



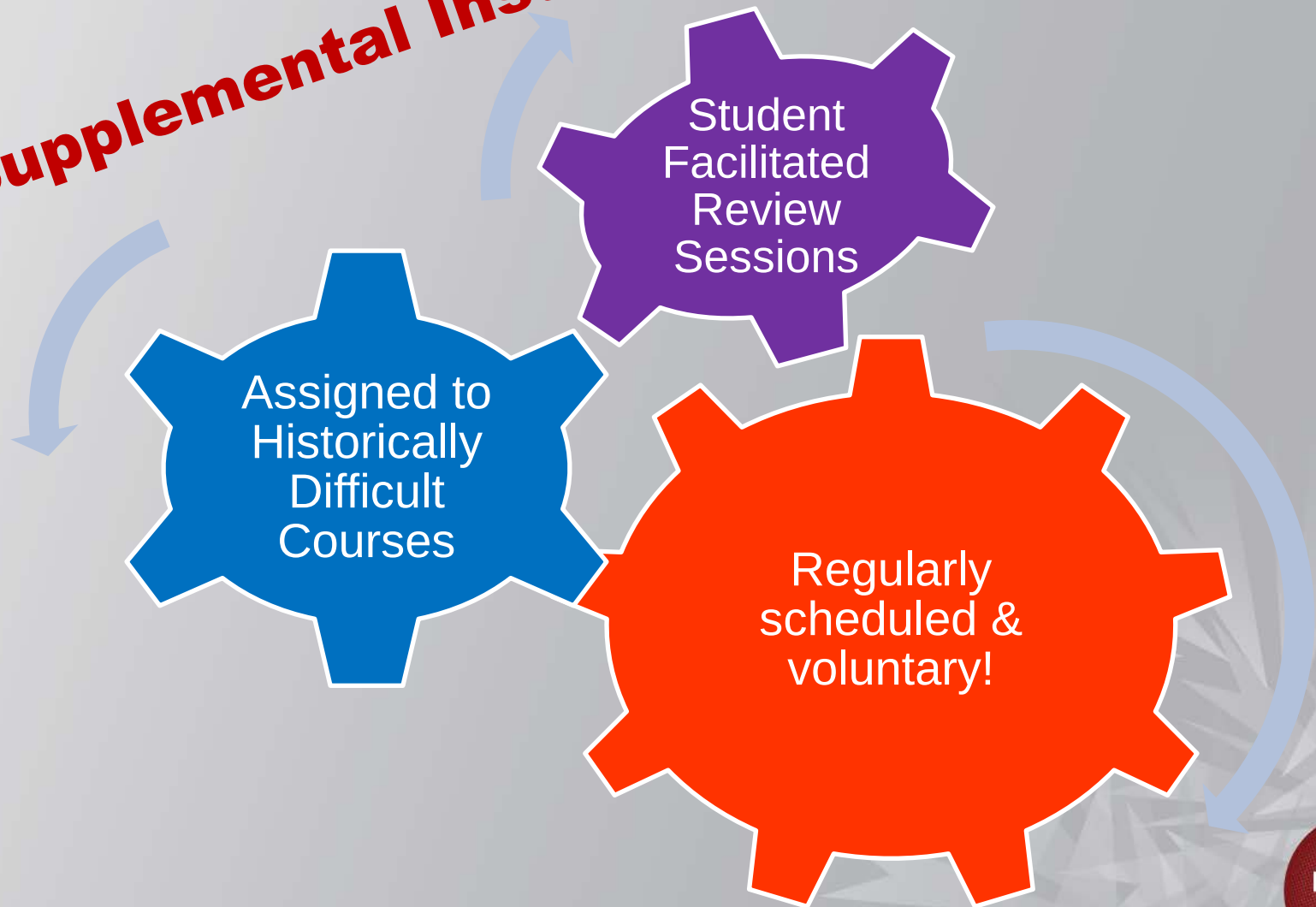
SI

Supplemental Instruction & Faculty Partnerships

Michael Frizell,
Director, Student Learning Services

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Supplemental Instruction is...



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Repeating Failed Processes



Breaking the Dependency Cycle

Tell them.

