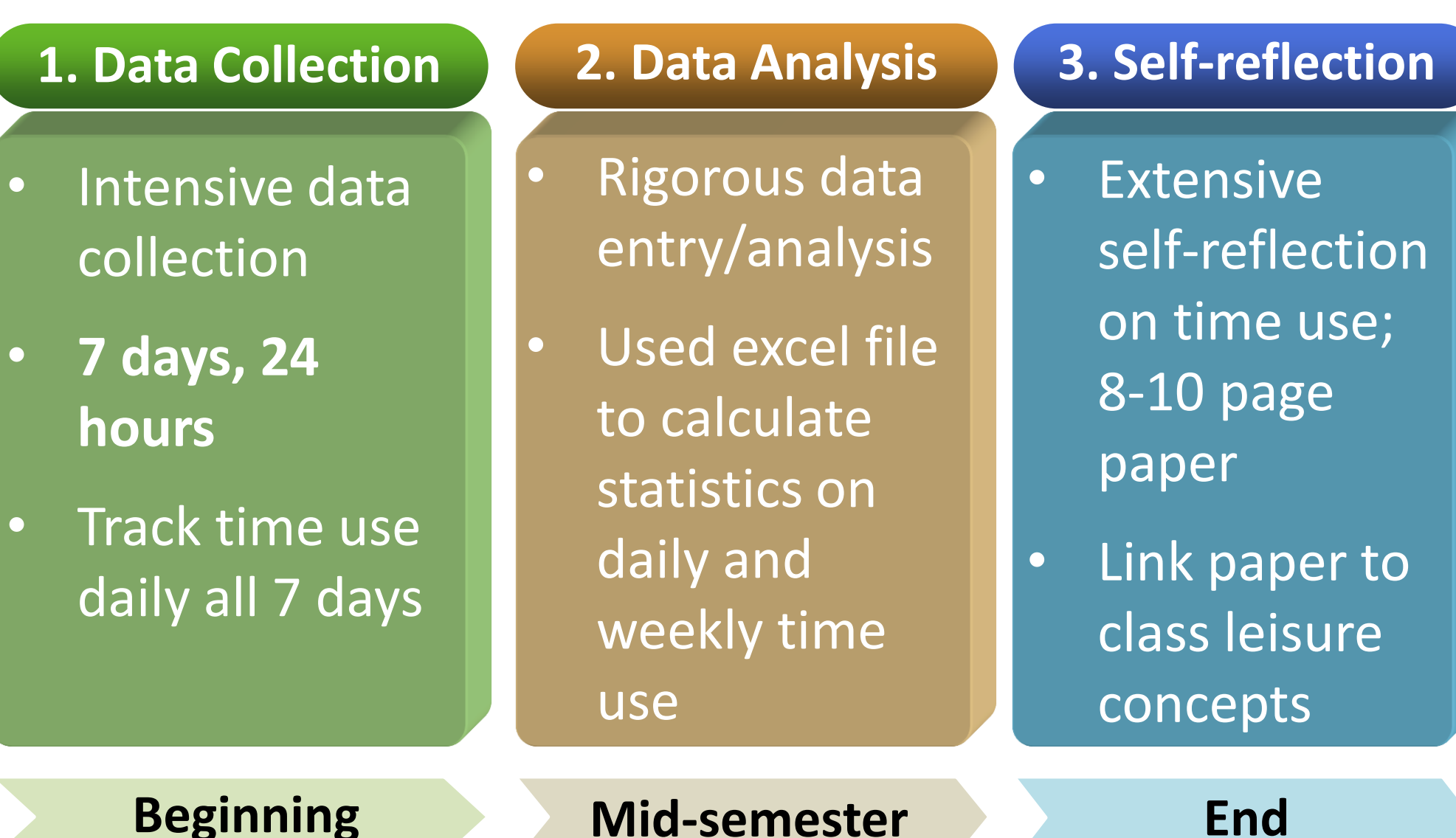
- **Self-focused**; and,
- **Self-reflective**.

