SI Leader Training
Silent Motto:

Tell me, and I forget,
Show me, and I remember,
Involve me, and I understand.

- Chinese Proverb
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Dear Leader,

Welcome to the Cuyahoga Community College’s Supplemental Instruction (SI) program! SI sessions, whether mandatory or voluntary, engage students in a positive environment where peers support peers for academic success.

As an SI Leader you have the opportunity to make a positive difference in your fellow students’ lives by enhancing their confidence and providing them with skills needed for success in their classes. So your position is a very valuable one! As a leader you will also improve your communication, problem solving and organizational skills.

Please know that we are here to help you as you work with your students and faculty. As in any work environment, you will learn many lessons, both personal and academic. This guide contains important tips and strategies for being an SI leader. Remember to make regular use of it, especially when you need a little inspiration.

We hope that you have a successful experience and enjoy working as an SI Leader. Even if you are a leader for one semester, you have made an impact! Remember you are a positive example for your students.

Sincerely,

The Cuyahoga Community College SI Team
SI Leader Contract

I, __________________________, agree to be an SI Leader for __________________________ taught by __________________________.

(Course) (Faculty member's name)

I also agree to:

- Attend training prior to the semester.
- Participate in ongoing training as scheduled.
- Attend all class sessions and act as a model student.
- Arrive a few minutes early to class and stay a few minutes late (if possible).
- Promote my SI sessions through announcements in class and emails to students.
- Conduct 2-3 SI sessions a week. (Mandatory SI is 4 sessions a week.)
- Hold one open hour for students (in person or online).
- Arrive early for my sessions and stay the entire hour.
- Take detailed attendance at each session.
- Notify both my supervisor and professor when I will be late or absent.
- Notify both my supervisor and professor of SI session time changes.
- Have weekly conversations with my SI Faculty about attendance and academic issues.
- Assist my SI Faculty with conducting surveys about SI.
- Submit weekly SI session planning sheets.
- Submit my time sheets.
- Conduct one peer observation of another SI leader in order to learn new skills and provide feedback to my peer (by mid-semester).
- Meet with my supervisor for observation feedback.

I also understand that time will be deducted from my timesheet when I do not attend class or conduct a session. And, I understand that if I do not turn in my paperwork, my pay may be withheld. Finally, my failure to fulfill my responsibilities as an SI Leader will make my appointment subject to review and lead to possible termination.

_________________________________________  (SI Leader Signature)  ___________________________  (Date)
## K-W-L CHART

Helps students to activate prior knowledge and link to new information to make connections with what is already known.

**Topic:** Supplemental Instruction

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know/Solve</th>
<th>What I Learned</th>
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SI Leader Conduct
SI Leader Promises – I WILL...

☑...give honest feedback
☑...have faith in my students’ ability to learn
☑...make suggestions based only on what is best for the students
☑...understand that my relationship to the students is professional, not personal
☑...NOT enter romantic relationships with my students
☑...show respect for the cultural background(s) of professors and students
☑...not make comments that appear discriminatory
☑...not argue with students or professors
☑...not be confrontational
☑...maintain a positive attitude
☑...never talk poorly about the professor
☑...respect students’ personal dignity
☑...not use offensive language
☑...dress neatly
☑...recognize that I will not have all the answers
☑...be on time for sessions
☑...assist students in learning
☑...share concerns with my SI supervisor
☑...act responsibly to ensure the safety of students
☑...expect to learn along with my students
☑...keep current in my subject and in teaching methods
☑...remain flexible
☑...share ideas with my fellow leaders
<table>
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<tr>
<th>An SI Leader:</th>
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<tbody>
<tr>
<td>Prepar[es thoroughly for sessions</td>
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<tr>
<td>Communicates with instructor and supervisor</td>
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<td>Converses with students</td>
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<td>Encourages independent learning</td>
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<tr>
<th>Classroom Do’s and Don’ts</th>
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<tr>
<td><strong>Do</strong></td>
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<tr>
<td>Arrive early for class</td>
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<td>Take lecture notes</td>
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<td>Sit strategically in the classroom</td>
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<td>Circulate around the room during group activities</td>
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<td>Attend and be engaged at all meetings</td>
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<tr>
<td>Collaborate and share strategies and successes!</td>
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<tr>
<td><strong>Don’t</strong></td>
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<tr>
<td>Act like a teacher’s aide</td>
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<td>Hand out notes to students who were absent</td>
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<td>Miss class without notifying the instructor and the SI Supervisor</td>
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<td>Teach class for the instructor</td>
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<tr>
<td>Grade papers for the instructor</td>
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<tr>
<td>Talk with students about the instructor</td>
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Top Ten Things an SI Leader Should NEVER Do

1. Never fall asleep in class.
2. Never skip class.
3. Never be late for sessions. Arrive 5 minutes early!
4. When giving out your phone number to students.
5. Never talk to students about the professor.
6. Never “wing it.” Prep time is crucial.
7. Never text or talk on your cell phone during sessions.
8. Never re-lecture.
9. Never do students’ homework or help them with take-home tests or quizzes.
10. Never teach the class if the professor is absent.
Basic Skills for Conducting the SI Session
WAIT-TIME

Definition:
Wait-Time is the time that elapses between an SI leader-initiated question and the next behavior (student response or the leader talking again).

There are two kinds of wait-time:
(1) The time the leader waits after asking a question
(2) The time the leader waits after a response

Rationale:
Wait-Time is an important factor in successful SI sessions. Extensive research has demonstrated that the quality and quantity of students' verbal responses increases significantly if teachers (SI leaders) regularly utilize at least three seconds of wait-time. Wait-Time (2) seems to be even more significant than wait-time (1). So, once again, if SI leaders resist the natural temptation to jump in too quickly to answer or rephrase, student learning improves. Increased wait-time probably allows the brain more opportunity to consolidate information, which allows for deeper processing of information. According to de Jong and Ferguson-Hessler, deep-level knowledge is associated with comprehension, abstraction, critical judgment, and evaluation. Deep-level knowledge “has been thoroughly processed, structured, and stored in memory in a way that makes it useful for application and task performance” (p. 107).

Research findings:

For Students:
1. More students answer
2. More accurate answers
3. Answers are more elaborate, reasoned, and supported
4. Students listen to each other more
5. More speculative responses
6. More questions asked
7. More participation by poorer students
8. Increase in use of logical consistency in responses

For SI leader:
1. Asks fewer questions
2. Connects questions better
3. Asks more higher-order questions
4. Demonstrates greater flexibility
5. Expects more from poorer students

WAIT-TIME CONT.

When Students Don’t Respond:

SI Leaders may worry about what to do if no one responds. After waiting 5-10 seconds with no responses, they may want to try one of the following:

- Repeat the question
- Rephrase the question
- Simplify the question
- Ask a student to attempt to rephrase the question
- Break down the question into its component parts
- Make the question more specific
- Ask students what it is about the question they do not understand

After each alternative, wait 5-10 seconds.

What can you as an SI leader do if no one answers a question? __________________________________________

________________________________________________________________________________________

How do you respond to students who get frustrated waiting for a response? ______________________________

________________________________________________________________________________________

---

REDIRECTING QUESTIONS

Description:
Redirecting questions can be considered the process most central to the Supplemental Instruction program. The process itself is fairly simple to understand but difficult to practice without a context in which to do so. The goal of this process is to encourage more and better student-to-student interactions in the sessions. It is based on the concept that we all learn better when we have to explain something to someone else. The natural tendency for anyone is to answer questions asked; this process requires the leader to suppress that tendency and redirect questions back to the group. Perhaps it is easier to illustrate this process with a few examples:

Sample Interactions:
Student to Leader: Who came up with the law of relativity?
Leader: Does someone have the answer to this question?
[Resist the natural urge to provide a quick answer, so you can go on with more complex questions. Redirect back to the group to avoid a Question-Answer session.]

Student to Leader: What is the derivative of a constant?
Leader: Can anyone find an answer to that in your notes/text?
[Use the resources that students have. Useful when it is obvious that students don’t know the answer. Makes students think for themselves and process the material in a way that will be helpful for them.]

Student to Leader: I don’t understand how temperature affects a chemical reaction.
Leader: I’m glad you brought that up! Why don’t we analyze #5 on the handout to see if we can understand how temperature affects different reactions? Let’s see if we can come up with the reasons by the end of the session. [Remember to use responses that offer positive reinforcement. Leaders often will anticipate problem areas and have sample problems on a handout. A useful handout may structure the answers and list steps.]

Student to Leader: I don’t know how to do this problem.
Leader: What part(s) of the problem do you understand?
[This will help narrow the question and divide it up in more useful parts.]

Student to Leader: I understand how to get the derivative, but I don’t know what to do next.
Leader: Would someone please go to the board and scribe as we work it together? Or: Would someone please put what you have for this problem on the board?
[Note: This interaction demonstrates that there may be a two- or three-phase process. SI leaders get questions redirected back to them, for example. In that case, help the students to structure the problem, redirecting as you go.]

**Redirecting Questions Cont.**

Additional Sample Phrases:

What is this question asking for?
Why are you thinking of it in that way?
Give an example of that.
Can you summarize the discussion up to this point?
Can you think of another way to think about this?
How is your answer (point of view) different from _____?
Let's rephrase it on the board and figure out what information we will need to answer it.
Can you be more specific?
How does your response tie into _____?
Let's look that up in the text.
Let's write down everything we know about this topic/problem/theory.
How can you relate this to everyday life?
Okay, that's the book definition, but how do we define that (i.e. in your own words)?
So, how do you think you can redirect questions?

**Practice Exercise**

1. Have each participant write down a question that could be asked in a session for his/her discipline.
2. Make sure that the group is in a circle to avoid even this practice exercise's evolving into a mini-lecture.
3. Select one participant to take the role of an SI leader.
4. Have the participants ask the questions they have written down.
5. Have the leader redirect the questions to the group. Group members should answer as naturally as possible.
6. After several exchanges, change who is taking the role of the leader and repeat the process.

How does this process attempt to break the Dependency Cycle? ________________________________

What would you do if the response by the student after the leader's redirect were "If I knew how to do this problem, I wouldn't have come to SII?" ________________________________

Are there some questions that should not be redirected? Give an example. ________________________________
CHECKING FOR UNDERSTANDING

Definition:
The learning strategies that SI leaders use in their sessions are designed to promote student-to-student interactions. We cannot automatically assume, however, that the students are gaining understanding from their interactions. Instead, we must check for understanding by asking the students to confirm that they have learned the content.

Rationale:
The most common method of checking understanding is to ask the students a closed-ended question like, “Do you understand?” This question can be answered with a simple yes or no. This is not effective because students are sometimes uncomfortable admitting that they still do not understand a concept, especially if considerable time has just been spent on it during the session. Instead, questions that check for understanding should be open-ended and require higher-order thinking skills.

It is essential that students can explain the discussed topic in their own words so the leader knows that students understand before proceeding to the next topic. If there is any doubt that the students have not “got” it, the concept should be discussed again. The leader should make sure that the students get a chance to demonstrate their understanding so that demonstrating understanding becomes part of the SI sessions. This will improve student preparation and learning.