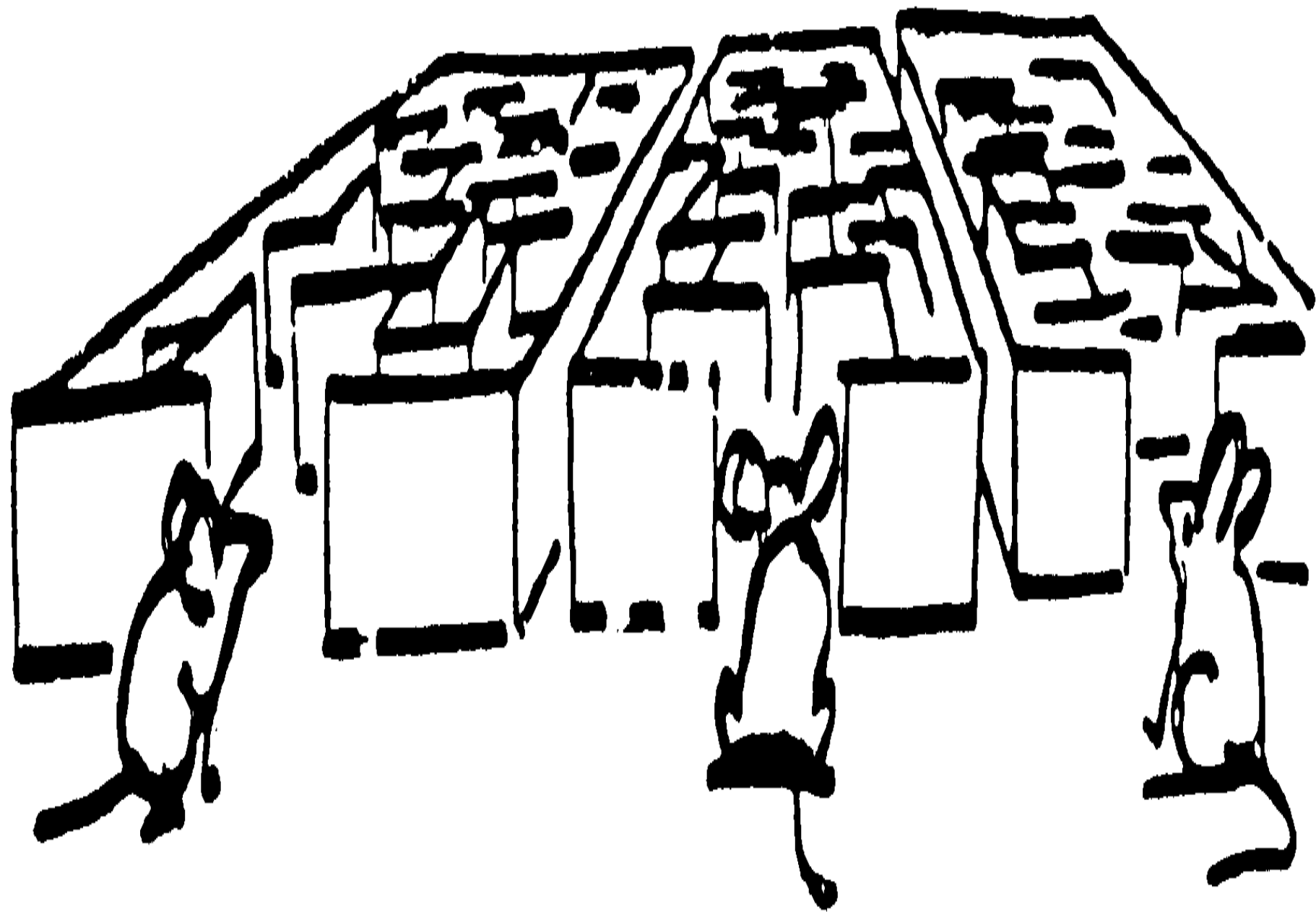


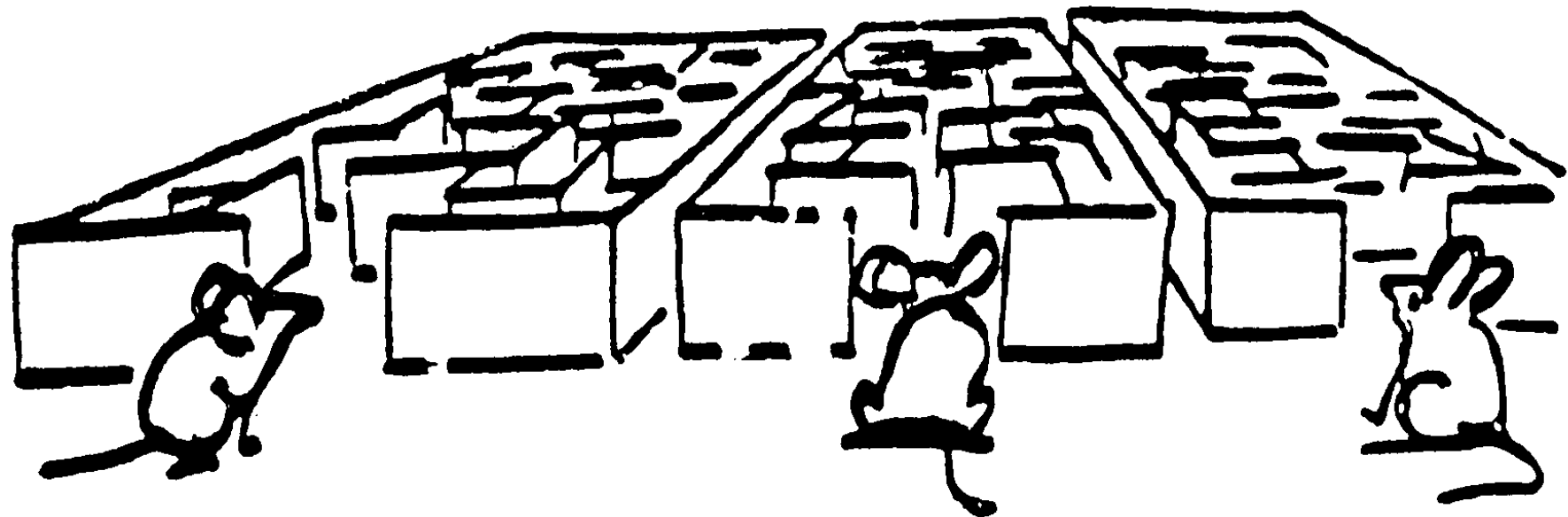
