IMPORTANT CONTACT INFORMATION

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# TABLE OF CONTENTS

**SUPPLEMENTAL INSTRUCTION AT OKLAHOMA STATE UNIVERSITY**

- Letter to the SI Leader 4
- SI Mission Statement & The SI Program 5
- Your Job as an SI Leader 6
- SI Leader Responsibilities 7
  - Overview
  - Sessions
  - Office Hours
  - Meeting with Professors
  - Time Sheets & Attendance
  - Collaborative Group Meeting
  - Bi-Weekly Meetings
  - Pre-Semester Training
  - Monthly Training
  - Observations and Reflections
  - End of the Semester Reflection Meeting
  - Excusable Circumstances to Move or Cancel a Session
  - Requesting Excused Absence
  - Unexcused Absences

**DETAILED INSTRUCTIONS**

- Time Sheets Instructions 12
- Attendance Instructions 14

**ADDITIONAL RESOURCES**

- Marketing Strategies & Tips 16
- Learning Styles 18
  - Visual Learning
  - Auditory Learning
  - Read/Write Learning
  - Kinesthetic Learning
- Conducting SI Sessions 19
  - The Inside Scoop
  - Wait-Time
  - Redirecting Questions
  - Checking for Understanding
- FAQs About Supplemental Instruction 25

**FORMS**

- Attendance Sheet 26
- First Day Speech 27
- SI Session Planning Form 28
- Collaborative Group Form 31

*Note: Digital version of all forms are also available via Brightspace (formerly D2L)*
Dear Supplemental Instruction Leader,

It is with much excitement that we welcome you to the SI team and to your position as a Supplemental Instruction (SI) Leader. It is without doubt that we believe you will have a tremendous impact on students you work with this semester, and we are eager to witness how you are able to assist them in achieving academic success!

This manual will serve as a resource, providing you with information you will need throughout the semester. However, please remember our doors are always open to answer any questions or work with you through any concerns.

Please keep in mind, your position as a SI Leader is contingent upon your enrollment as a student here at Oklahoma State University. Your employment also begins and ends with the traditional semester class schedule. As peer leaders on campus, we would like to remind you about the high standards both the LASSO Center and Oklahoma State University have for you. Especially in the SI setting, please keep the Academic Integrity Policy in mind.

We are delighted to welcome you to the LASSO Center Supplemental Instruction team and look forward to working with you!

Sincerely,

LASSO Center Supplemental Instruction Staff

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SI MISSION STATEMENT
The mission of the Supplemental Instruction (SI) program is to provide peer-facilitated study sessions led by qualified and trained undergraduate SI leaders who attend classes with students and encourage students to practice and discuss course concepts in sessions.

THE SI PROGRAM
1. The SI program targets traditionally difficult academic courses—those that have a high rate of D or F grades and withdrawals—and provides regularly scheduled, out-of-class, peer-facilitated sessions.
2. SI does not identify high-risk students but rather identifies historically difficult classes.
3. Sessions begin the second week of the term.
4. SI sessions occur in classrooms across campus.
5. SI sessions are open to all students in the course section and are attended on a voluntary basis, free of charge.
6. SI Leaders are key people in the program. They are students who have demonstrated competence in the course and have great facilitation skills.
7. SI sessions are comprised of students of varying abilities, and no effort is made to separate students based on academic ability.
8. Since SI is introduced the first week of classes and is open to all students in the course, SI is not viewed as remedial.
9. SI Leaders receive ongoing training, which covers such topics as how students learn; strategies aimed at strengthening student academic performance; data collection; and session management tips.
10. SI Leaders attend all class sessions, take notes, read all assigned material, conduct three 50-minute SI sessions, and hold 2 Offices Hours in the Academic Development Center each week. SI sessions integrate how-to-learn with what-to-learn.
11. Students who attend SI sessions discover appropriate application of learning strategies, (e.g. note taking, graphic organization, questioning techniques, vocabulary acquisition, problem solving, and test preparation) as they review difficult course content.
12. Students have the opportunity to become actively involved in the course material as the SI Leaders use the text, lecture notes, and supplementary readings as vehicles for refining learning skills.
13. The SI Coordinator is responsible for identifying the targeted courses and gaining faculty support. The SI Specialist (SI Leader Supervisor) is responsible for selecting and training SI Leaders, monitoring the quality of SI sessions, and evaluating the program.
14. The SI Leaders meet in small groups bi-weekly throughout the semester with the SI Specialist (SI Leader Supervisor) for follow-up, problem solving, further development, and mastery of learning strategies.
15. SI participants earn higher course grades and withdraw less often than non-SI participants. In addition, data demonstrates higher reenrollment and graduation rates for students who regularly participate in SI.