Possible Ways to Check for Understanding:

1. Always maintain eye contact with the students during the session. By making eye contact, you will likely see when a student is confused.
2. Ask a student to summarize the concept just covered. If s/he struggles, ask the group to help him/her.
3. Ask for a volunteer to write the main points of the discussion on the board.
4. Ask a question that requires the student to understand in order to answer correctly. For example, if you just covered the difference between the logical rules of inference, Disjunctive Syllogism and Modus Ponens, ask the group, “So I can use Disjunctive Syllogism on this argument, right?” when you cannot, based on the discussion. When they reply, “No, of course not.” ask them why not.
5. Once in a while, intentionally make mistakes on the board. The students will catch you if they understand. If no one notices, probe the group about the content on the board until they discover the mistake. (Frequent use of this strategy may confuse students.)
6. Ask the students to rephrase the question you asked originally or the summary another student gave.
7. Ask for real-life examples or applications of the concept.
8. Ask for a similar problem, metaphor, or analogy.
NOTE REVIEW

Definition:
Often students do not realize that they would ever want to add to the notes they take during class; they see them as static artifacts from lecture. *Note Review* is a method of getting students to work together to review and augment their lecture notes in an organized way. In small groups, each student takes a turn reading from his/her notes. While they are reading, the rest of the group members should be encouraged to interject with details the speaker may have missed or questions about the topic. When they are not adding to the review, they should be filling in any gaps in their notes with the information being read aloud.

Rationale:
Complete lecture notes are part of the intellectual capital of the course, and an oral reading of lecture notes in a group setting is a great way to break the ice. Students will become comfortable with each other as they review the information the instructor provided. Their completed notes will become a solid foundation on which to build new information. Students will be more likely to participate in the rest of the session you have planned if they have complete notes to refer to as a sort of “crutch.”

Procedure:

1. Tell the group that you will begin reading from your lecture notes and will ask the student on your right or left to pick up where you stop. Let them know that the role of reader will move to each student in the circle.
2. Look at the students and encourage them to let everyone know if something is left out or inconsistent with what they have recorded. To note inconsistency does not mean that someone is necessarily right or wrong; moreover, members of the SI group will discover how to remedy the problem through the following resources:

   ♦ Ask the student who disagrees to read from his or her notes.
   ♦ Ask the group if their notes compare.
   ♦ Check in the textbook for support; add the page reference to the notes.
   ♦ If a consensus is not reached, work with the students to formulate specific questions to ask the instructor in the next class.

3. Since reading aloud is a form of performance, some students may be reluctant. Gently encourage the student, but if he or she is not comfortable, don’t push. Perhaps note taking skills and confidence will improve as the term progresses and the usefulness of good notes becomes apparent.
4. If you approach the end of the time allotted and material has not been discussed, suggest to members of the group that they should finish reading through their notes on their own. If they have questions or blanks in their notes, tell them to work with another student to find the answers or to bring these questions to the next SI session. If time does not permit the discussion of major concepts or vocabulary, draw attention to them.
Uses in SI Sessions:

First Session of the Semester

♦ Students don’t always take good notes. By focusing on notes from the beginning of the semester, you are modeling for them how important lecture notes are for this particular course.
♦ Once the students have completed the exercise, pass out copies of your notes from the lecture. Generally we discourage leaders from giving their notes to students because it does not help the students to receive information, (they need to process it, remember) but in this case it will help them understand how they should take notes for this class. Talk about how you structured your notes and give them recommendations for taking notes next lecture. For example, the Cornell Note-Taking System is a good way to leave room for elaboration in the left-hand margin while keeping pace with lecture.

Opening a Session

♦ Generally, note review only takes 10-15 minutes during a session. This makes it a great way to begin a session.
♦ Because you don’t want your sessions to become monotonous, use Note Review when you are planning to ask the students to do a relatively different or unfamiliar exercise later in the session. This will provide them with a comfort level by participating in a familiar activity, and they will have a complete source of information to consult as they proceed.
♦ Highlighting Difficult Vocabulary: students may not recognize when they are expected to memorize, understand, and use new vocabulary. Often this is vocabulary specific to the discipline. Using a Note Review on a lecture where this vocabulary is introduced will stress the importance of learning and using the new words.

How can you use note review in a problem solving based course? ______________________________

_______________________________________________________________

How can you include students who missed the particular lecture or class? _______________________

_______________________________________________________________

Leader Resource Manual pg. 59-60

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DIVIDE AND CONQUER

Definition:
This learning strategy really is a special case of the Jigsaw Strategy (see p. 43). As the name suggests, this strategy conquers a difficult reading by dividing it up among the members of the session to facilitate understanding of the whole by each member.

Rationale:
According to Vygotsky (see Theoretical Frameworks, pp. 16-17), individuals can learn to do in collaboration today what they will be able to do independently tomorrow. That means that a difficult reading can be understood by the group more easily than by the individual alone.

Procedure:
1. Select a reading. (or use a portion of the readings from the course.)
2. Divide it up into meaningful units. Number the units. (Estimate how many students will be in the session. If more arrive, have more than one student read the same section. If fewer arrive, have each read more than one section.)
3. Assign the readings. Ask each student to summarize the main portion of the section in one or two sentences.
4. After all have read the assigned section, go around and have each member summarize the assigned section. The SI leader should be prepared to emphasize the portion of the section the student missed or misunderstood. Students often take more time than they are allotted to present their “brief” summary. If you anticipate this problem, it may be helpful to model an effective summary before you begin. Obviously, the people who have sections near the end of the article will have more trouble with the reading because they do not have the prior knowledge provided by the beginning portions of the reading, but by the time it is their turn to summarize, they will be able to do so without problems.
5. When all have read, discuss the overall article. What is the impact or importance of the material? How does it relate to the lecture or other readings?

Uses:
♦ This strategy can be used if students come to the session without having read course material that is crucial for understanding the lectures or the problems or the learning activity the leader has prepared. It allows the group to proceed with learning in spite of not arriving prepared and prevents the leader from falling into re-lecturing or teaching the material.
♦ The strategy also can be used to present material that may be more difficult than most in the group would want to tackle on their own.
Inside the SI Session
INTRODUCTION: CONDUCTING SESSIONS

It will be vitally important for you to plan your session by deciding what material is the most difficult, why it is difficult, and matching that material with an appropriate learning strategy (or strategies). However, before you even begin to consider content, you need to be familiar with the fundamentals of conducting a successful session. Leading a good SI session is much easier if you utilize some important group facilitation techniques. Sessions are generally structured as follows:

1. Introductions – whenever you have a new attendee
2. Addressing student needs/allowing student input to agenda (What would the students like to address before they leave the session? Remember, don’t address these needs yet.)
3. Setting the agenda – tell the students what you have planned for them
4. Strategies – facilitate the one or two activities you planned for the session
5. Closure (How can the group summarize what they have learned this session?)

The proven learning strategies that we encourage you to use (and provide for you in the training materials) foster the interaction patterns that have been demonstrated by research to result in a gaining of understanding for students. Therefore, once you have planned using these strategies, your job during the session is to facilitate effective interaction patterns. In order to do so, there are three techniques that you should keep in mind and practice throughout each session:

♦ Redirecting Questions – Whenever possible, ask students to answer questions directed at you.
♦ Wait-Time – The longer you wait (within reason), the more elaborate student responses you will receive.
♦ Checking for Understanding – How can you be sure the students are gaining understanding? Check!

In this section, you will find in-depth descriptions, explanations, and practical applications for the techniques that successful SI leaders employ in their sessions.
OPENING AND CLOSING SESSIONS

Definition and Rationale:
Because SI sessions are meant to be informal, the leader must clearly communicate to the students when the session is starting. The students will need to begin with an activity that eases them into an academic mindset. In addition, when the time is up, students need closure in order to confirm the understanding that they have gained.

Structure of SI Sessions: Most SI sessions should be structured as follows:
1. Introductions – whenever you have a new attendee
2. Addressing student needs/allowing student input to agenda (What would the students like to address before they leave the session? Remember, don’t address these needs yet.)
3. Setting the agenda – tell the students what you have planned for them
4. Strategies – facilitate the one or two activities you planned for the session
5. Closure (How can the group summarize what they have learned this session?)

Setting the agenda for the session is usually the first step, with the exception of the first one or two sessions of the semester. This is the official opener, but this section is intended to suggest opening/closing activities or strategies you can use in your sessions. Addressing student needs (see Planning Flexibility on p. 90 for more on this process) is an important part of every session, and it can provide an excellent closure activity—ask a student to go to the board and allow the group to confirm and deny that each issue was covered. However, asking students for questions is not a sufficient opening activity.

Suggested Strategies for Opening and Closing Sessions:
- Informal Quiz
- One-Minute Paper
- Predicting Exam Questions
- Matrix
- Think-Pair-Share
- Note Review
- Analogy
- Concept Mapping
- Visuals
- Vocabulary Development

Tips for Opening and Closing Sessions:
- Arrive Early – Is the room locked or occupied?
- Arrange the Room – Chairs should be in a circle or half-circle (facing the board). Sit in the circle, not at the front of the room.
- Pass Around the Participation Log and make sure that the students write their names coherently (and get it back!)
- Watch the Time – Be sure to allow enough time for a closure activity.
- Suggest Additional Study – What concepts should students study on their own?
- Ask for Input – What do they want to cover in the next session?

How can you address student’s needs while still following your own plan? ________________________________

If things are going well during your session, should you stop for a closing activity? __________________________

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Session Opening Activities

Opening activities can help students feel more relaxed at SI sessions. They also help students relate to each other and see what they have in common with other SI participants. Activities can be simple or more elaborate. Here are some ideas of different activities that SI leaders can use to help get new students acquainted, to help energize students, or to build stronger relationships among students who already know each other.

1. Discussion Pairs
   ♦ Provide pair with structured questions to discuss about themselves.
   ♦ Pair can be asked to introduce each other to whole group at end.

2. Discussion Groups
   ♦ Go around the circle and have everyone in group answer questions similar to those mentioned in Discussion Pairs (C).

3. My Name Is...
   ♦ Players sit in a circle.
   ♦ First person says, “My name is... and I like (food, pastime, animal, etc...)” using a word that starts with the first letter of their name. Example: My name is Pat and I like pasta.
   ♦ The second person introduces the first person and their favorite, and then him/herself.
   ♦ This continues around the room until the last person has the task of introducing the entire group.
   ♦ If a person gets stuck, give them a little time to get through their memory block before you give them the answer.

4. One Minute Autobiography
   ♦ Each person takes a few minutes to write down things they can tell about him/herself.
   ♦ Break into small groups and each person takes one minute to tell the others about him/herself. You can use a timekeeper to prevent people from going over 1 minute.
   ♦ Restrictions can be set as to what can or cannot be talked about (i.e. nothing about hobbies, job, family, home town, summer activities). A restriction could enable participants to discuss feelings, rather than common place items.
Sample Topics/Questions for Opening Go ‘Rounds

- Name, nickname
- Family
- Job
- School, education, major/minor, favorite class
- Travel, vacation
- Interests, sports, hobbies
- What they hope to get from taking part in this group
- Talents, how they can help the committee the most
- What they like most about committee, meeting, etc
- What they would change about committee, meetings, etc
- Favorite movie, book, section of newspaper, car, food, carnival ride, class, birthday present, animal, thing about hometown, etc
- Birthday/astrological sign
- What would you like to accomplish this year
- Tell us something not on your resume
- Where have you spent the happiest three days of your life and why?
- Where do you go when you want to be alone?
- Who in your life brings you the most joy?
- Who do you really respect? Who is your role model?
- Name X things you’re really proud of, can do well, etc
- Personal and professional goals
- Wildest career fantasy
- Why you wanted to be involved, skills you hope to gain
- What animal represents you? What state represents you?
- Three words you’d most like to be remembered for
- The best period of your life
- Biggest pet peeve
- If you could be someone else for a day, who would you be?
- How do you work on a team?
- Type of leader you are/type you admire
- Strengths/weaknesses
- What I’d like to know about you is…
- If you won the lottery what would you do?
- Why did you come to this school?
- Something no one else knows about you
- I came here to learn about…
- For fun I like to…
A 50-Minute SI Session: 10/30/10 SI Shuffle

10 Minute Warm-Up
30 Minute Work-Out
10 Minute Cool Down
=50 Minute SI Session

Warm-up
* Students Orally Summarize Lecture/Main Points
* Informal Quiz over lecture or reading material
* Brief game or other introductory activity
* Review what was discussed at last SI session

Work-out
* Vocabulary/Concept Matrix
* Work problems & create step-by-step guide
* Review formulas important concepts using game
* See activities listed at back of manual

Cool Down (Review)
* Informal quiz
* Predict test questions
* Oral summary of what was learned at SI session
* Identify the “big idea” or most important points
* Students write list of things to study on their own
* Create a study guide (SI Leader keep copy to use as study guide for exam)
STUDENT-TO-STUDENT INTERACTIONS

Definition:
Collaborative learning can be defined as a learning method in which students work in groups toward a common academic goal. The patterns of interaction in a collaborative learning environment, like SI sessions, should be primarily student-to-student, rather than student-leader or leader-student.

