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Supplemental Instruction: New Visions for Empowering Student Learning: New Directions for Teaching and Learning

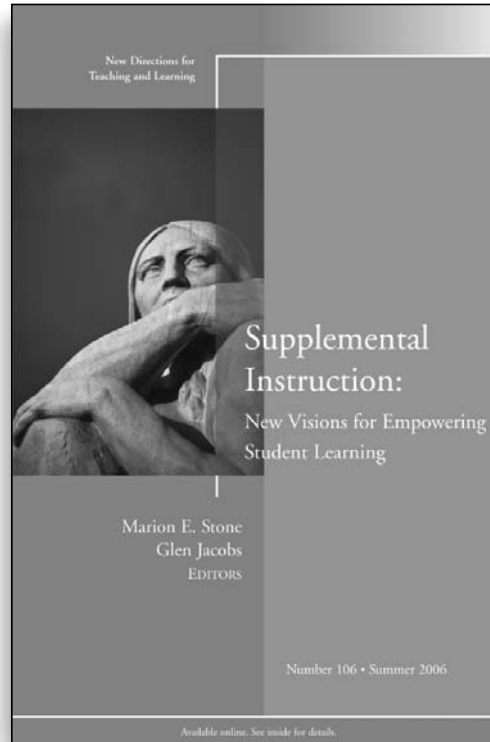
Marion E. Stone (Editor)

Glen Jacobs (Editor)

Marilla D. Svinicki (Series Editor)

This new volume of *New Directions for Teaching and Learning* was developed in order to examine the wealth of knowledge that has been uncovered over the last three decades, since the inception of Supplemental Instruction

(SI), and to use this understanding to contemplate how SI can best serve the changing needs of today's students. Over a decade has passed since the last time the *International Center for Supplemental Instruction* teamed with *Jossey-Bass* to publish an issue of *New Directions for Teaching and Learning* on SI. Though much has changed in the world, SI appears to have adapted quite well to the changing needs of students and to the continually evolving state of higher education. In recent years, SI has experienced an unprecedented expansion into uncharted horizons. What are the next paths for SI? Where is SI heading? Discover for yourself in this latest volume of *New Directions for Teaching and Learning*.



To order this monograph go to: <http://www.josseybass.com> (\$29.00 USD)



Should SI Leaders Attend Labs?

We are working to implement Organic Chemistry into our SI lineup for the spring and I am concerned about the number of lab hours associated with the course. We hire our students to work 10 hours/week on SI. The Organic Chemistry class has a five hour lab associated with it plus the three hours of lecture each week. Is anyone else facing this issue and if so how do you deal with it?

--Courtney Milleson, Amarillo College

Our SI leaders don't attend labs, just the lectures. Labs questions are generally not addressed in SI sessions.

--Ken Gattis, North Carolina State University

We have offered SI with organic chemistry for 4 years now and we do not require SI leaders to attend labs. The information covered in SI sessions comes from lectures and the textbook. We have always found a statistical difference in final course grades favoring SI attendees using this approach and students and faculty seem to be satisfied with it.

--Dennis H. Congos, University of Central Florida

We just serve the lecture — if you read material on SI — lab are not recommended for the SI format.

--Betty Fleck-David, Louisiana State University

I've tried using a leader in a lab situation where the leader would circulate and help students who motioned to her and requested help. She kept track of those students and wrote their names on a sign-in sheet which counted as a session in addition to her regular weekly sessions. But the true SI format isn't very effective in this setting since it doesn't encourage any student-to-student interaction. Labs are set up so that certain sets of problems/experiments are expected to be completed. There is little time to generate questions and revisit trouble spots. Also, at most

large universities such as Purdue, there are plenty of lab assistants. Consequently, our leaders do not attend labs and use the wealth of material from lectures and assignments as a basis for their study sessions. The biology students, for example, who attend weekly SI sessions show a substantial grade increase over those who don't attend SI sessions.

--Ethel Swartzendruber, Purdue University

We have used a flexible approach to this issue. Students in SI sessions sometimes want/need extra help with labs. With my permission, and if the leader's schedule permits, the leader will attend the lab instead of the lecture on a given week, and announce to the class that SI will focus on labs that week. We do not have leaders helping out during the lab sessions themselves, just as they do not help out during the lectures. Students come to the regular session with their lab assignments, questions, etc. and the leader organizes collaborative learning activities to address common concerns.