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YOUR JOB AS AN SI LEADER

The goal of Supplemental Instruction is to facilitate group activities where students learn from one another to further understand topics discussed in lecture. As a leader, you are not responsible nor encouraged to teach or re-lecture during your session.

To successfully facilitate group work you should:

1. Create an environment where all students feel included:
   a. Use icebreakers so students get to know each other; this way they become comfortable and are encouraged to join discussions during sessions.
   b. Be clear on your role as an SI Leader. Students will be more willing to participate if you set the pace for the session. Make sure students have realistic expectations for the program so they feel more satisfied with the experience.
   c. Be aware of any possible learning barriers. Recognize that some students may feel different barriers they are not comfortable mentioning. Barriers could include language, skill, knowledge, etc.
   d. Allow time for students to process their own thoughts. Some students may need more time to think through things. Be sure to not leaving students behind or rushing their thinking.
   e. Never assume that all students have previous knowledge of a topic. Avoid saying phrases like “I know you all already know…” or “we are going to skip this since you should have learned it in another class”. Students all come from different backgrounds and experiences and while some information may seem obvious to you, it doesn’t mean everyone already knows it. Using these phrases can make students feel even more behind.

2. Keep the discussion constructive and positive:
   a. Keep the group on task. As a facilitator, it is your job to reel the group back in when they get distracted, this includes educational topics that are not a part of your session.
   b. Ask students to explain their answers or train of thought. To make sure all students can follow along, have students explain the thought process leading to their answer. This will give them the opportunity to learn at a deeper level and understand new ways of thinking.

3. Encourage participation:
   a. Ask follow up question. To extend the conversation and encourage more students to include their input, direct questions towards students not involved in the discussion of the original answer.
   b. Ask more timid students if they agree or disagree. To include unconfident students ask simpler questions they are more likely to know and understand.
SI RESPONSIBILITIES

Overview

Weekly:
- 3 - 50 minute SI Sessions
- 2 Office Hours
- Attend **ALL** classes for your assigned lecture
- Meet with professor for your assigned course
- Turn in attendance and time sheets on time

Monthly:
- Attend Collaborative Group meeting (**lead one per semester**)
- Attend biweekly meetings
- Attend monthly training

Other:
- Pre-semester training
- Observations
- Peer Reflections
- End of the semester reflection meeting

*The SI Responsibilities are a required part of the SI Leader position. The SI Specialist, must preapprove any change or absence. It is then the responsibility of the SI Leader to inform Mentors, Assistant Mentors, professors and students of any scheduling changes for sessions or office hours.*

Sessions

SI Leaders are required to hold 3 - 50 minute sessions each week. While SI Leaders have the freedom to design sessions how they see fit for the class, sessions must include key concepts discussed during lecture and faculty meetings. SI Leaders are strongly encouraged to incorporate different strategies from the provided Strategy Cards to incorporate all Learning Styles.

*Note: You are not permitted to leave early if students do not attend your session. “Down time” should be utilized efficiently for SI-related tasks such as session planning, researching best practices, etc.*

- **Time and location:** Sessions will be at the same times and locations each week unless preapproved by SI Specialist. If approved changes are made for any reason, it is the responsibility of the SI Leader to inform students, professor, and the Leadership Team.
  - Each class will be polled at the beginning of the semester to find the times that work best for the students and leaders. Once the poll is closed, each leader should list the options in the order the students ranked them along with their personal availability. The SI Specialist will schedule rooms and times. Once finalized, all room assignments will be sent to leaders during the second week of classes.
  - **Room Change Request:** Room Changes will only be considered within the first week of sessions and only if the room assigned is not large enough or is lacking in necessary equipment. To request a change, contact the SI Specialist immediately. (**Please note that preferring a whiteboard to a chalkboard will not be considered a necessary equipment change.**)
- **Attendance:** During your session, you are to have students sign in on a paper copy of the attendance as well as in Google Docs. Attendance tracking is mandatory as it is a critical part in getting funding for the program.
It is your responsibility to keep up with both versions of attendance, but stress to students that it is their responsibility to sign themselves in and confirm their information is accurate. Paper copies of your attendance should be turned in at biweekly meetings.