Rationale:
In collaborative learning, students are responsible for each other’s learning, as well as for their own. The success of one student, thereby helps other students to be successful. Proponents of collaborative learning stress that it increases interest among the participants of the group, increases social skills of the group members, and promotes critical thinking. According to Johnson and Johnson, students who work collaboratively achieve higher levels of thought and retain information longer than students who work alone. Shared learning encourages students to discuss, to take responsibility for their own learning, and become critical thinkers.

Strategies and Tips:
✧ The SI leader should plan for student-to-student interactions. Without careful planning, sessions will tend to be leader-to-student interactions (question-answer sessions).
✧ There is only so much time in a session, so the number of possible interactions is limited. The student-leader interaction results in only one student’s gaining understanding; therefore, try to increase the number of students talking during the sessions to increase the number of students gaining understanding. (The leader already understands the content and does not need to interact except to guide the students.)
✧ Students should ask questions to each other, and they should try to answer each other’s questions.
✧ Using good wait-time helps increase student-to-student interactions.
✧ The SI leader should redirect the questions back to other students so that students will talk to each other to learn.
✧ Students should work in small groups whenever possible.
✧ The SI leader should encourage the students to study together outside of the sessions.

The SI leader should pay attention to the student responses and check for understanding when needed. Ask your mentor/supervisor to observe the interactions in your sessions. If the interactions are diagramed, you will be able to see your progress from session to session. You want to strive toward Diagram 2.

[Diagram 1]

Diagram 1

[Diagram 2]

Diagram 2

How can you encourage quiet students to participate?

What are some strategies that allow more student interaction?


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Think-Pair-Share

Rationale:

This technique helps the leader use Wait-Time effectively and helps break the Dependency Cycle. It also structures the group in a way that helps avoid the question-answer interaction pattern—(question from leader, answer from student, another question from leader and answer from student, and so on). It models in-depth questioning, allowing students to consolidate information and think more in-depth about the concepts under discussion.

The Procedure:

1. One person asks a question to the whole group. (May begin with the SI leader's asking the first question.)
2. Students listen to the question.
3. The leader asks that students think individually about the question. Students are not permitted to converse or volunteer to talk but are encouraged to write down or diagram their thoughts.
4. At a designated time, students form pairs and exchange ideas.
5. Pairs share with the whole group. (Don't leave out this step, or the session will become individual peer tutoring.)

Exercise:

Use the questions below to practice the Think-Pair-Share technique:

1. Why is step #4 above important?
2. What is the best movie you have seen this year?
The One-Minute Paper

This quick technique can be used to help the students find out what they have gotten out of a given day's class or an SI session. The technique works well in Supplemental Instruction. No matter how beautifully prepared our sessions may be, what the student hears is not always what we think we have said. The one-minute paper (described in Angelo and Cross, Classroom Assessment Techniques) is a quick and easy assessment tool that helps alert us when this occurs; it also gives the timid student an opportunity to ask questions and seek clarification.

Method

In its basic format, the leader takes the first few minutes of the session and asks students to write down short answers to two questions:

- What was the most important point made in class today?
- What unanswered question do you still have?

Responses can be put on 3x5 cards that are handed out, or on the student's own paper. Students can be allowed to respond anonymously, to encourage them to admit points of confusion they might hesitate to put their name to, or they can be asked to write their names so that you can address each question.

To use the one-minute paper as a learning tool, it is essential that you be consistent and regular and spend time early in the session clarifying what you want. It can also be employed simply as a periodic check on how accurate your perceptions are of what students are learning and what unanswered questions remain at the end of each class. The beauty of this tool lies in its simplicity and flexibility.

Reference

K-W-L CHART

Helps students to activate prior knowledge and link to new information to make connections with what is already known.

**Topic:** Supplemental Instruction

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know/Solve</th>
<th>What I Learned</th>
</tr>
</thead>
</table>
INFORMAL QUIZ

Definition:
If a quiz is an informal exam, then an Informal Quiz is self-explanatory, right? Actually, there is a very specific procedure involved in this strategy. An Informal Quiz is a way to take advantage of the serious regard students have for quizzes to create a basis for discussion. The quiz itself is taken with no talking or sharing, but looking at notes and text is allowed. Students jot down brief answers to questions read aloud by the SI leader. Once the “quiz” is complete, debriefing begins. During debrief, the leader facilitates a discussion that expands upon each of the short, written answers.

Rationale:
Students often express frustration during lecture when an instructor poses a question to the class but does not allow them enough time to formulate an answer before providing the answer. They need time to think it through themselves, or they don’t feel they really know the material. The Informal Quiz allows students this time alone before sharing with the group. The Informal Quiz increases participation in SI sessions because when students already have an answer or possible answer written down, they are more likely to volunteer during discussion. The informality of the quiz (open-note, open-book, written on scratch paper, not turned in or scored) also encourages students to participate.

The goals may appear to be excessive for what is feasible within an SI session; however, these goals can be accomplished in a small way each time the procedure is used. The Informal Quiz frequently is used at the beginning of the session. The whole procedure may take no more than 10 to 15 minutes. However, the discussion generated by one or more questions may become the focus of the SI session.

Procedure:

The Quiz

1. Give the students the following instructions:
   2. Get out a piece of scrap paper or provide half sheets. (This makes it more informal)
   3. Ask them to write the question if they don’t know the answer. (This will prevent students from seeing who knows the answer and who doesn’t by watching who is not writing)
   4. Tell them that while referring to notes and text is permitted, they should try to answer first without looking. (This will promote self-testing)
   5. Ask a majority of questions requiring short multiple answers; e.g., “Name one of the three ways to . . .” or true/false questions. (False statements stimulate more discussion)
   6. Focus on current material but include at least two concepts.
   7. Most questions should not be difficult, but should emphasize recall of key points or of minor points related to key points. One, or perhaps two, questions should require use of higher order thinking skills. For example: “Give one reason why capitalism is not intrinsically more valuable than socialism, as an economic theory.”
   8. Questions on familiar material can be varied, e.g., the following:
   ♦ “The answer is ______________; what is the question?”
   ♦ “I can’t think of any more. Does anyone have a question I might have asked?”

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INFORMAL QUIZ

The Debrief:

1. In answering questions, ask who would like to answer a question—any question. Starting with any question instead of the first question contributes to the informality of the quiz and allows a student who only answered a few questions accurately to participate immediately.
2. Call on the weaker students first, whenever they have raised a hand. This, along with #7 above, allows weaker students to participate equally with better students. It will also help foster a cooperative rather than competitive spirit.
3. Restate the question before the answer is given.
4. If possible, find something complimentary to say about wrong answers. “That’s a very good guess. If I weren’t sure, I might have guessed that.” Don’t let wrong answers stand.
5. Keep it light and short. We recommend that you ask a maximum of ten questions.
WRITE YOUR OWN INFORMAL QUIZ

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# Learning Style Inventory

*(Source: Barsch/Haynie Learning Style Inventory, Honolulu Community College)*

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can remember best about a subject by listening to a lecture that includes information, explanations, and discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I like to write things down or to take notes for visual review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I prefer to use posters, models, or actual practice and other activities in class</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. I require explanations of diagrams, graphs, or visual directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I enjoy working with my hands or making things</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. I am skillful with and enjoy developing and making graphs and charts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. I can tell if sounds match when presented with pairs of sounds</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9. I remember best by writing things down several times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I can easily understand and follow directions on maps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I do best in academic subjects by listening to lectures and/or tapes</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12. I play with coins or keys in my pocket</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I learn to spell better by repeating words out loud than by writing the words on paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I can understand a news article better by reading about it in the newspaper than by listening to a report about it on the radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I chew gum, smoke, or snack while studying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I think the best way to remember something is to picture it in your head</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I like to use my fingers to count</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I would rather listen to a good lecture or speech than read about the same material in a text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I am good at working and solving jigsaw puzzles &amp; mazes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I grip objects in my hands while learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. I prefer listening to the news on the radio rather than reading about it in the newspaper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. I prefer obtaining information about an interesting subject by reading about it</td>
<td></td>
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<tr>
<td>23. I feel uncomfortable touching others, hugging, handshaking, etc.</td>
<td></td>
<td></td>
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<tr>
<td>24. I follow oral directions better than written ones.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**SCORING PROCEDURES**

Directions: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the score under each heading.

- Often=5 points
- Sometimes=3 points
- Seldom=1 point

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Points</td>
<td>#</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>8</td>
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<tr>
<td>10</td>
<td></td>
<td>11</td>
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<tr>
<td>14</td>
<td></td>
<td>13</td>
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<tr>
<td>16</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>VPS Total=</td>
<td></td>
<td>APS Total=</td>
</tr>
</tbody>
</table>

VPS=Visual Preference Score
APS=Auditory Preference Score
TPS=Tactile Preference Score
Why Cooperative Learning in Supplemental Instruction?

Students in developmental courses are some of our most “at risk” students. Most have very poor reading and writing skills. Also as important is their lack of engagement in education and the need to better the social skills which contribute to success. All these problems exist simultaneously and create a vicious cycle of failure.

Cooperative Learning is based on the concept of positive interdependence; in other words, we sink or swim together! According to Johnson and Johnson (1992), positive interdependence exists “when a mutual goal is established so that individuals perceive that they can attain their goal if and only if their groupmates attain their goals.” Most of our students have never really understood the value of working together, so they may resist working in groups as they do not trust each other. Therefore, you may need to introduce cooperative learning techniques where students just meet for 5-10 minutes each session to process information, form questions together or check homework. And, you may want to create (or add to) the group promise statement like the one’s provided for you on the following page. Once the concept of working in groups for positive interdependence is established, then you can dive deeper and use many of the strategies in this packet.

Another reason to use cooperative learning, especially in English and math classes, is to get our students talking and using the language of their disciplines. We know that the more they verbalize and reflect openly, the better the chance that they will write better papers and excel in math. In doing so they are becoming more analytical about their work. And, they are making a commitment to doing good work. In SI sessions, we believe that cooperative learning will lead to student success.
SI Student Participant Promises –
I WILL...