These capacities for **self-focus** and **self-reflection**:

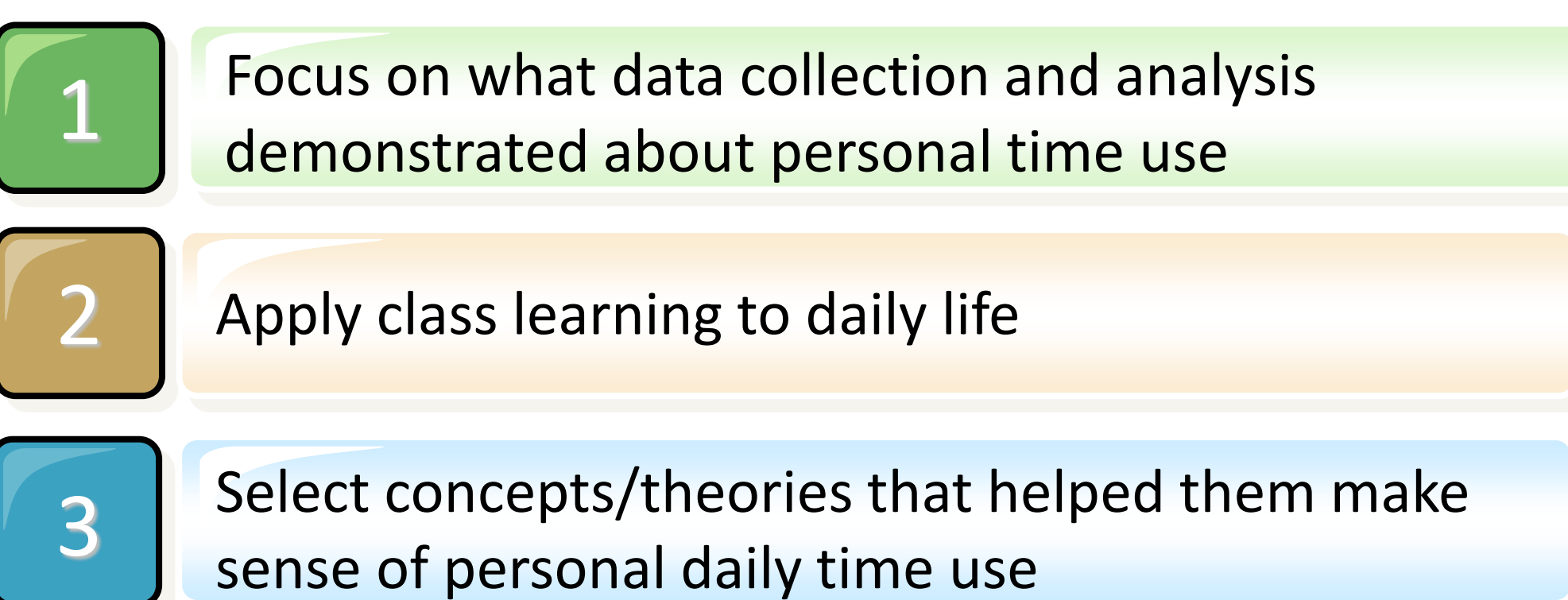
- Lead to deepened understanding of self and of others, and at times to cognitive change;
- Are suited to intimate, detailed, and sequential types of data collection like a **time diary** (George et al., 2008; Robinson & Bonstrom, 2004).

## CONTEXT

- We embedded a **three-phase time diary** into the curriculum of a large general education class (n=150) on Leisure and Human Behavior.
- With class enrollment varying by major, gender, age, and academic year, the three phases were:



- Three phases over semester provided multiple opportunities to:



## METHODS

### Qualitative approach

- Provided detailed information on experiences
- Shared reflection on time use/college life/"life as it is lived"

### Data Collection

- IRB/ Consent informed form
- Time Diary Reflection papers

### Data Analysis

- Qualitative thematic analysis of reflection paper
- Nvivo 10 used to organize/manage data
  - Developing codes and coding data → describing and comparing data → categorizing and conceptualizing data.