- **If no one shows up:** Indicate no student on the attendance sheet in the name space. Do not leave a session time blank or it will look like you have not completed attendance and your pay may be delayed.
- **Paper copies of Attendance Sheets must be turned in and attendance logged on Accutrack prior to timesheets being approved. Failing to submit either of these in a timely manner will result in delay of pay.**

**Session Plan:** You are required to submit a session plan 24 hours prior to your first session of the week, each week. Session Planning Forms must be uploaded prior to timesheets being approved. **Failing to submit a session plan on time will cause pay to be delayed.**

- If you need help session planning or thinking of new ideas, please contact a Mentor and they will gladly help you!

**Leadership Team Observations:** An SI Mentor or Assistant Mentor will observe each leader at least twice a semester. The purpose of Leadership Team Observations is to ensure proper preparation of sessions and to provide constructive feedback with efforts to support the continued development of the SI Leaders as well as the continual improvement and growth of the SI program as a whole. For that reason, the observing Mentor/Assistant Mentor will schedule a one-on-one Observation Review/Development Meeting with you following the observation. If you have any questions or comments, this is a great opportunity to ask one of the members of the SI Leadership Team, they are there to help you!

**Office Hours**

Each leader is required to attend two scheduled office hours each week. Office hours also double as walk in tutoring for any course you have made an A in and are comfortable with. If no students attend, leaders are expected to work on SI related tasks such as filling out time sheets, planning collaborative group meetings, and planning for sessions. Leaders are not allowed to leave early. If office hours need to be cancelled or rescheduled for an excusable reason, absence/change must be preapproved by the SI Specialist one week in advance. Upon approval, the leader is responsible for emailing the class, professor, and ADC staff. It is your job to communicate with your students. In case of emergency, e-mail the SI Specialist, the class, the professor, and the mentors immediately as well as the director of the ADC. (Contact information found in front cover of manual)

**Meeting with Professors**

Each leader is responsible for setting up an initial meeting with his or her assigned professor. During that initial meeting, a weekly meeting time and place should be set. For courses that utilize more than one leader, the meeting should be agreed upon between the professor and all leaders. It is expected that leaders prepare questions to discuss with the professor. **The topics discussed in the meeting should be included in the session plan.**
**Time Sheets and Attendance**

- *Time sheets:* Time sheets can be accessed by going to [https://portal.okstate.edu/web/oklahoma-state-university/home](https://portal.okstate.edu/web/oklahoma-state-university/home) and using your OSU e-mail and password. Once in the portal, click on the employee tab. Click on employee self-services. Then click on time sheet. Make sure the time sheet you are selecting is the correct timesheet, especially if you have more than one campus job. Once you have opened the time sheet, and enter in the time for each activity completed that day. Each activity must have a description (lecture, session, session planning, etc.). Time sheets must be submitted every other Friday by 12:00PM (noon). To submit, just click the “submit for approval” button.

- *Attendance:* As discussed in previous sections, attendance is to be done at the beginning of sessions. Students are to sign in on the google doc as well as on a paper copy. The paper copy is to be turned in during biweekly meetings. If you miss a meeting, it is your responsibility to get your sheet to the SI Specialist. To enter attendance on Accutrack, you must transfer your attendance to one of the computers in CLB 021 weekly. **Attendance is due no later than Friday by 12:00 PM (noon).**
  
  The SI Program will not continue to receive funding if we are not benefiting students. Therefore, attendance is crucial!

**Collaborative Group Meetings**

Collaborative groups are assigned at the beginning of the semester and each group will meet 4 times, once per month. The purpose of collaborative group meetings is to help leaders develop professional skills and learn from one another. A collaborative group meeting is a time and place to discuss ways leaders can improve their sessions, common issues faced by leaders, possible improvements for SI in general, and any other SI-related topics. Each leader is responsible for organizing one meeting which includes planning a time and location that is agreed on by the group, planning what is to be discussed in the meeting, and conducting the meeting. This is not a hang out or a 5 minute waste of time. As the leader of the meeting, this is your chance to work on your personal communication skills.

**Bi-weekly Meetings**

Bi-weekly meetings are designed to establish a form of communication between leaders and staff. All leaders are expected to attend their meetings. If there is a scheduling conflict, promptly contact the SI Specialist. In these meetings, be prepared to discuss common issues and concerns and anything related to SI. If you have any questions or comments on how to improve SI, this would be a good place to discuss them. **Leaders are also expected to bring attendance sheets from the past 2 weeks to each meeting.** If you are unable to attend, you are still responsible for turning in attendance sheets to the SI Specialist.