☑...be on time for sessions
☑...be part of the learning process
☑...give honest feedback
☑...have faith in my ability to learn
☑...understand that my relationship to the students in
  the group is beneficial
☑...participate actively
☑...maintain a positive attitude
☑...respect everyone’s personal dignity
☑...remain flexible
☑...share ideas with my fellow students
☑...show respect for the cultural background(s) of
  other students and the SI Leader
☑...not make comments that appear discriminatory
☑...not argue with other students and the SI Leader
☑...never talk poorly about the professor
☑...not use offensive language
☑...recognize that I will not have all the answers
☑...share learning concerns with my SI Leader
STRATEGIES FOR PROBLEM SOLVING SI SESSIONS

BOARDWORK MODEL

Definition:
Well-organized board work in SI sessions is crucial to helping students understand how to solve specific problems. The Boardwork Model is a method of organizing board work in order to facilitate an understanding of problem-solving strategies as a process. It requires four types of information to be collected for each problem: (1) prerequisite knowledge, (2) mathematical steps, (3) a narrative of the steps, and (4) identification, solution, or construction of a similar problem. SI leaders use this model when (1) students don’t know how to solve a problem, (2) students are stuck within a problem/solution or (3) to check student understanding of how to solve each type of problem, or (4) to help organize and “chunk” different types of problems.

Rationale:
Problem-solving courses like chemistry, physics, or mathematics are major obstacles for many students. Students often don’t know how to begin to attack a problem or do not know what to do when they encounter difficulty in the midst of finding a solution. In general, SI creates a "safe haven" for students to learn general problem-solving skills. In SI sessions, attendees help each other by actively exchanging strategies for problem-solving. Students need to become part of a collaborative, mutual-help team, attacking a common problem and solution together by pooling resources. When students get stuck, the manner in which SI leaders handle the situation determines whether the student gains an understanding of the process or merely gets a right answer.

Procedure:

1. Arrive early and organize the board into four columns. Label like the diagram on the next page. Allow enough room for two people to write at once.
2. Ask for a volunteer to write on the board. If you encounter reluctance, reassure them that the group will tell the scribe what to write (they don’t need to know what to do already).
3. As a group, brainstorm all formulas, equations, rules, etc. required to solve the problem.
4. Ask for another volunteer to scribe.
   a. The first volunteer will list the mathematical steps in the solution; the second will write out the narrative of the steps in the solution. This should be done simultaneously, and the steps in each column should be numbered. The narrative is very important because students need to verbalize the steps in their own words.
   b. Encourage students whose skills are verbal to try their hand at the mathematical steps and vice-versa. Remember, the group will help them.
   c. Depending on the ability level of the group, identify, solve, or construct and solve a similar problem. Generally, weaker students should begin by identifying similar problems, but do not underestimate their ability to or how much they will benefit from constructing a problem. If they can get inside a problem enough to construct another one, it will help them understand problem-solving more thoroughly.
**BOARDWORK MODEL**  
(Examples)

This is the standard *Boardwork Model*. The model can be adapted to fit various problem-solving disciplines.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Mathematical Steps in the Solution</th>
<th>Narrative of Mathematical Steps</th>
<th>Similar Problem: Identify, Construct, Solve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include relevant equations, formulas, charts, and general rules for solving the type of problem. Include the source of this information (notes, text, previous course)</td>
<td>Solve the problem step-by-step. Number each step.</td>
<td>Describe what is happening in each step of the solution and why the group decided to do it. Use the students' own words initially, but use this column to introduce students to the language of the discipline.</td>
<td>Check understanding by asking students to identify, construct, and solve similar problems. Provide the answer and the source of any problems used.</td>
</tr>
</tbody>
</table>
| For example: % yield = \textit{actual} theoretical | 1. 
2. 
3. 
4. | 1. 
2. 
3. 
4. |

Below is an example of how the *Boardwork Model* may be used in a computer science programming course. Notice that the columns serve a slightly different purpose here than they do above. However modified, it is always important to include the narrative of the steps taken to solve the problem.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Mathematical Steps</th>
<th>Rules</th>
<th>Similar Problem:</th>
</tr>
</thead>
</table>
| 1. While (condition) 
2. do something; 
3. Increment; | 1. \textit{While} is a word reserved for a loop. The \textit{condition} determines when the loop will end; in other words, which condition will be checked for "true" every time the loop runs. 
2. This step(s) will be repeated every time the loop runs. 
3. The \textit{increment} increments the variable used in a determined loop to avoid an infinite loop. | The condition must follow valid logic. | 1. While (x < 10) 
2. cout <<"Hi"; 
3. x++; |

~ 28 ~
Write out a problem that you may use in one of your sessions.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Mathematical Steps in the Solution</th>
<th>Narrative of Mathematical Steps</th>
<th>Similar Problem: Identify, Construct, Solve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MATRICES

Rationale and Description:
A matrix is a chart with columns and rows used to compare or contrast two or more subjects. It is an excellent way to organize information in order to learn large quantities at a time because it allows students to differentiate groups, characteristics, and features, as well as tie together items that may at first seem unrelated. Matrices are most helpful when students must relate several subjects and their various characteristics.

Experts have developed organizational structures they use to store vast quantities of information into meaningful units, thus allowing them to learn and remember more information than beginners can. According to de Jong and Ferguson-Hessler, a hierarchic knowledge structure is highly suited for retention of knowledge, for quick and efficient search purposes, and for fitting new elements of knowledge into the existing knowledge structures (108). The type of structure that contains abstract and general concepts at a higher level is typical of experts in a field.

To Create Matrices:

1. Usually, the subjects (groups) go in the columns (→) and the categories (features, characteristics) go in the rows (→).

<table>
<thead>
<tr>
<th>Group A</th>
<th>Feature A</th>
<th>Feature B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Identify the subjects (groups) to be compared or contrasted. Write one subject on each row.
3. Identify the categories (features, characteristics) of information to be discussed. Write one category at the top of each column.
4. Complete the matrix by writing key words in each box where columns and rows intersect.
5. Be sure to title the matrix. (Sometimes students know the material of the matrix but forget the source or author of the theory embodied in the matrix and if the professor asks a question such as: “According to Piaget...” students may fail to retrieve all the information they have on the topic.)

Identify Subjects and Label Rows

Since matrices are designed to compare or contrast information for two or more subjects, begin by identifying the number of subjects. Sometimes the subjects are grouped together in the information you have read. Other times, you may need to think through the information you have read to identify subjects for comparison or contrast. Once you have identified the number of subjects, you can begin to make the rows. If you have two subjects, you will need two rows. Write the name of one subject on each row.

VISUAL ORGANIZERS

Definition:
The best visual techniques do more than just condense notes; they help students understand the relationship between topics covered in various lectures and provide a “big picture.” Some of these techniques include mapping and picturing.

Rationale:
Some students learn well by creating visual study aids. This type of learner may actually picture the page of notes when answering essay questions on a test. Therefore, notes that are clear, concise and well organized are essential. There are a variety of ways to summarize notes in a few words. Students who simply memorize their notes as if they contained a series of several hundred unrelated facts may easily miss the point. Visual techniques help pull the ideas together.

Examples:
*Mapping* and *picturing* are used to draw a picture of the concept presented verbally in the lecture. The relationships between the topics are stressed in the map by the use of arrows. There are many types of mapping and picturing techniques. Two are shown below. These must be adjusted to the subject matter. The key idea is to visualize the information and to use as few words as possible.

<table>
<thead>
<tr>
<th>Mapping</th>
<th>Picturing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence of Women</td>
<td>Positions of Theorists on Basic Assumptions</td>
</tr>
<tr>
<td></td>
<td><em>Freedom</em>  <em>Maslow, Rogers, Freud, Skinner</em></td>
</tr>
<tr>
<td></td>
<td><em>Determinism</em></td>
</tr>
<tr>
<td></td>
<td><em>Good</em>  <em>Rogers, Maslow, Freud</em></td>
</tr>
<tr>
<td></td>
<td><em>Evil</em></td>
</tr>
<tr>
<td></td>
<td><em>Holistic</em>  <em>Jung, Rogers, Maslow, Freud</em></td>
</tr>
<tr>
<td></td>
<td><em>Atomistic</em></td>
</tr>
<tr>
<td></td>
<td><em>Environment</em>  <em>Skinner, Erickson, Freud, Jung</em></td>
</tr>
<tr>
<td></td>
<td><em>Heredity</em></td>
</tr>
</tbody>
</table>
Cluster/Word Web 1

Write your topic in the center circle and details in the smaller circles. Add circles as needed.
**Five W's Chart**
Fill in each row with details that answer the question.

<table>
<thead>
<tr>
<th><strong>What happened?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Who was there?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Why did it happen?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>When did it happen?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Where did it happen?</strong></th>
</tr>
</thead>
</table>
Cluster/Word Web 2

Write your topic in the center circle and details in the smaller circles. Add circles as needed.
Spider Map

Write main ideas on the slanted lines that connect to the circle. Write details on the branching lines.
Describing Wheel

Add describing words about your topic between the spokes.
Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.
Step-by-Step Chart
Write each step in order. Add details.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Steps</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1:</td>
<td></td>
</tr>
<tr>
<td>Step 2:</td>
<td></td>
</tr>
<tr>
<td>Step 3:</td>
<td></td>
</tr>
<tr>
<td>Step 4:</td>
<td></td>
</tr>
<tr>
<td>Step 5:</td>
<td></td>
</tr>
</tbody>
</table>
**Assess the Session**

Occasionally getting feedback from your groups can be very helpful. Ask them how they feel the session went. Were all of their questions answered? Did they feel comfortable during the session? Were there aspects of the session that could have been improved or done differently? What suggestions would they make for being able to cover more material or to cover it more thoroughly? They may have valuable ideas that you may be able to utilize in your next session.

**Assigned Discussion Leader**

One person in the group is asked to present on a topic or review material for the group and then lead the discussion for the group. This person should not always be the regular group leader.

**Hints**

When assigning a discussion topic to individual members of the group, you may need to be prepared to allow a little time for the person leading the discussion to prepare for the discussion.

This technique works best when everyone or nearly everyone in the group is given an assignment to be the “expert” on.

**Boardwork Model**

This is a method of organizing board work in order to facilitate an understanding of problem-solving strategies. The board should be divided into 4 sections:

1. Prerequisite knowledge,
2. Mathematical steps,
3. Narrative of the steps,

Encourage one student to fill out section 1 on the board. Then, encourage two students to simultaneously complete section 2 and 3 on the board. Lastly, have another student complete the 4th section. Encourage students to use this model when studying outside of the SI session.

**Clusters**

In clusters, group participants are divided into smaller groups for discussion. They may also be allowed to self-select the small group they want to be in. After discussing the assigned topic the cluster may report their findings to the large group.

**Hints**

If possible, see that each group is provided a space on the board to record important points of their discussion.

Allow time for each group to report back to the large group. You may have to assign someone from each group to report back.

*The Leaders Guide to SI.*

Notes:
**CONCEPT MAPPING**

This strategy will look like a big spider web on the board when you are finished. Have the students break into small groups and encourage them to identify the central word, concept, or question around which to build the map. Start with a circle in the middle of the board and include the main idea within. Extend branches out from the central circle that includes all the subtopics from the main idea. Continue to add additional branches with related topics and circle groups of branches that are linked. This mapping encourages students to see the overall picture and helps bring focus away from minute details and back to the main ideas. End with an overall discussion of the topic.

**CORNELL METHOD OF NOTE TAKING**

Have the students make several sheets of paper using the following directions:

1. Create a recall column by drawing a vertical line down the page about 1" from the margin.
2. Create a summary area by drawing a horizontal line across the page about 1" from the bottom.

Have students take notes in the main area of the page, leaving the left and bottom blank. Ask them to take notes, using this format, during the next lecture. At the next session you could use the note review strategy to ensure all students have the same important information in their notes. Then have them make up cue questions to put in the recall column. These questions should get at the important information in the notes to the right. Be sure students include both general and specific questions in the Recall Column so that they can test themselves on all the information. Finally, have the students write a brief summary of the important material in their notes.