Tell each other.

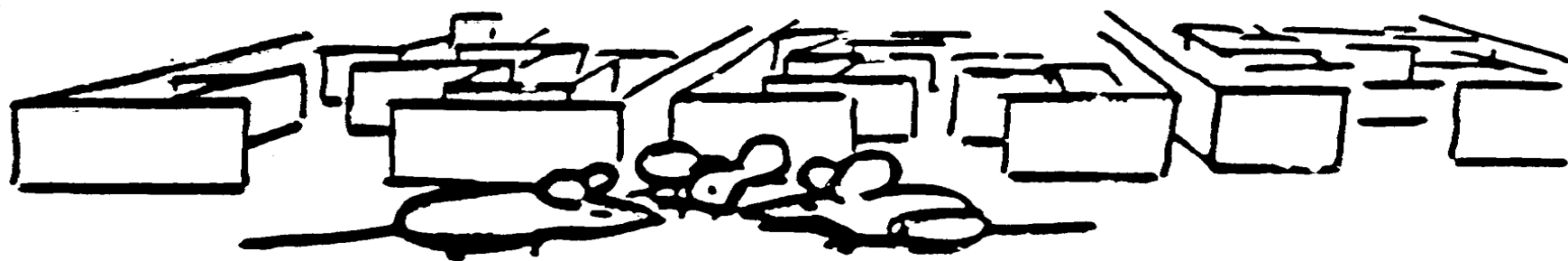
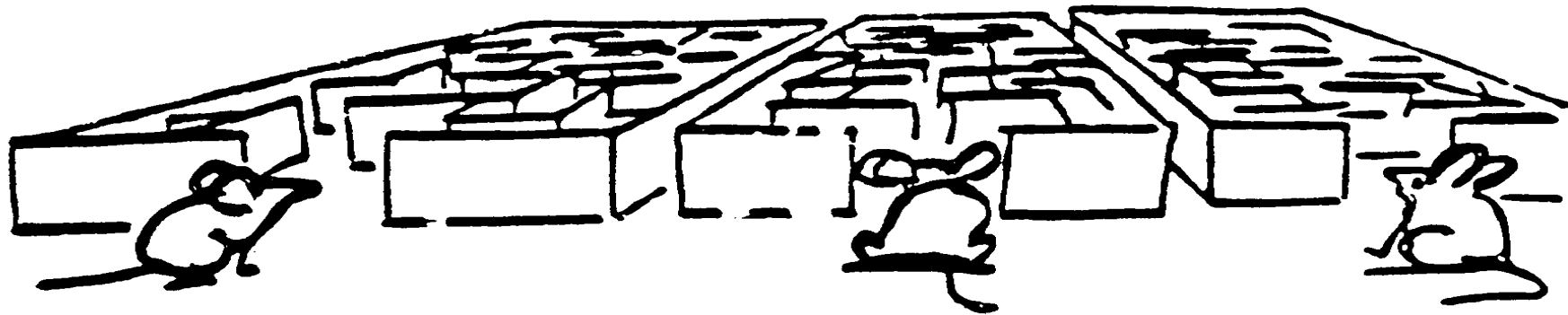