**Pre-semester Training**

All leaders are **required** to attend a pre-semester training. New leaders will attend a three-day training while returning leaders will attend two of the three days. There will be a **mandatory** pre-semester training prior to each semester.
**Monthly Training**

It is mandatory for all leaders to attend one of the monthly trainings offered per month (*3 total monthly trainings per semester*). A poll will be sent out following pre-semester training. After reviewing the poll results, a sign-up will be sent out. Any leader who does not choose a monthly training slot, will be assigned to a training time and **required** to attend at that time. All leaders have until **5:00pm on the Friday the week the dates and times are set to respond with any schedule conflicts**. Any conflicts brought to the SI Specialist after the deadline to submit conflicts, will not be considered.

**Observations and Reflections**

Twice a semester, SI leaders are expected to observe another SI Leader (*two different disciplines*). A schedule listing of all leaders’ sessions and locations is on the SI website. The observing leader is expected to attend the entire session. At least one observation must be completed and reflections submitted to the designated dropbox on Brightspace no later than **5:00pm on the Friday of the eighth week** of the semester. (*Date posted in Brightspace.*)

**New Leaders:** Must complete **two** New Leader Reflection forms posted on Brightspace. One reflection should be a leader within your discipline and the other reflection can be any SI leader that has a session that fits into your schedule. You will go sit in on any veteran leader and observe their session. This is meant to help you see how SI sessions are run and to help you think of new ideas to incorporate into your own sessions. Feel free to ask the leader you observe any questions after the session.

**Returning Leaders:** Must complete **one** Veteran Peer Reflection form and **one** Observation Sheet, both are found on Brightspace. The Veteran Peer Reflection can be for a new or returning leader in any discipline and is meant to provide you with new ideas to utilize in your sessions. The Observation Sheet should be utilized for an observation of a new leader’s session. The form is the same used by the SI Leadership Team for observations. Before completing the new leader observation, e-mail the Leadership Team with the day and leader you plan to observe so that only one observation is conducted at a time, allowing for all new leaders are observed effectively.

**End of the semester reflection meeting**

Each leader will have an end of semester meeting with the SI Staff. Meetings are scheduled toward the end of the semester. The purpose of this meeting is to discuss options for the following semester as well as reflect on the past semester. Leaders should bring up any suggestions to better the program and any concerns or issues that they experienced throughout the past semester.
Excusable Circumstances to Move or Cancel a Session

Note: Cancelling or moving a session should be seen as a LAST resort option and will only be considered for following reasons:

- If you have prescheduled academic obligations (i.e. common exam). *(Contact the SI Specialist the first week of the semester to discuss a solution.)*
- Sick with a doctor’s note *(Contact the SI Specialist, Coordinator, and Leadership Team as soon as possible. Doctor’s note should be turned in to the SI Specialist within 48 hours of cancelled session.)*
- Death in the family *(Contact SI Specialist. SI Specialist will inform others.)*
- Other circumstances will be determined on a case-by-case basis (i.e. unforeseen emergency, etc.). *(Contact SI Specialist)*

The following are examples of non-excusable circumstances:

- Sorority, fraternity, or club meetings or functions
- Having your own exam the following day; needing to study; homework
- Being tired
- Cancelling because you don’t think anyone is going to show up

Requesting Excused Absence

To request an excused absence from attending an SI job related requirement (i.e. lectures, sessions, office hours, meetings, etc.), the following steps should be taken.

1. Construct and send detailed email to SI Specialist (SI Leader Supervisor), Tashia Cheves, explaining the circumstances requiring you to be absent.
   a. If circumstances are urgent, follow email with a call to the SI Specialist.
2. Upon approval, construct email to Coordinator, Scott Alexander, and Leadership Team informing them of your excused absence. Give all details of solution(s) reached between you and SI Specialist (i.e. who is covering your session; make-up information; etc.). Copy the SI Specialist on this email.
3. Email professor and students of changes. Copy the SI Specialist on this email.

Unexcused Absences

Simply put, unexcused absences (i.e. missing lectures, cancelling sessions without approval, missing office hours without prior approval, or missing any other scheduled responsibilities without prior approval) are grounds for immediate termination.
**TIME SHEET INSTRUCTIONS**

Time sheets are due every other **Friday by 12:00 PM**. In order for your time sheet to be processed, your attendance for the past two weeks as well as your session plans must be up to date. If you have any questions about timesheets, please contact one of your mentors, Tashia, or Scott.

1. Go to https://portal.okstate.edu/web/oklahoma-state-university/home and log in with your OSU e-mail and password.

2. Click on the employee button in the top left.

3. Click on Employee Self Service

4. Click on Time Sheet

5. Select the correct position (more than one will show up if you have or have had other campus positions). Also be sure that you are selecting the correct time frame for the current time sheet. (Your information may be slightly different)
6. If you are clocking in while doing an activity, you can click on the clock icon that is in the top left corner. If you are entering hours from a previous or future time, select the day of your entry.