**DIVIDE AND CONQUER**

This strategy is designed to conquer a difficult reading assignment. The assignment should be divided up into meaningful sections and each student (or group) should be assigned one section. Ask the students to read and summarize their section. After they all have read the material, have each student read aloud their summary. Encourage students to ask questions and be prepared to emphasize areas students may have overlooked. Lastly, discuss the article as a whole.

**GRAB BAG**

This started out as a MLA grab bag where each student had to pull out a magazine, a paper, or a textbook, etc. and reference it properly as if they were writing a theme paper. Other leaders realized that this idea could be adapted to objects that have to be identified and explained in a Biology session or word problems on cards in a hat for Math sessions. The options are bound only by your imagination. The intrigue, of course, is in not knowing which one you will pull out.

Notes:
**IDENTIFY THE “BIG IDEA”**

Ask each student to tell what he or she thought was the most important concept, idea or new information they learned during a particular lecture or even a session. “If you could only take one thing from the information present, what would it be?”

Ask each student to offer a different “take home.” Students often feel overwhelmed by the sheer volume of information they have to deal with and this technique helps them identify and organize the information presented.

**INCOMPLETE OUTLINE**

Create a set of incomplete lecture notes by making an outline with some of the parts missing. Example:

Events that led to the start of WWI

1. 
2. 

The groups must then work through their notes to figure out how to fill in the outline. The incomplete outline is an excellent means of helping the students recognize the main points and the organizational pattern of information given in lecture. It can also be used for the textbook information. Determining the major points can help to sort information and locate the ideas being communicated, making connections easier to find and understand. It helps the students figure out what is important.

**INFORMAL QUIZ**

The quiz should consist of 5-7 questions that are read aloud by the SI leader. The questions should require short multiple answers and focus on particulars of major points. The students should not be encouraged to talk or share answers; however, they can refer to notes or textbook. If they do not have the answer they can write down the question. The quiz should be followed by a debriefing where the short answers to the questions are expanded upon through discussion. Allow the students to answer the questions in any order, have the student restate the question and give their answer. Allow time for other students to concur or disagree and encourage discussion.

**JEOPARDY**

This is a fun way to check to see if students know the material well enough for a test or quiz. The key is being well prepared with about 30-35 “answers” at different levels of difficulty and in different categories. Form small groups and let them know the rules: No books or notes. Designate a different person to answer each question but the team can discuss the concept before giving the answer. If the question is missed, other teams can steal. Teams keep control of the board with correct “questions” or alternate from group to group.

Notes:
JIGSAW

Similar to divide and conquer, this is a method of making the group as a whole dependent on subgroups. A large group is divided into 2 or more groups (3-4/group) and each group is assigned a topic/task/step in problem etc. becoming an “expert”. Students then move from their expert group to a new jigsaw group in which each student acts as the only expert in their specific topic and teaches the material to rest of group. Each new jigsaw group consists of 3-4 students prepared to teach subject to peers.

Collaborative Learning Techniques, Barkley, Cross, Major

LEARNING CELLS

To engage students in thinking about the content, encourage them to generate thought provoking questions and check for understanding.  
1) Students develop list of questions & answers over course material;  
2) Form pairs;  
3) Student A asks the first question and student B answers. Student A offers corrections, clarification, and additional info if needed;  
4) Student B asks next question and student A answers.  
5) Process continues until all questions are answered. Encourage students to ask more open ended questions and to vary the types of questions.

Collaborative Learning Techniques; Barkley, Cross, Major

MAKE/TAKE A PRACTICE QUIZ

Divide the students into two or more groups. Instruct each group to make a practice quiz for another group and provide answers to their own quiz on a separate piece of paper. Be sure to provide examples but allow them to be creative. Ask the groups to exchange quizzes and give them time to complete the other group’s quiz. Then, have each group compare their answers with the answers that the other group previously composed. Be sure to allow for time to discuss questions that remain unclear.

MARKING THE TEXTBOOK

Working in pairs, ask students to jot down guidelines for how they currently mark their textbook. In a large group, discuss the following specific to your course:  
1. Why read the chapter?  
2. What are your goals for reading the chapter?  
3. Why mark the text?  
4. What do you do with your markings?  
Then share the pertinent marking textbook suggestions. Pick a chapter from their text and have them read a few pages and apply the suggestions. Have the students compare their markings.

Notes:
**MATRICES**

Information presented during lectures and the text are usually related to other topics. A matrix is an excellent way for students to see the relationships between different topics throughout the course. Reference your leader’s manual for an example and exact directions for constructing a matrix. The SI leader can initially provide the framework and a few clues for completing the matrix, but eventually the students should be responsible for designing the framework and complete the entire matrix.

**NOTE CARDS**

Note cards can be used for vocabulary, formulas, concepts, questions, etc. Take a stack of index cards with you to your session and have the students construct the cards during the session. Be sure to show the students how to make them and how to use them during your session. Write the cue or question on one side of the card and write the definition, description, or answer on the other side. Note cards are also portable and can be used as a quick review before tests and exams. Encourage the students to place the relevant cards in a place where they can see them regularly to assist them in remembering important information.

**NOTE REVIEW**

This is a method of getting the students to work together to review and augment their lecture notes in an organized way. In small groups, have the students take turns reading a portion of his/her notes. Encourage other students to interject with details missed or questions about the topic. Give students time to add information to their notes between turns. Follow up with a short discussion in which students share what note-taking strategies they find effective. Suggest that when students take notes in the lecture they include an “SI question” in the margin for the aspects in the lecture they would like to discuss in the SI session. Sometimes it is difficult to recall what those questions were if SI sessions are not right after the lecture.

**ONE MINUTE PAPER**

The one minute paper is designed to help students realize what they know or do not know i.e. ‘check for understanding’. The leader should ask the students to take out a piece of a paper and write on the topic presented by the leader. Remind them it is most important that they put their thoughts on paper in their own words, not that they produce polished piece of writing. Then have each student share their response with the group. Additionally, the leader may choose to encourage conversation regarding similarities and differences between students’ ideas.

**Notes:**
**PAIRED PROBLEM SOLVING/THINK ALOUD**

This strategy requires students to verbalize what they are thinking about as they read a passage or solve a problem. Start by pairing the students into groups, one student should be the thinker/problem solver while the other student is the listener. The thinker must vocalize every step in the reasoning process and the listener must listen and understand every step the thinker is making. The pair should be working together. Be sure the listener continually encourages the thinker to vocalize. The listener should also point out any errors. After the problem is solved, the groups should rejoin the large group and share the problem solving process with the group.

**PEER LESSONS**

Select several problems over related material. Divide the students into 4-5 groups. Give each group one problem and have them write out the solution, using their textbook and class notes, on a transparency or at the board. Have each group come up and explain the problem in as much detail as they can. Have them show their thought processes and methods used in finding the solution. The SI leader adds or corrects anything he/she feels is necessary.

**PLANNING EXTENDED REVIEW SESSIONS**

Reviews should fall at least 2 days prior to the exam to allow students time to continue to study. Remember a balance must be struck between quality and quantity. Generally the best strategies utilize small groups, which allow for students to get more contact to understand the material. Plan to discuss the kinds of questions to expect on exams. Useful strategies for extended sessions:

- **Divide and Conquer**: Cover lots of info in short amount of time. Use for going over notes, texts or sample tests.
- **Matrices**: Allows you to compare/contrast in an organized way. Structure so students have enough time (in small groups) to determine title, subjects, categories, but can still complete outside the session.
- **Reciprocal Questioning**: Helpful when students want to ask you questions. During this process the leader continues to redirect questions. By timing the asking and answering, the leader keeps the session moving quickly.

**POST EXAM SURVEY**

The post exam survey is a self-test for students to assess how successfully they studied for an exam. The survey can be used in an SI session after an exam to target areas on which students need to improve. The SI leader should tailor a survey to the specific class and emphasize what they feel is important. The leader should assign a specific point value to each survey question that adds up to 100. Then the leader should read each question and have the students score themselves based on the specific value of the question. After all the survey questions have been asked, the students should total their score and see how close their survey score is to their exam score. This should lead into a discussion of the most effective way to study for the next exam.

**Notes:**

**SEND A PROBLEM**

This strategy can work in pairs or individually depending on size of group. Works well in Math and Chemistry after a new concept has been taught to check for understanding. Generate a list of problems and assign each a different problem. Have students complete Step 1. After a minute have them pass their problem to the right and then complete Step 2. Continue process until all steps are complete.

**STRUCTURED PROBLEM SOLVING**

Identify the steps in solving the particular problem, and separate the students into groups. Because the steps for solving the problem are given, it is easier for the students to handle large complex problems and they have greater confidence. Assign them a sample problem and give them a specific time period, at the end of which the group must have reached a consensus for the answer. Ask the students to report their solution and explain the steps that led to their answer. This strategy is most helpful for larger multi step problems.

**THINK-PAIR-SHARE**

This process requires three stages. The students should be given a question, concept, or problem and then encouraged to think about it alone for a (short) designated time period. Then they pair with another student and discuss what they found individually for an additional time period. Lastly, the pairs join the large group and discuss their conclusions as a whole.

**3 BEFORE ME**

When a student asks a question during a session, have 3 students (or less depending on the number of students in the session) comment on a unique feature of that idea. The SI leader will mediate correct responses and help fill in gaps in understanding.

This is a good strategy to model at the beginning of the semester and use throughout. This can help with redirecting questions and to encourage student to student interaction.

Notes:
3:2:1

This strategy can be very useful before an exam. Have each student come up with: 3 topics that they know well enough to "teach" to the other students, 2 topics that they do not understand and need further assistance with, and 1 possible test question. Then have each student write their 3:2:1 topics on the board. Most of the time, the students' topics will overlap allowing students to "teach" the other students who need additional assistance. Follow up with discussion of the possible test questions.

VENN DIAGRAM

A Venn Diagram can be used to compare the similarities and differences between two concepts, systems or theories. Two overlapping circles are drawn on the board with each circle labeled as one of the two concepts. Students will then write the similarities in the overlapping portion and the differences in the outer portion of the circles. This is a good visual technique for reviewing similar yet contrasting concepts.

VISUALS

Don't forget the importance of using visual study aids to emphasis important points. Visuals should be used to help students grasp the "big picture." The key idea is to visualize the information and use as few words as possible.

VOCABULARY DEVELOPMENT

Chunking related terms into meaningful groups can be more helpful than drilling students on exact definitions. Compose a list of key terms from the lecture ranging in levels of specificity. Scramble the terms and then encourage pairs of students to organize the terms into several categories that are meaningful to them. Then have them define or give an example of terms where appropriate. Finally, have each pair discuss their categories with the entire group. Get the students to check the spelling.

Notes:
Planning a Session -
Forms and Flexibility
INTRODUCTION: PLANNING FOR SI SESSIONS

Most of the time, SI sessions go well. However, we have observed that the sessions that do not go well have one thing in common: the leaders did not plan well. Some leaders did not plan at all; some did not distinguish between "difficult" and "important" material; some focused on content at the expense of process; some did not plan appropriate activities, and some did not allow themselves enough time. Each of these problems can be solved by emphasizing that planning for sessions is important. This requires a stronger emphasis on planning in the pre-term training, as well as a renewed program commitment to planning in on-going training.

The most significant difficulty we see is that SI leaders feel compelled to cover all course material in their sessions. The SI leaders are generally good, conscientious students, and feel that the students in their SI class hold them responsible for every concept or fact introduced in the course. While this may be, our central responsibility as SI leaders is to encourage the students to break this habit and not hold others responsible for their own learning.