### Trustworthiness

- Taking notes to track details/ thick description/ peer debriefing/ member checking



## TIME DIARY EXCEL FILE

(Enter time as HH:MM AM/PM)		Short description	Yes/No	Short description	Yes/No
Time Began (do nothing)	Time Ended	What Did You Do? (Primary Activity)	Use of Tech?	If yes, what kind of technology?	Doing Anything Else?
0:00	0:30	Sleep	no		No
0:30	11:30	Sleep	yes		No
11:30	11:50	Got dressed, showered	yes	iPod	Yes
11:50	12:15	Cooked food/ate	yes	Stove, TV	Yes
12:15	12:30	Sat outside	yes	Cellphone	Yes
12:30	13:30	Watch TV	yes	TV	No
13:30	14:00	Watch TV	yes	TV, cellphone	Yes
14:00	15:00	Watch TV	yes	TV	No
15:00	15:30	Watch TV	yes	TV, cellphone	Yes
15:30	16:00	Napped	no		No
16:00	16:30	Napped	no		No
16:30	17:00	Napped	no		No
17:00	17:15	Drove to dinner	yes	car	Yes

Time overall spent:	# OF MINUTES	%	AVERAGE EMOTION	AVERAGE STRESS (of 10)
Work	1485	15%	0.91	1.55
Pers. Maintenance	5040	50%	1.88	1.15
Leisure	3555	35%	2.41	1.26

Time of leisure spent:	# OF MINUTES	%	AVERAGE EMOTION	AVERAGE STRESS (of 10)
Socializing	1260	35%	2.47	1.56
Alone	295	8%	2.86	1.27
Educational	120	3%	1.50	1.00
Entertainment	1475	41%	2.23	1.05
Other	405	11%	2.80	1.17