Get them to tell you!









Supplemental Instruction: What are its advantages and how is it done?





Introduction

Created in 1973, SI is now used in over 2500 colleges around the world.



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Part I

Advantages of Supplemental Instruction





Students look to other students for help instead of relying on the tutor all the time. This helps break their dependency on tutoring.





It's cost efficient.
We are able to
tutor more
students with the
same number of
tutors.





It allows
inexperienced
tutors to focus
on one subject,
so they don't
have to juggle
multiple classes
at the same
time.





Tutors don't have to repeat the same thing for each student. All students from one course will be there at the same time, so they can all hear it together.

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"I had a great day! — I killed two birds with one stone!"



Students
benefit from a
diversity of
ideas and
points of
view.





Students
learn to work
as a team
with people
of different
backgrounds
and
personalities.





Students can
springboard
ideas off
each other
benefitting
from valuable
feedback.





Students can
help each
other
overcome
their weak
areas.





The best way
to learn
something is
to teach it to
someone
else.

**Those
Who Care,
Teach**



Students explaining to other students helps them to overcome their doubts and validate their understanding of the material.





SI

Part II

Guidelines for conducting a Supplemental Instruction Session



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The SI Leader
is to act as a
facilitator not an
instructor or
Teaching
Assistant.





Wait for students to answer the question. It's important to be patient and let students formulate as many answers as they can on their own.





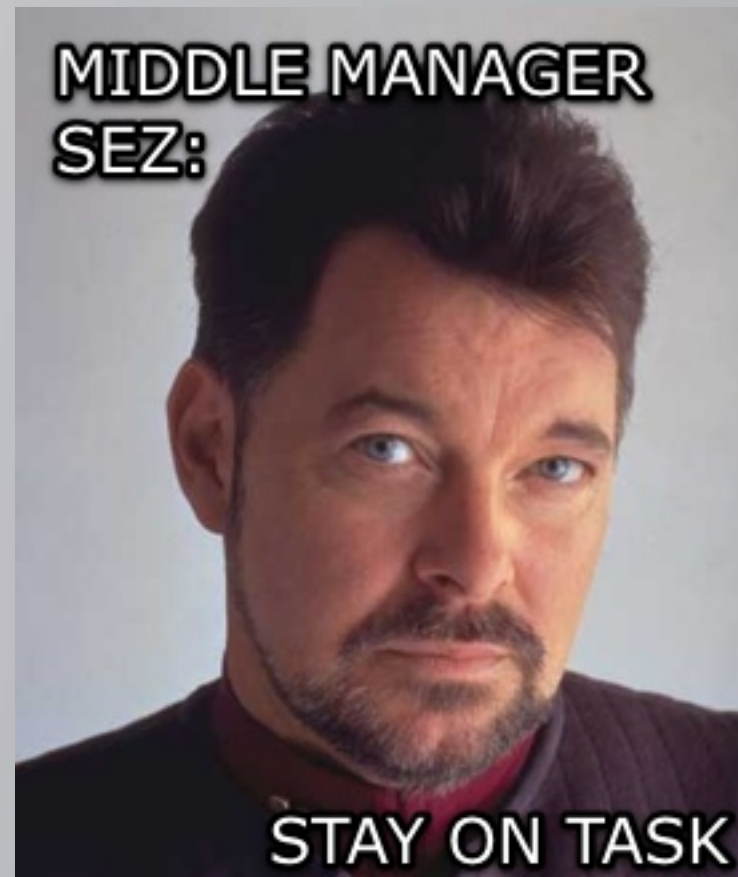
Provide direction, not dictatorship!