When SI leaders attempt to cover all course material in their sessions, they soon revert to lecture or a question-answer format. These "strategies" may be necessary in order to address all of the information, but they are not good SI strategies. These leaders become overwhelmed almost immediately—you are not being paid enough to do this! Instead, choose what to cover in the SI sessions based on what is the most difficult for students to learn. The sessions will be most helpful to students if you can determine why the difficult material is so difficult. Is it a large volume of information? Are there complicated concepts? Is the material abstract? Do they have difficulty applying it to the "real" world? Do the students lack prerequisite knowledge? Have they done the homework? Do they lack resources necessary to learning (solutions manuals, visual models)? A session that addresses the specific reason(s) material is difficult to learn will be the most productive. Continue asking yourself why the concepts are difficult until you reach the most basic reasons.

Consider the following example: an SI leader for a biology class is planning a session on cell respiration. She asks herself why the content may be difficult for students. First she thinks that it may be learning the steps involved in the process. She then asks herself why learning those steps are difficult and decides that it must be keeping track of what happens at each step that is tricky. She finally decides it is difficult to keep the order of the process straight because not all molecules will participate in each step. The students will need to develop a way to discern which steps go with each molecule.
Even when focusing on only the difficult material, some leaders emphasize the content of the session rather than the process. When planning a session, these leaders will be very clear about the content involved but not the process. Their planning sheet will say:

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gibb's Free Energy (specific)</td>
<td>Group Work (vague)</td>
</tr>
</tbody>
</table>

When asked, “What is your plan for your session tomorrow?” these leaders will say, “I am going to go over Gibb's Free Energy.” What does “go over” mean? When probed, we see that these leaders did not plan a process. The content is most important, right? *Wrong.* At this point in the planning, the content is secondary to the process to be used. Students should leave SI with a new, albeit subconscious, understanding about how they learn. If we focus on content alone, they focus on content. Instead, plan around the content while focusing on structuring the session in order to provide them with a model of how to study.
### Planning the SI Session

**Session Date & Day of Week:** __________ **SI Leader:** __________

**Course:** Bio 109 **Course Instructor:** Dr. Benevides

**Objectives:** What are the one or two most difficult concepts that the students need to work on today?

**Random private stuff & Ecology**

<table>
<thead>
<tr>
<th>Content to cover</th>
<th>Processes to use*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro - Primates</td>
<td>Informal Quiz</td>
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<tr>
<td>Distribution of organisms</td>
<td>Visuals / listing</td>
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<td>Behavior: Biotic &amp; Abiotic Fact.</td>
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<tr>
<td>*preferences, *prediction, <em>physical barriers (ex:)</em></td>
<td></td>
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<tr>
<td>*parasites, *necessity, (temp, the, sunlight)</td>
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<td>Food, luck, chance</td>
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<tr>
<td>Competition</td>
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<tr>
<td>Closing</td>
<td>Q&amp;A over the test from last week</td>
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</table>

*Possible processes to use: Informal Quiz, Models, Reciprocal Questioning, Paired Problem Solving, Think to Your Partner, Role Processing, Problem Solving Rubric, Formal Definitions (or ID’s), Test Review (Divide and Conquer), Pictorial Representations, Sequencing

**Possible closure technique:** Predict next lecture, Summarize session, Informal Quiz, One-Minute Writing

**After session comments/thoughts:**

---

How much preparation went into planning this session? What needs to be completed by the leader before the start of the session? __________

Why is it necessary to have a variety of processes to cover the content? __________

Are the strategies/activities in line with the objectives? __________

---

~ 20 ~
Planning the SI Session

Session Date & Day of Week: **Monday**  
SI Leader: _______________________

Course: **ED 108**  
Course Instructor: _______________________

Objective: What are the one or two most difficult concepts that the students need to work on today?

Beginning reminders:
1. Arrange seats in a circle
2. Hand out Participation Log
3. Set agenda with group
4. Remember to relax and be flexible!

<table>
<thead>
<tr>
<th>Content to cover:</th>
<th>Processes to use:</th>
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</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Taboo</strong></td>
</tr>
<tr>
<td><strong>One-Minute Writing</strong></td>
<td><strong>Boardwork</strong></td>
</tr>
</tbody>
</table>

*Possible processes: jigsaw, minute write, many-mind mapping, problem-solving, voting, turn to your partner, note processing, problem solving Rubric, formal definitions (or definitions), text review (divide and conquer), Pictorial Representations, Sequencing*

Possible closure technique: Predict next lecture, Summarize session, Informal Quiz, One-Minute Writing

After session comments/thoughts:

How much preparation went into planning this session? What needs to be completed by the leader before the start of the session?

How effective would this plan be in running your session? How much structure is provided?

Are the strategies/activities in line with the objectives?
PLANNING AN SI SESSION

1. What is the most difficult content? (Remember, important is not the same as difficult. There will always be important concepts that you will not have time to address in the sessions. If you try to cover everything, you will create students dependent on you for their knowledge. Instead, we would like to create independent students who can take the study skills they learned in SI and apply them to their future courses.)

2. What strategies will work well with these concepts? (i.e. Note review, informal quiz, divide and conquer, think-pair-share, boardwork model, matrix etc) How much time do you expect to spend on each activity?

3. How many students do you expect? What will you need to adjust in the strategies you’ve chosen depending on how many students actually attend? How can you be ready for students who are not prepared? (no book, no notes, haven’t read book etc) Make those plans now.

~ 22 ~
4. What do you need to prepare to make these strategies successful? (e.g. Review your own lecture notes for a note review; write an informal quiz; divide a reading assignment for divide and conquer; select problems representative of important types to use for think pair share or boardwork model; form your own complete matrix etc.)

5. Write a summary of these plans on the Planning the SI Session sheet (on page 29).

6. What would you like to remind the students to study on their own.
Planning the SI Session

Session Date & Day of Week ______________ SI Leader ________________

Course ___________________________  Course Instructor ________________

Objective: What are the one or two most difficult concepts that the students need to work on today?

________________________________________

________________________________________

**Beginning reminders:**
1. Arrange seats in a circle
2. Hand out Participation Log
3. Set agenda with group
4. Remember to relax and be flexible!

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*Possible processes to use:* Informal Quiz, Matrix, Reciprocal Questioning, Paired Problem Solving, Turn to Your Partner, Note Processing, Problem Solving Rubric, Formal Definitions (or ID’s), Text Review (Divide and Conquer), Pictorial Representations, Sequencing

Possible closure technique: Predict next lecture, Summarize session, Informal Quiz, One-Minute Writing

After session comments/thoughts:

________________________________________

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Planning the SI Session

Session Date & Day of Week __________________ SI Leader ___________________

Course ___________________ Course Instructor ___________________

Objective: What are the one or two most difficult concepts that the students need to work on today?


Beginning reminders:
1. Arrange seats in a circle
2. Hand out Participation Log
3. Set agenda with group
4. Remember to relax and be flexible!

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*Possible processes to use: Informal Quiz, Matrix, Reciprocal Questioning, Paired Problem Solving, Turn to Your Partner, Note Processing, Problem Solving Rubric, Formal Definitions (or ID’s), Text Review (Divide and Conquer), Pictorial Representations, Sequencing

Possible closure technique: Predict next lecture, Summarize session, Informal Quiz, One-Minute Writing

After session comments/thoughts:


~ 25 ~
Planning the SI Session

Session Date & Day of Week ___________________ SI Leader ___________________

Course ___________________ Course Instructor ___________________

Objective: What are the one or two most difficult concepts that the students need to work on today?

Beginning reminders:
1. Arrange seats in a circle
2. Hand out Participation Log
3. Set agenda with group
4. Remember to relax and be flexible

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*Possible processes to use: Informal Quiz, Matrix, Reciprocal Questioning, Paired Problem Solving, Turn to Your Partner, Note Processing, Problem Solving Rubric, Formal Definitions (or ID’s), Text Review (Divide and Conquer), Pictorial Representations, Sequencing

Possible closure technique: Predict next lecture, Summarize session, Informal Quiz, One-Minute Writing

After session comments/thoughts:

__________________________________________

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PLANNING FLEXIBILITY

Rationale:

You have planned for your session. You arrive at your room five minutes early and arrange the chairs in a circle. Students come in, and you start the session by setting the agenda. Perfect. Everything is running smoothly and according to plan. Suddenly a student asks if you can cover a subject that is not in your plan! You panic. What do you do? Do you abandon the plan?

One of the reasons SI is successful at over 1500 institutions in 29 countries is because it is flexible. When students present needs that may take you away from the content and activities you had planned for that session, you don’t necessarily have to abandon your plan. Instead, adapt it to fit their requests.

General Structure of SI Sessions:

1. Address Student Needs/Student Input
2. Set Agenda
3. Facilitate Planned Strategies
4. Closure

Setting the Agenda:

Before you set the agenda for the session, ask if there is anything, in particular, the students would like to cover before they leave the session. Ask a student to scribe at the board as the others voice their questions/concerns. Just knowing that they have articulated their concerns will make them less pressing and allow them to participate fully in the session.

- Sometimes they will ask about material you were already planning to cover. If that is the case, tell them so, but still have the scribe write the question on the board.
- If the questions/concerns are easily addressed by redirecting them to the group, go ahead and do that right away.
- If no other students in the session seem to have the same concern(s), ask the student to ask you at the end of the session or during your office hours, but still get the question(s) on the board.
- However, if the concern involves material you did not plan to cover, simply promise that you will come back to it and begin the activities you had planned.

Try to leave the list on the board throughout the session so you can return to it at the end as a closure exercise. Ask the group what items you can cross off the list. Make them give a brief summary of the answers or solutions to those questions/concerns. What items are left? Can anyone answer them now? Ask them who would like to volunteer to ask the instructor. Model your thinking process as if you were going to solve that problem/answer that question. In other words, give them some leads, but don’t do it for them. This is the best way to keep them responsible for their learning. If there is enough need and material, offer to prepare another session to address it. Don’t feel bad that you did not anticipate or accommodate their every need—that’s impossible!
More Than One Plan:

There are two common situations that leaders must anticipate when planning sessions:

1. The number of students attending will fluctuate. Remember to plan using the *SI Session Planning Rubric* (pp. 137-138). It will remind you to anticipate a large group as well as a group of three or four. See *Too Many/Too Few Students* on p. 109 for more on adjusting your plan according to the number of students present.

2. The students did not read or prepare at the level for which you planned activities. The *SI Session Planning Rubric* also asks you to plan for students who are not prepared. Always have a back-up plan for unprepared students, otherwise you will be tempted to re-lecture. For example, if you have planned for students to work together and solve logic proofs, but they haven’t memorized the Rules of Inference or Replacement yet, then pull out your back-up flashcards and drill them. *Divide and Conquer*, p. 65, is a good activity for a back-up plan when students can read a portion of the text to get caught up.

TOO MANY/TOO FEW STUDENTS

What do you do in a situation where you only have one or two students or where you have too many to count? You must always have a back-up plan for situations just like these. This section will give you some tips on how to prepare for those sessions that only have a few students and those that have more than you realized were even in the class.

Too Many:
Normally only four or five students attend, but suddenly one day, twenty students arrive. Keep these tips in mind:

- Think groups! The best way to handle a large group of students is to set them up in groups of three or four. Make sure that you explain the group activity thoroughly (remember, “group work” is not an activity) and walk around to field any questions or problems.

- When you plan a session for which you expect a large group of students, be sure to allow enough time for the small groups to return to the large group and share what they discussed. Otherwise, the students will resent working separately. Helpful strategies for groups:
  - Think-Pair-Share, p. 56
  - Informal Quiz, pp. 62-64
  - Divide and Conquer, p. 65
  - Matrices, pp. 75-76
  - Incomplete Outline, p. 79
  - Vocabulary Development, pp. 47-50

Too Few:
Only had one or two students show up, but you have only planned an activity that requires group work. What do you do? Remember these tips and the time will fly.