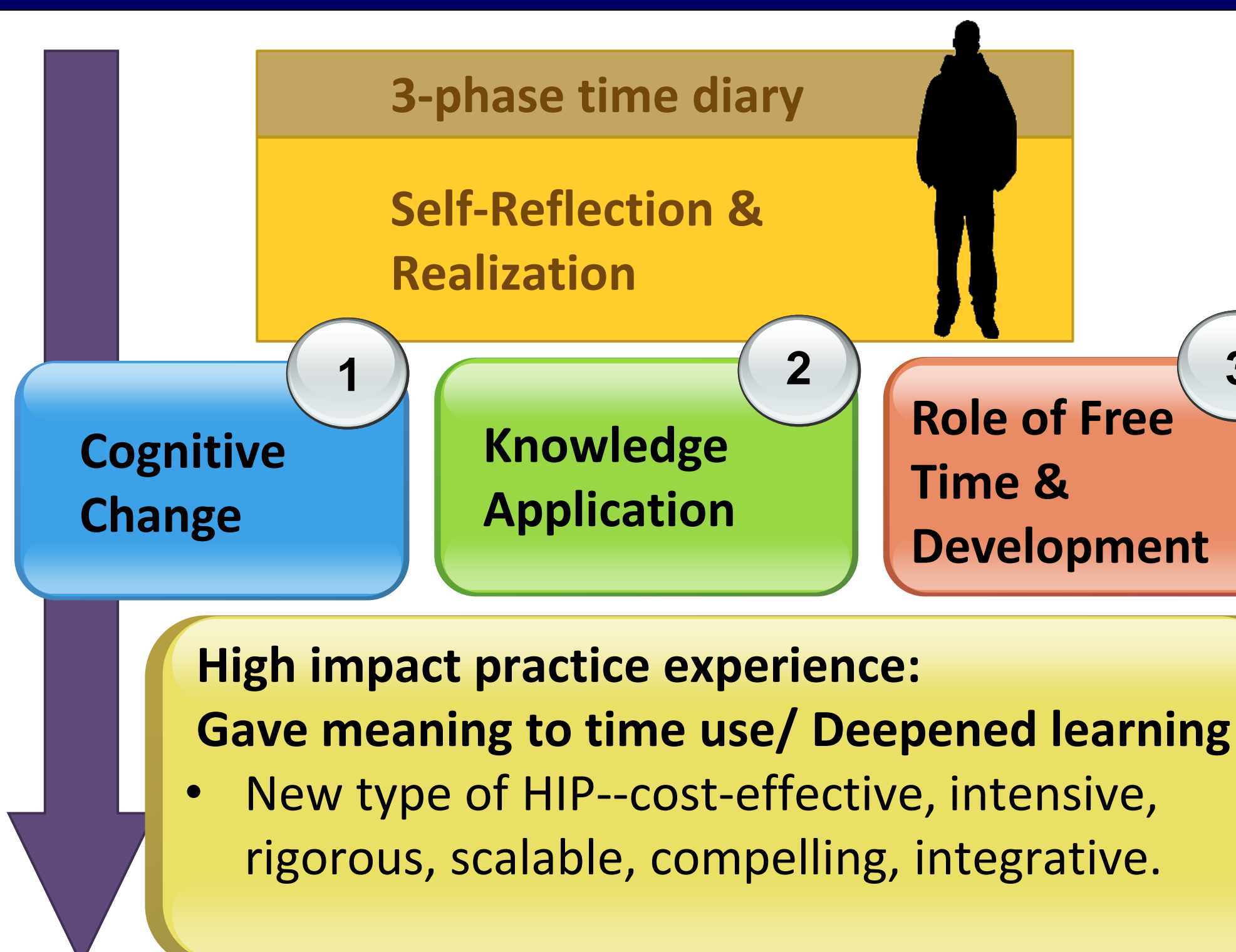
  

Time overall spent:	# OF MINUTES	%	AVERAGE EMOTION	AVERAGE STRESS (of 10)
Doing more than one thing	2330	23%	2.30	1.09
Using technology	2710	27%	1.80	1.48
With someone else	5030	50%	2.30	1.20

Time of leisure spent:	# OF MINUTES	%	AVERAGE EMOTION	AVERAGE STRESS (of 10)
Doing more than one thing	1,775	50%	2.44	1.05
Using technology	2,090	59%	2.37	1.39
With someone else	2,755	77%	2.68	1.06

## RESULTS



### Self-reflection / Self-examination / Realization

- After completing the time diary, students found that what they think about their life is very different from reality.
- Results also yielded evidence that the time diary project made learning and the class meaningful for students; it helped students understand their time use as well as themselves.
- Self-reflection and self-examination lead to cognitive change for some, and the three phases of the TD led to an appreciation of how class concepts made sense of daily time use and sense of the contribution of leisure to development.

## RESULTS

### Data collection/ Data Analysis/ Self-Reflection

"When this was assigned, I just assumed I knew everything about my life and how I spent my time...After actually spending the time to record my daily activities, essentially putting a microscope on my life, I discovered that almost all of my preconceptions about how I spend my time were false."

1 "No one really thinks about their "down time" as an important part of their lives.... , but now that I have knowledge about it, I now realize what a crucial part of life it really is."

2 "These class concepts can be used in all real life situations" "I found all of these concepts to be very interesting because they all apply to everyone's daily lives but no one really knows the research behind it or what it actually is."

3 "All the activities I participated in during my free time ...helped my development one way or another. " "It [leisure] allows for the chance to grow, learn, and develop in the best ways possible."

- "I found this project very rewarding. It may have been strange to document everything you're doing at the time you're doing it but it helps you look at how you spend your time and how it affects your life."
- "Through these leisure experiences I am able to gain personal enrichment, self-expression, as well as self-gratification. "
- "These leisure activities are extremely important to my lifestyle, personality, and help me accomplish my college goals."
- "After taking this class and completing the TD I have learned that having a balance in your life is not just something that happens, it is something one has to work for and once attained, you have to keep it up."

## CONCLUSION

- The Time Diary is designed to encourage self-reflection on life choices and time management, to deepen understanding of class concepts and to apply this knowledge to daily life.
- Results revealed that self-reflection urged students to cognitively review personal goals, values, attitude, and behaviors, and for some inspired positive engagement in meaningful activities, such as volunteering and civic engagement.
- The take-away is that integrating a Time Diary into a general education curriculum may not only be a cost-effective, scalable, easy to implement, rigorous, innovative high impact practice, but also may contribute to student academic, personal, and social development.