--Rachelle Thibodeau, Carleton University

We have offered both lecture and lab SI sessions. The lab (the lab grade contributes 30% to the final course grade) is taught by the same prof as lecture so the SI leader attends both lecture and lab and hold 3 hours of SI sessions per week. The SI leaders observe in the lab and then make application of the lab at their SI sessions. SI leaders have learned how the instructor sets up exams and what kinds of questions are used. I believe SI is invaluable in laboratory in Anatomy and Physiology. It is probably not as valuable in the chemistry or physics labs as these are experimental laboratories and not as much observation and terminology.

--Frank Cotty, Queensborough Community College



*Dr. Glen Jacobs, Director
International Center for SI*

Dear Colleagues,

It was great to see so many of you at our International SI Conference in Malmo, Sweden this past May. What a wonderful experience. Thanks for taking the time and effort to participate.

I want to give a special thank you to our Swedish SI network – Leif Bryngfors, Carol Gillis, and Ulla Harrysson from Lund University for hosting us and to Dr. Marion Stone, Conference Chair, for all of her fine work. Their efforts added much to the success of the Conference. It's gratifying to see the continued development and expansion of SI both nationally and internationally in support of students throughout the world.

It was not only a productive conference but we also benefited from our round table meetings with Dr. Deanna Martin, founder of Supplemental Instruction, and our network of SI Certified Trainers. Thanks, too for their contributions.

I wish to extend best wishes to all of you for an excellent year in your endeavors to provide the best possible assistance to our students everywhere.

Kind regards,
Dr. Glen Jacobs
Executive Director
International SI

Best Practices

Getting Everyone On the Same Page at Arkansas State University

Arkansas State University (ASU) in Jonesboro, Arkansas hosted a series of summer campus-wide SI Workshops. Lesley Bauders, Director of ASU Student Support Services, was interested in having all of the potential users of SI on campus meet to discuss how they could jointly serve the students supported by their various programs. The goal was to coordinate efforts but still keep the integrity of the grant programs limits which services to only those students who are enrolled in the program. They discovered that many functions overlap (e.g. training of the SI leaders).

The SI leader training portion of the workshop was customized to discuss both types of programming: Student Support Services programming and programming open to all ASU students. ASU received funding support for the workshops from Dr. Susan Hanrahan, Dean of Nursing and Health Professions. At the leader training workshop, leaders modeled for each other various strategies for check-

ing for understanding. Even though parts of their approach to SI would be different, they found much in common about the interactive methodology. Supervisors of both programs saw how they could share training of the leaders.

The same collegiality existed at the workshops for faculty and administrators. Some faculty were unaware that SI was available on their campus. One faculty member invited Student Support Services to consider having a section of SI for students in their course. "I was impressed by the dedication of everyone who attended. Lesley Bauders has continued the growth of SI on her campus. She included stakeholders from the regular campus programming and introduced SI to the McNair supervisors. Now all of the stakeholders can see how to enhance each other's efforts," said Dr. Kay Patterson, a Certified Trainer from the International Center for Supplemental Instruction, who led the workshops.



Dr. Kay Patterson leads workshop at ASU



SI Workshop Participants

For possible inclusion in an upcoming newsletter, you are invited to send your "Best Practice" (250 words) to Kim Wilcox (wilcoxk@umkc.edu).

2006 International SI Conference In Pictures

Malmö, Sweden



CROSSING BORDERS WITH COLLABORATIVE LEARNING

Carole Gillis,

Program Chair, the 4th International SI Conference, Malmö Sweden

At conferences, there is always so much that you want to listen to but somehow it seems that there is never enough time, or that the presentations that you are most interested in are being given at the same time. This year, we had a smaller number of interrelated sessions or strands, led and wrapped up by 'strandleaders'. The strands and the points, aspects and ideas that were generated there according to the strandleaders are summarized briefly below. To see a more extensive version of this summary of the strands, the wrap-ups and information on the strandleaders, see our web site at www.si-mentor.lth.se.