Keep the discussion focused on the class material and moving at a pace appropriate to the skill level of the students in the group.





Help make the session as productive as possible by avoiding spending time on irrelevant topics, avoiding arguing between students, and avoiding repetition of concepts already covered.





SI Leaders are told to:

Encourage interaction by
having students answer
each others questions

Guide the conversation,
but remember to limit how
much you talk

Ask open-ended questions

Ask the students to vote on
an answer, instead of
giving a blanket “yes” or
“no” response





Ask probing questions.
For example if a student got a wrong answer for a question, ask them why they thought their answer was correct and how they got that answer.

Rephrase questions that do not yield comments





Don't always clarify with an explanation; use silence. Encourage students to answer questions, right or wrong.

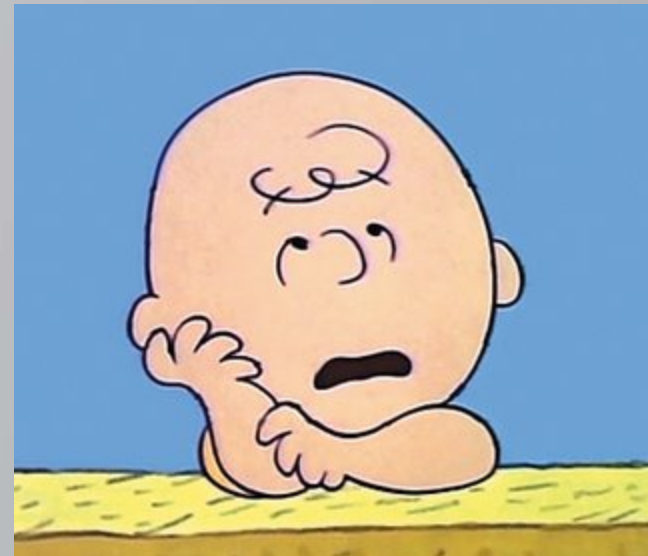
If you are unsure of whether one student's explanation is understood by others in the group, ask one or two of them to explain in their own words.





Don't allow individuals to dominate participation. Try to involve everyone in the learning activity; try to draw non-participants into the activity