- Do not fall into the trap of teaching or re-lecturing, which is very tempting when there are so few students. Even two or three students can work together in a group.
- You may want to join the group and work as though you are just a fellow student. Keep in mind that you should still let the students do most of the work and the talking in the group. Or, you could make it into a session where they teach you the material.
- Do board work. Why not have the one or two students discuss the material and do activities on the board. See the Boardwork Model, pp. 51-52.
- This is a good time to have students ask questions. See if they can answer their own questions. Reciprocal Questioning, pp. 75-76, may also work well in this session because it can help to structure the interaction patterns.

PLANNING ACTIVITY

As you share plans with your group, how would you modify this plan if only one or two students attend the session?

How would you modify your plan if 15-20 students attend the session?
Selling SI to the Students
THE FIRST DAY OF CLASS

There are many things SI Leaders must remember to do on the first day of class. Organize the tasks below numbering them in the order in which they should be done.

_____________ Collect the surveys
_____________ Remind the instructor that you will need to make a brief presentation about Supplemental Instruction to the class
_____________ Write your name and campus SI office number on the board
_____________ Hand out the Beginning of Term survey to students
_____________ Introduce SI to the Students
_____________ Arrive on time
_____________ Email SI welcome letter to students

FAQ’S ABOUT THE SI PROGRAM

What is SI? Supplemental Instruction is a series of weekly review sessions for students taking historically difficult courses. SI is provided for all students who want to improve their understanding and improve grades.

Attendance is voluntary. For you, the student, it’s a chance to get together with people in your class to compare notes, discuss important concepts, develop strategies for studying, and test yourself before the professor does.

What’s an SI Leader? Have you ever wished you could do something over, knowing what you know now? SI Leaders are students themselves and are prepared to share with you what they have learned over the years about how to study. They know the course content and are anxious to help guide you through it. They’ll be in class with you, hearing what you hear and reading what you read. What they won’t do is lecture; their job is to help you think about the lectures you hear and the books you read, and then put it all together during the review sessions. SI can help you learn the course material more efficiently.

When do SI review sessions start? On the first day of class you will fill out a short survey to let the SI leader know your availability. Each leader will set up three or more review sessions each week at times that are best for the majority of students. You can attend one, two, or all three (the choice is yours) and each one will be different because you will have new material to discuss. SI review sessions are informal. Bring your notes; bring your textbook; bring your questions.

What’s in it for me? If you attend SI sessions regularly, chances are you’ll earn a better grade. You’ll have developed a better understanding of course content, as well as more effective ways of studying. This will help you in other classes also.

Leader's Guide to SI, Kim Wilcox
FIRST DAY SPEECH

Prepare a short speech to introduce SI to the class. Organize your presentation as though you were attempting to answer questions students might ask or have about the program. Refer to the FAQs to make sure you include all the important information. Don’t forget to be creative!
Supplemental Instruction Survey

Name: ____________________________ Term: ________________________

Course: __________________________________________________________

Weekly Supplemental Instruction sessions will be offered for students enrolled in this course. This questionnaire will determine the most convenient times to schedule these sessions. Responses will be kept confidential, will not be released to the course instructor, and will in no way be used to influence your grade for this course.

Directions: Please complete this survey even if you are not planning to attend the SI sessions. Thank you.

1. How likely is it that you will attend SI for this course?
   - very likely
   - likely
   - neutral
   - not likely
   - very unlikely

2. Have you attended SI sessions before?  □ yes  □ no
   If yes, how useful did you find the SI sessions to be for helping you succeed in the course?
   - very useful
   - useful
   - neutral
   - not useful
   - harmful

3. Check one or more of the following reasons you are taking this course:
   -☐ This course is required for my major.
   -☐ This course satisfies an elective.
   -☐ I am interested in this subject matter.
   -☐ I enrolled in this course because SI is attached to it.
   -☐ Other ____________________________

4. What grade do you expect to make in this course: □ A □ B □ C □ D □ F

5. What grade do you want to make in this course: □ A □ B □ C □ D □ F

6. Please fill out the schedule below to help us determine the most convenient times to schedule SI sessions. Mark with an "X" the hours you know you would NOT be available for SI (work, class, etc.).

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<td>Late Evening</td>
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</tbody>
</table>
SI WELCOME LETTER/EMAIL

Welcome to a new semester of Supplemental Instruction! The SI team would like to take this opportunity to tell you some of the things that you can expect from SI this semester:

• A chance to review the material. Instead of cramming two nights before a test, constant attendance of SI makes reviewing for a test that much easier.
• A place to learn how to better organize the material presented in the class. There are many different study strategies you can use and the SI leader can help show you how to best implement these strategies.
• An improvement in grades. Studies have shown that constant attendance in SI will help improve your grades. This is because you’ll be constantly reviewing the material and learning new study skills.
• A chance to meet new people. SI is a very informal setting and many of the people that you will meet in SI will probably be in some of your future classes.
• A place where you can comfortably voice your questions and concerns. SI was created for students who should feel comfortable in any review session to ask questions.

There are also some things to NOT expect:

• SI to be a Q & A session. The SI leader’s goal is to try to get you and the other students to learn how to ask one another for help. Studying together is a great study strategy and this way you can incorporate the study strategies you learn in SI into other classes that might not have SI support.
• SI to be led by individuals with masters and doctorates in the field. Rather SI is usually led by undergraduate students who took the class before and did well in it (i.e. ‘near peers’).
• Help with the homework. While we will not do your homework in SI, many of the concepts covered in the review sessions will help you with your homework problems.
• Extended review sessions for ‘last minute’ help so as to get a better grade on the test. There will have been about 12-15 review sessions before the extended review session, which therefore, cannot be summed up into 2 hours. The SI leader will do his/her best to cover the most difficult concepts.
• Worksheets. Although many people like worksheets, sometimes they are not the best way to understand the concepts that were given in class.

SI is a great way to continuously study for a class that is traditionally known to be difficult. One of the goals of Supplemental Instruction is for you to learn new study strategies to implement in other classes where SI might not be offered. If you have any questions or concerns about SI, contact either your leader or the SI supervisors. Hope you have a great semester.

The SI team
SI Attendance Strategies

Select your “top three” strategies for improving attendance at SI sessions and discuss them with your group.

1. Report SI vs. non-SI test differences to the class in:
   - Test score averages
   - Amount of difference in scores
   - DFW and AB rates

2. Report test scores from previous academic terms. Use national data until you develop your own history of institutional data.

3. Distribute reminder handouts to attend SI sessions throughout the term.

4. Offer sample tests in SI sessions with questions developed with the instructor. The instructor could make these available in class with the comment that they will only be discussed during SI.

5. Report the number and/or percentage of test questions covered in SI sessions.

6. Provide time for regular verbal encouragements to attend SI sessions.

7. Use worksheets during SI sessions, especially in problem-solving courses. Even the use of empty matrix worksheets may encourage students to attend who need something tangible to take away from the SI session.

8. Post anonymous quotations from students on how SI has helped/is helping. Include some of these with the SI handout on the first day of class.

9. Write the daily SI times and locations on the board during each class.

10. Allow for discussions between the class and the SI supervisor when SI attendance is low.

11. Report improvement on test scores from previous terms.

12. Offer regular reminders from SI leaders in class on attending SI.

13. Offer something specific in SI sessions - a study skill, rules for problem solving, jeopardy, games, text review, etc.

14. Change SI times to accommodate the greatest number of students. Resurvey the class if necessary.
15. Offer “how to” handouts on the most efficient/effective study skills.

16. Tell student lab instructors about SI and ask their support.

17. Report differences in final course grades from previous terms.

18. Create an awareness video (5-10 minutes) that explains and promotes SI. Show it on the first day of class.

19. Give handouts during SI sessions occasionally.

20. Be sure to promote the SI program through academic advisor, new student orientation programs and other means before the academic term begins.

21. Place a display ad in the student newspaper that lists all courses to which SI is/will be attached. Remember to include a short description of SI.

22. Place an advertisement or announcement in the campus course booklet that identifies all courses to which SI will be attached. Again, remember to include a short description of SI.
Case Studies
CASE STUDIES

Each of these situations has actually occurred in an SI session. As an SI leader, what would you do? What variables could affect your choice of actions?

Situation #1
You are conducting a session, and become “stumped” by questions raised by the group. You are floundering for a response to the problem. What could you do?

Situation #2
Your session lapses into a question-and-answer format. You realize that you are directing responses to the group and the student participants are responding directly to you. There is no student-to-student interaction. What could you do immediately? In the future?

Situation #3
A student who has never attended SI is dominating the discussion. The student insists that you, not a classmate, answer questions about a concept discussed the week before. You are becoming flustered; the regular attendees are becoming angry, and the dominating student is suggesting that SI is a waste of time. What would you do?

Situation #4
You notice that several students are rolling their eyes whenever certain students ask questions. How will you deal with this situation?

Situation #5
You notice that the instructor of the class makes mistakes in the lecture. What would you do? What would you do if the instructor is not open to constructive criticism?

Situation #6
It seems that a group of students in the class lack the prerequisite background for the course. Are there any steps that you can take to help with this situation?

Situation #7
Someone in the session makes a racial comment. What should you do?

Situation #8
What if only one student comes to your session?

Situation #9
You arrived early and arranged the chairs in a circle. Several students sit outside the circle. How can you get everyone together?

Situation #10
Several students are having side conversations. They may or may not be discussing content, but they are disrupting the session by making it difficult for other students to hear. How can you handle this without putting off the students who are talking?
The SI Leader and the Student

Break into groups of six or seven. Assign each person in the group one of the situations presented below and ask them to lead the group in a discussion about how they would handle it. You may want to view the "Dos and Don'ts" on the next page for tips.

What would YOU do in these situations?

1. A student asks you for a copy of your lecture notes because "his or her mom is in the hospital."

2. A student asks you for the handouts you have prepared for the SI session but says he or she can't stay for the actual SI session.

3. A student repeatedly arrives late for the SI sessions.

4. The handout you have created is on the reading that was required for the last class session. No one in the group has done the reading.

5. A student tells you: "I got a 90 on my last test, and I don't need to come to SI anymore."

6. A student confides personal problems. (This could range from anything to registration difficulties to marital abuse problems.)

7. A student is attempting to go beyond the actual content of the course as presented in class or assigned reading materials.
Do

- Say "yes" to students' requests whenever it is reasonably possible to do so.

- Remember that the goal of SI is more than simply helping students score well on examinations. Many things can contribute to attrition.

- Recognize the limits of your job description and training. You are a recognized expert on the course, but that's as far as you have to go. Listen patiently to all other problems and refer the student to those persons who are recognized experts with the problem the student describes.

- Attempt to treat all students as you would treat a friend.

- Provide straightforward, truthful responses.

Don't

- Allow yourself to be drawn into an argument with students. Even if they are clearly wrong, asking for it, or start it first.

- Demand that students have to defend themselves to you. For instance, if they miss a session, act concerned but don't demand an explanation.

- Say anything that would make you sound like a parent, teacher, police officer, judge, or authority of any kind.

- Feel obligated to fix problems that students create and can solve for themselves. Just remember to be diplomatic when you must decline the invitation to get involved.

The Inside Scoop on Working with Students

The relationship SI leaders have with their fellow students is critical to the success of SI. Above all, students should always feel welcomed, accepted, and believed by the SI leader. If a student is repeatedly disruptive, the SI supervisor should be consulted to help deal with the problem student. SI leaders are more effective when they are not perceived as authority figures.
The SI Leader and the Professor

Break into groups of six or seven. Assign each person in the group one of the situations presented below and ask them to lead the group in a discussion about how they would handle it. You may want to view the “Dos and Don’ts” on the next page for tips.