Strand 1 COLLABORATION OVER BORDERS

This strand concerns borders of all kinds — institutional, cultural, social, contextual or geographical — which we need to cross to strengthen and improve SI programs. Some of the main contributions revolved around:

- Highlighting borders existing currently and showing diversity between borders.
- Crossing borders between students and SI-Leaders.
- Crossing borders when changes were made, and the resulting growth and innovation.
- The need to cross all borders to create a learning community.

Strand 2 MOVING ON

Too often we tend to forget how hard it is to make transitions, to cross the border. Some examples are going from being secondary school students to becoming independent 'university' students over a summer, or the changes from students to people in the working life, or from being students to SI leaders. This session explores the dimensions of transition and change and what it means for the individual. Some of the main points in the presentations concerned:

- Letting go of control: staff coordinators to leaders, leaders to students. In other words, empowerment, especially for those in transition.
- Relationships/friendships beyond SI: students and leaders, teachers and staff, leaders and faculty.
- Learning in new and different ways, transforming learning. Learning is not only mental but also emotional — we need to transform learning through a more holistic understanding of teaching and of learning.
- Leadership development is necessary for work, but also for life.

Strand 3 SI IN PRACTICE

SI has always been deeply involved in practice, and in sharing ideas. This strand provides new ideas and inspiration in true hands-on SI spirit. It also highlights ways that SI is utilized to promote learning, leadership and social growth both for students and for leaders. Several common issues include

- SI is most successful if integrated into the course itself or into the course schedule
- SI must provide good training, supervision, and support from faculty and administration. We need to continually develop and train effective learning strategies.
- SI must incorporate new technologies to support classes, SI leaders, and for data collection and evaluation
- Many of today's faculty have had experience of collaborative learning as students; SI should take advantage of this to incorporate faculty more into SI.

Strand 4 SI SUPPORT

This strand is directed more at the SI model itself and aspects of it. Contributions here revolve around training, supervising, program administration, assessment and other aspects of the program itself and program support. Several interesting ideas emerged from the presentations

- How to keep leadership development central to SI-Leader training. Leaders who lead well empower their students.
- Portfolios or diaries can be written by leaders to keep them focused on metacognition—for credit, perhaps, in place of pay.
- Program improvement. using technology such as online SI, ISD and evaluations.
- Overall, SI can be a beacon for faculty. By developing the faculty, SI can make learning central to campuses.

Strand 5 A ROSE BY ANY OTHER NAME

SI is an effective program, and exists in many countries across many continents, as we can see here. However, there are other programs that have similar aims, schemes, and projects which have developed and evolved from SI. This session was intended to look at these programs, giving an overview of the similarities and differences, but also went deeper, exploring more fundamental aspects and challenging a few:

- How do students learn? There may be a lot of teaching going on, but how much learning?
- Much of the discussion could be perhaps defined as the 'P's' of SI: People, Practice, Purpose, Principles, Philosophy, Politics, Progression, and Potential.

Strand 6 THE SI TRAIN

This strand looked at who does not take advantage of SI, or starts and then quits despite all the obvious benefits in grades, social contacts, and so on. Some of the thoughts that came out were:

- One problem is not with the students themselves, but in getting the administration onto an SI-track. By targeting special courses and linking required participation in SI-labs to these courses; the improved retention and passing rates of the students can catch the attention of even the most reluctant administrator.
- The student perspective and the significant role of the interaction student/leader.
- Motivations of students, and also hindrances such as working full time, having family obligations, having linguistic barriers, bad educational experiences in the past, poor self-confidence. These factors, while outside the learning experience in a narrow sense, influence it enormously and need to be acknowledged and understood.



SI Workshops Kansas City

SI Supervisor Workshops

- Nov 5-7, 2006 Jan 7-9, 2007 March 11-13, 2007
 May 20-22, 2007 Aug 5-7, 2007 Sept 9-11, 2007
 Nov 4-6, 2007

The National Center for Supplemental Instruction at the Center for Academic Development offers six SI Supervisor Workshops annually in Kansas City. The training focuses on the following topics: procedures for selecting SI courses and SI leaders; evaluation and funding of the program; ongoing training and supervision of SI leaders; theoretical frameworks underlying the SI model; and effective learning strategies and SI session activities. Attendees will also participate in SI simulations. Those who complete the SI Supervisor Workshop will receive reproducible SI Supervisor and SI Leader manuals and a certificate of completion. Please contact the Continuing Education Coordinator, Jennifer Carnicom, at (816) 235-1174 for information or to make credit card payments. A registration form is available on the next page and on-line: www.umkc.edu/cad/si