Be respectful





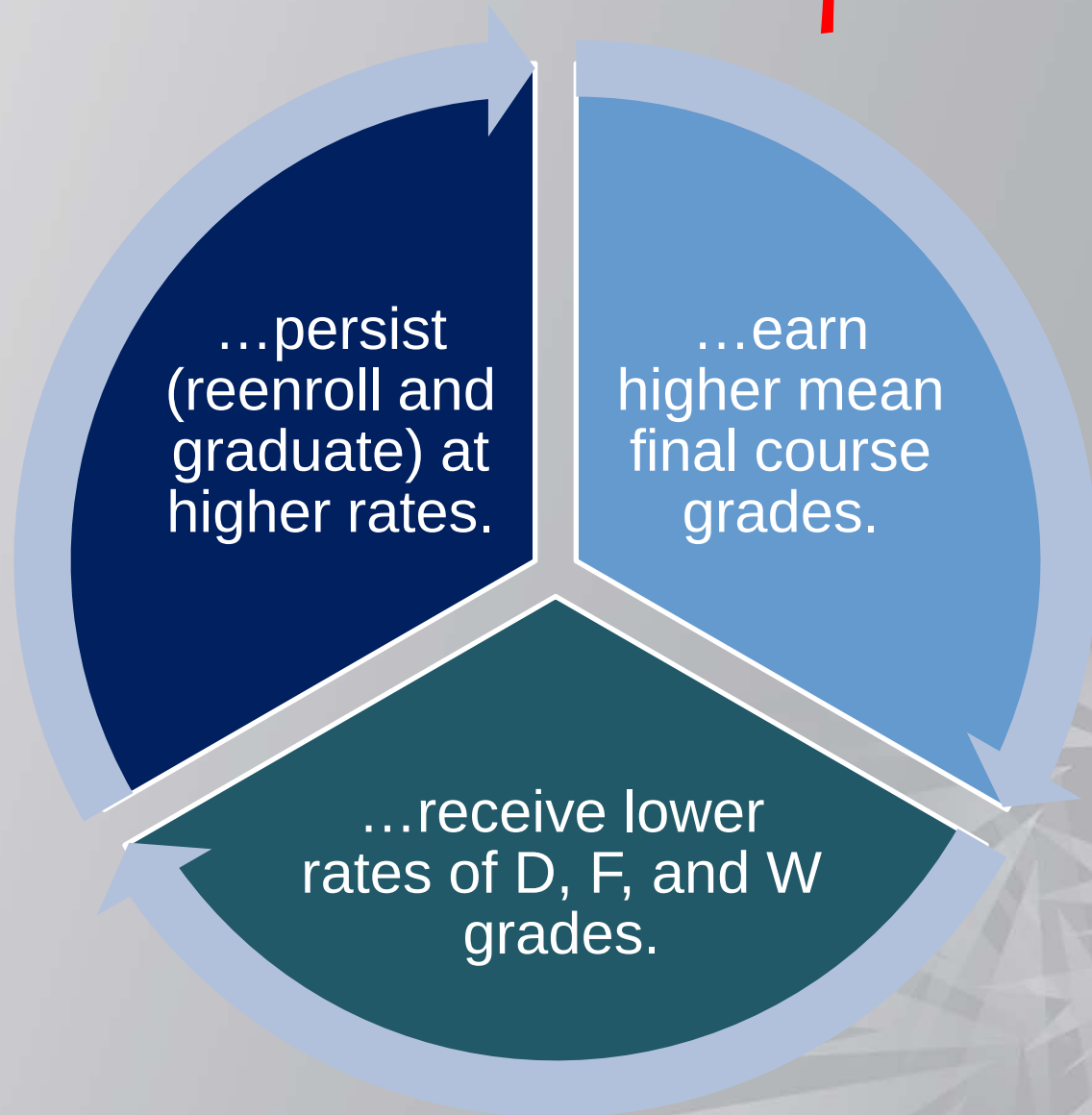
Provide closure when the session comes to an end. Ask the students what they learned, what they need further clarification on, or what they would like to cover in the next session.