What would YOU do in these situations?

1. The professor asks you to do something the SI supervisor has asked you not to do (example: lecture for him or her during a time he or she will be absent).

2. The professor offers to show you some of the test items from an upcoming exam.

3. The professor asks you not to pass out old exams in SI. A student brings one to the SI session.

4. The professor asks you to help distribute handouts in class.

5. The professor asks if they can visit one of your SI sessions.

6. The professor wants to know which students have been attending the SI sessions.

7. The professor asks for feedback about content related difficulties the students are experiencing.
Do

- Treat the instructor as your ally, never your adversary.

- Meet with the professor during his or her office hours to clear up any uncertainties you may have regarding material discussed in the SI or in the lectures.

- Provide the instructor with feedback about how the sessions are going. Although it is not recommended that professors attend SI sessions, most SI programs will not self-destruct if the professor elects to visit one or two sessions.

- Show the professor the handouts you plan to share with the students in SI. He or she can help make your handouts more appropriate to the course material.

- Ask the professor for permission to make announcements to the class. Even though your professor agreed in advance to allow you time to survey the class and to make necessary announcements, it is always good policy to request permission before doing so.

- Be helpful to the professor whenever possible. You do not have to assume the role of being the professor's assistant but offer to assist the professor in tasks such as passing out materials or other similar kinds of activities.

Don't

- Criticize the professor during an SI session. Students will report this to the professor and it is not helpful. Students are responsible for their academic performance, regardless of the professor's style.

- Grade papers or tests or be involved in constructing test items.

- Set yourself up as a teacher. Your purpose is to facilitate the learning of the material, not to do or evaluate the teaching.

- Hesitate to refer the professor to the SI supervisor if he or she requests anything about which you are uncertain or with which you are uncomfortable.

- Answer questions the professor poses to the class or involve yourself in class discussions unless the professor directly invites you to do so.
The SI Leader and the Supervisor

It is the responsibility of the SI supervisor to assist you in doing your job as an SI leader. How might the SI supervisor assist you with students, professors, and sessions? Jot down some ideas in the spaces provided, then pair up with a partner to share your ideas.

My supervisor can assist me with students when...

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Think / Pair / Share

1

1 1

1 1
My supervisor can assist me with the professor when...

My supervisor can assist me in getting things I will need for the sessions such as...
SI OBSERVATION RECORD

Use the following grid to look for key points of observation. This is what your mentor/supervisor will use during observations of your own sessions.

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Satisfactory</th>
<th>Need for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room arranged for group work (circle or semi-circle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session beginning on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation Logs filled in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SI leader prepared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning the SI Session sheet available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agenda set at beginning of session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Organizer used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students doing most of the talking (helping each other)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective use of questions (open-ended, higher-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader uses appropriate Wait-Time</td>
<td></td>
<td></td>
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<tr>
<td>Appropriate processing activities used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If available, were the worksheets helpful?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students referring to text books and notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader involves all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader addresses students' needs and questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader knowledgeable of content material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader set appropriate tone for session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time managed efficiently during session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary and Closure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students seemed to gain understanding</td>
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</tbody>
</table>

Additional Comments:
# SI LEADER SELF EVALUATION: BEGINNING OF TERM

To be completed after your first three sessions.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Strengths</th>
<th>Ways I Need to Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge:</strong> How well do I know my subject area? Am I comfortable enough with the material to share what I know with others?</td>
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<tr>
<td><strong>Personality:</strong> Am I friendly and approachable? Can I put people at ease? Do I smile and make people feel welcomed and comfortable?</td>
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<tr>
<td><strong>Learning strategies and Materials:</strong> I use a variety of strategies when I study such as notecards, matrices, practice tests etc.?</td>
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<tr>
<td><strong>Assertiveness and confidence:</strong> Will I be able to be friendly and assertive at the same time? Will I be able to keep the group focused? Am I confident enough to keep a student from dominating the session?</td>
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<tr>
<td><strong>Communication and listening:</strong> Am I comfortable meeting with the professor on a regular basis? Will I be able to listen to hear and then address student's concerns?</td>
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<tr>
<td><strong>Being a Session Facilitator:</strong> How well will I do at helping students understand how and what to study? How will I get them to buy into the SI methodology without turning the session into a Q &amp; A?</td>
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Adapted from Ball State University, 5th International Conference on SI
Collecting Data

Collecting Data is crucial to the success of the SI program. This paperwork provides the program with data needed to keep SI as an integral part of the college. This means that as an SI Leader, you must record student attendance at each session by asking the students to sign in on the Student Sign-In Sheet. Then this attendance is transferred on to the college’s data sheet. The data sheet is an online tool which is sent to the District Director of Institutional Research.

Also, you will be asked to help your instructor administer beginning of the semester and end of the semester surveys about students’ attitude toward the class and SI.

Finally, before the 8th week of the semester someone will come to class with a mid-semester survey which is designed to get a sense of students’ willingness to participate and also to encourage their attendance.
Supplemental Instruction Sign-in Sheet

SI Leader: ___________________________ Course: ___________________________

Date: ___________________________ Day: ☐Mon ☐Tue ☐Wed ☐Thu ☐Fri ☐Sat ☐Sun

Time Session Began: ___________________________ Time Session Ended: ___________________________

Is this the final session before an exam? ☐yes ☐no If yes, exam #: ___________

Please Print Clearly

1. ___________________________ 14. ___________________________
2. ___________________________ 15. ___________________________
3. ___________________________ 16. ___________________________
4. ___________________________ 17. ___________________________
5. ___________________________ 18. ___________________________
6. ___________________________ 19. ___________________________
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11. ___________________________ 24. ___________________________
12. ___________________________ 25. ___________________________
13. ___________________________ 26. ___________________________
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**Initial Survey – S.I. Classes**

Class ___________________  CRN _______  Instructor ________________________________  Term ____________

**Directions:** Please complete this survey by rating the statements as truthfully as possible. Your answers are completely anonymous and will in no way affect your standing in this class. *(Please complete the questions on both sides of this form!)* Thank you!

**Rate the following statements:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not True</th>
<th>Very True</th>
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<tbody>
<tr>
<td>1. This class is important to my future success.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>2. I am comfortable speaking to this class’s instructor.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>3. I can pass this course even if I miss 5 or 6 classes.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>4. I feel like I fit in okay with the other students in this class.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>5. It is important to set aside time to study for this class.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>6. I am comfortable asking for extra help outside of this class.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>7. I feel welcome in this class.</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>8. It is important for me to finish this class, even though it is a challenge.</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>9. I feel confident that I have the ability to pass this class.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>10. I will turn down other activities when I have homework to do.</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>11. I stay positive even when I do poorly on a test.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>12. I like the thought of coming to this class for several more weeks.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Rate the following statements:</td>
<td>Not True</td>
<td>Very True</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
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<tr>
<td>13. It’s important to make connections with other students in this class.</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>14. I understand why there is an SI leader in my class.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>15. I feel comfortable speaking to the SI leader.</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>16. It is hard for me to find time to go to an SI session.</td>
<td>1 2 3 4 5 6</td>
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</tr>
<tr>
<td>17. I think SI sessions can help me to make connections with other students.</td>
<td>1 2 3 4 5 6</td>
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</tr>
<tr>
<td>18. I think SI sessions can help me to understand the material covered in class.</td>
<td>1 2 3 4 5 6</td>
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</tr>
<tr>
<td>19. I think my SI leader can show me ways to succeed in this class.</td>
<td>1 2 3 4 5 6</td>
<td></td>
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</table>

Please add any comments that relate to your responses to any or all of these questions.
What it's like to be a SI Leader

I have been a SI Leader for three semesters; being a SI Leader is rewarding to me because I feel a true sense of joy from helping other students. There are many reasons why being an SI Leader is important; however, the best reason to me is helping my peers succeed academically, then there is the building of long lasting personal and professional relationships, also being an SI Leader looks real good on your resume especially if you plan to have a career where you play a leadership role.

Being a SI Leader will also enhance your professional skills since you will be dealing with your peers and your colleague at the same time; additionally, the SI session are not privileged to the instructor; therefore, you must keep a tight rein on the information that is divulged to either the student or the instructor, so that you do not compromise either relationship. Another reason why you should consider the instructor to be your colleague is because you both are there solely to benefit the student, so a SI Leader you must be open and honest with the students about their progress, and the necessary steps they need to take to be successful. Therefore it would be ethical to stay “neutral,” and what I mean by neutral is to keep a cool head about situations that you may be aware of that arise between the student(s) and the instructor; however, try not to involve yourself in any way basically, do not get personally involved with the situation. The best thing for you to do would be to give factual information and not your opinion.
While in class it is important that you stay focused, attend every class, and participate as a student because sometimes the students perceive you as one with the instructor since you do carry the title Supplemental Instructor; however, you are not a supplement you are more like a compliment, and you not possess the skills, knowledge, or experience of the instructor; it is important that you assimilate yourself and not appear to be a know it all. It is important for the students to see you interact with the instructor because they will start to see you as someone they can trust; additionally, it builds a confidence in them that you are there to support them; although, you do not have all the answers. With that being said I wish you luck as a SI Leader and remember to stay focused, neutral, open minded, compassionate, and understanding because these to me are the building blocks of being an inspiring SI Leader.
If you are reading this reflection essay, then congratulations, you have made it as an SI student leader. I will share some feelings and thoughts with you and maybe some of these things will be helpful to you as you progress through your semester as an SI leader.

When I first started as an SI leader I was not sure what to expect. Here I was a student like everyone else in the class and I knew little more than they did, but what I did know for sure was that I wanted everyone in the class to be successful, and that I could help them with.

From day one when I was introduced I was nervous. I was not sure how the students would embrace me, but the professor I worked with was very good at breaking the ice. She had me go around the class and pick students to go to the board; this gave me a chance to see if students were writing down the material the professor was teaching. My class participation and interaction in the classroom was a good way for them to see that I was a student just like them and I was there for them, all they had to do was come to an SI session.

As weeks went by I was quite impressed with the students. They were doing their homework, asking questions, and class participation was still high. This was a good sign, but still no one came to the SI sessions. Students asked about times and even though they did not show I did not give up, and you cannot give up either even though you may get discouraged. They will come as the work gets a little harder, if nothing else to review for exams.

Getting students to come to the sessions was a challenge, but they did eventually trickle in. I was so excited. Clarification of rules and help with on-line assignments and quizzes was our
first priority. Once the word got out other students would come. This is going to be a successful semester for them.

A lot of students wait too long, the embarrassment of not knowing how to do math hinders them to ask for help. I know this is hard for them to do and I will keep approaching the ones I see struggling. I have sent out e-mails, and to the students who have attended SI sessions, I gave them my phone number. I also made copies of notes for students who were absent. Eventually we will engage.
Activities done in math class and during SI sessions

Crystal Leonard, SI Leader

**Jeopardy**

I used a PowerPoint presentation with each chapter section as a different category.

I split the class into groups of 3 to 4 students.

I presented the question on an overhead and gave each group a chance to work out the problem.

The first group to raise their hand got the first shot at answering the question.

If they did not answer correctly, the next group to raise their hand got a chance and so forth.

This activity was done in the classroom as a test review. The instructor did give the students points for participating in the activity.

**Informal Quiz/Board Work**

I picked out problems from the book and put them on the board.

I gave my students the chance to work them out and then come to the board and show what they did to get the correct answer.

**Divide and Conquer**

I split my students up and had them find a way to explain a section of the chapter to the rest of the students.