Workshop Location: Intercontinental Hotel Kansas City, 401 Ward Parkway, Kansas City, Missouri

How to Train SI Leaders Effectively Workshop

- January 4-5, 2007 August 16-17, 2007

This workshop will show the trained SI Supervisor how better to train SI leaders by observing how the Campus SI staff at the International Center for SI trains their leaders. The majority of the workshop will be spent observing the actual training of UMKC SI leaders, although there will be breakout sessions for participants to discuss and debrief their observations with each other and with UMKC SI staff. **This workshop is geared primarily for SI staff who have already attended the SI Supervisor Workshop.** Those who are not yet familiar with the SI model and the learning theory behind it will not find the workshop as useful. The workshop will now be offered each January and August, coinciding with the training of UMKC SI leaders. Please contact Marion Stone at (816) 235-5758 or at stonema@umkc.edu for more information. Registration forms are available on-line: www.umkc.edu/cad/si

Workshop Location: On the UMKC campus or nearby site.

Hotel: The Intercontinental Hotel Kansas City, 401 Ward Parkway, Kansas City, Missouri is Kansas City's finest four-star hotel. It offers single or double rooms for \$141.00 (plus tax) per night. The Intercontinental Hotel is approximately one mile west of the UMKC campus. Be sure to indicate that you will be attending the UMKC SI Workshop to receive the quoted room rate. For reservations, contact the hotel directly at (816) 756-1500 or fax (816) 531-1483. **Hotel reservations must be confirmed three weeks prior to the workshop to assure availability and the reduced rate.** Located in the premiere Kansas City shopping district of the Country Club Plaza, the Intercontinental Hotel is within walking distance of the Nelson Atkins Museum of Art, over 100 restaurants, theaters, and night life attractions.

Driving Directions: From Kansas City International Airport: Take I-29 South to I-35 south to Southwest Trafficway (exit left). Stay straight on Southwest Trafficway (street turns into Belleview Avenue) to Ward Parkway. Left on Ward Parkway to 401 Ward Parkway.

Airport Ground Transportation: KCI Shuttle (816) 243-5000 runs every 30 minutes and one-way tickets are \$17 (\$29 round trip). You may purchase tickets in the terminal. With a six-hour notice, the Quicksilver Airport Service (913) 262-0905 will pick you up at your arrival gate for \$32.50 one-way. Additional passengers are \$8.50 each. Cab fares typically range from \$45 to \$55.



SI Supervisor Workshop

Kansas City, Missouri

Registration Form

Space is limited; please check for availability prior to sending in registration. Phone (816) 235-1174 or check web www.umkc.edu/cad/si/

- Nov 5-7, 2006
 Jan 7-9, 2007
 March 11-13, 2007
 May 20-22, 2007
 Aug 5-7, 2007
 Sept 9-11, 2007
 Nov 4-6, 2007

Information (Complete one form for each person attending the workshop)

Name (First Middle Last): _____

Position Title: _____

Organization: _____

Street Address: _____

City/State/Zip/ Country: _____

Telephone: _____ Fax: _____

E-Mail: _____ Website: _____

Special Needs: _____

Workshop Agenda

1st Day

1:00 - 1:30 PM Registration
1:30 - 5:00 PM Workshop

2nd Day

8:30 - 9:00 AM Continental Breakfast
9:00 - 12:00 AM Workshop
12:00 - 1:00 PM Lunch (provided)
1:00 - 5:00 PM Workshop

3rd Day

8:30 - 9:00 AM Continental Breakfast
9:00 - 12:00 AM Workshop
12:00 - 1:00 PM Lunch (provided)
1:00 - 3:00 PM Workshop

Workshop Fees

Description	Fee	Amount Enclosed
Registration fee for the first person from an institution	\$495	
Registration fee for each additional person from the same institution	\$450	
TOTAL:		
Meals: Includes daytime refreshments, lunch for two days, and a daily continental breakfast.		

Questions? Contact us: (816) 235-1174 Fax (816) 235-5156 cad@umkc.edu

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Refund Policy: Requests for cancellation, received in writing at least two weeks before the workshop start date will be refunded.

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