Summarize the ideas presented in sessions

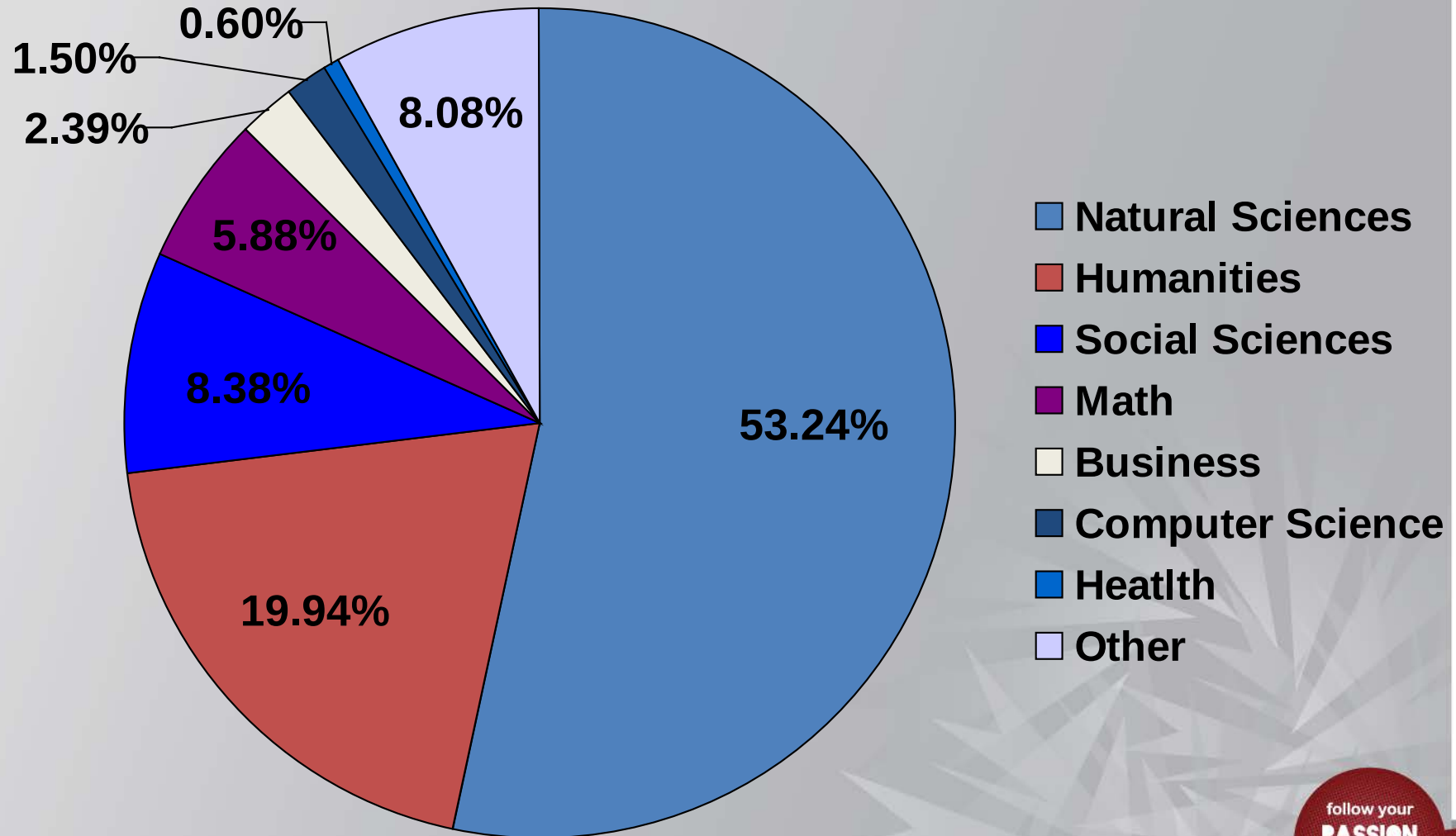
Summary of Supplemental Instruction Training

- Advantages of SI
Discuss some of the advantages mentioned and clarify if necessary
- II. Guidelines for SI Leaders
Discuss some of the guidelines mentioned for conducting a productive SI session and clarify if necessary

S1 Participants



Academic Disciplines Using Supplemental Instruction



National Data, Fall 2003 – Fall 2006, 37 Institutions, 1003 Courses, n = 119,009 Students

Is SI Misnamed?

- Instead of being called “Supplemental Instruction,” Perhaps SI should be renamed:
- **Supplement to Instruction**
- SI Leaders are not qualified to teach, only lead study groups!



Study Skills & Other Presentations

- For Departments, Classes, and Organizations, I offer workshops in:

- Note-Taking
- Test Taking & Anxiety
- Standardized Testing
- Essays and Writing
- Motivation
- Personal Essays
- APA, MLA, Chicago, etc.
- Custom Topic for the Course!



EXPLANATION

I demand one

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**Supplemental
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References:

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The websites for these institutions:

American River College, CA

Austin Library System

Gallaudet School for the Deaf, Washington, DC

Georgia Military College

Owensboro Community College, KY

Three Rivers Community College, CT