7. Enter each of the activities you did for that day, you must include a description for each activity (lecture, bi-weekly meeting, office hours, etc.). You can only enter times in increments of 15 minutes (:00, :15, :30, :45). Be sure you click the SAVE button after editing each day. If an error message appears, check to make sure you have selected AM and PM correctly. (Noon is PM)

8. When you have completed all entries for both weeks (you can switch between the two weeks by selecting the next and previous button) click on submit for approval.

9. If you realize that you made a mistake or forgot to add something after you have already submitted your time sheet, click on the Return Time button. You will then be able to edit your timesheet and resubmit.
ATTENDANCE INSTRUCTIONS

Attendance should be logged into Accutrack every week by Friday at 12:00 PM (noon). Use the Google Doc and paper attendance to enter each student based on their name and CWID. Make sure you are selecting the correct student and that you register each session. If you have any questions or need help, please contact one of your mentors!

1. Click on the AccuTrac icon

2. Log in using the SI credentials. **Username: OSUSI  Password: 1234**

3. Click on the seminars tab and the click on seminars status button.

4. Select all of the students that attended your session. You can double click on each student’s name to register them. Whenever you complete your session, click the REGISTER button at the bottom to save your session. Do this for each individual session in the corresponding seminar. If you have a session that no one attends, search for your own name and register yourself so that the administrative staff knows that you have updated your attendance.
5. If you cannot find a student based on their sign in, click on the Users tab and then select Students.

6. You can then search based on name of student ID.
MARKETING STRATEGIES FOR LEADERS

1. The first day SI handout should include a comparison of final course grades for SI and non-SI participants from previous academic terms for this or similar courses. This handout could be updated throughout the academic term with comparisons of the groups on unit exams. Handout is available upon request.

2. During the second week of class, distribute a short one page handout that summarizes SI. This can help inform the students who have recently added the course. Information available upon request.

3. In SI sessions, especially during the first two weeks, the SI leader should reiterate how SI sessions work, the role of the students, and role of the SI Leader. As the number of returnees increase, the announcements may be briefer. If new SI participants attend, the SI Leader should share this information briefly again. This helps to reduce unrealistic expectations about SI sessions that might lead to some discontinuing attendance at further sessions.

4. SI Leaders frequently create a worksheet for SI sessions. It could be an empty matrix box, sample problems, etc. The students in the SI sessions would create the information to put in the worksheet. This is especially helpful in problem-solving courses (e.g., math, science). SI participants report that they like to have a tangible “take-away” from the SI sessions. This helps to fulfill that perceived need.

5. Include quotations from past SI participants on how SI helped them with promotion handouts.

6. Write the SI schedule on a corner of the blackboard at before every class session.

7. At the end of each SI session, remind participants of the next SI session time and location.

8. SI leaders could announce in class that relevant study strategies will be emphasized at strategic times during the academic term, for example, test-taking skills before a major examination.

9. When permissible, use old unit tests in SI sessions to help students formulate possible test questions for upcoming exams.

10. Provide bookmarks for the students in the class throughout the academic term. The bookmarks should include the SI schedule. SI Bookmarks available upon request.

11. SI Leaders should sit in different places in the classroom to meet new students and be more accessible for questions about the SI program. This also allows the SI leader to model good lecture note taking strategies for more students in the class who may observe him or her during the class.

12. With the professor’s permission, the SI Leader could place a difficult problem or concept on the blackboard and announce to the class that it will be discussed during the next SI session. The SI participants would then work to providing an accurate and complete answer to the question.

13. Periodically, copies of example handouts and/or mock exams could be made available during class. The SI Leader could explain that these were samples of the types of activities that are accomplished during SI sessions.

14. Create large posters to put on bulletin boards in the classroom and place some in the hallways outside the classroom that remind students of SI benefits, SI session times, and SI session locations.

15. Remain active on the Online Classroom (Brightspace).
MARKETING TIPS

1. **Compelling description**: Clearly indicate the topic, time, place and who should attend. The description should include specific benefits for each type of attendee. Make it brief and scan-able. Use third-party endorsements when possible, such as a quote from a previous participant.

2. **Subject line**: Subject lines that inspire awe, anger, or anxiety lead to higher open rates. Studies have shown that subject lines with lukewarm emotional content are less likely to be opened. Try a subject line such as “10 things you miss if you aren’t at this event”

3. **Send during the weekend**: Consider sending an email on the weekend. Since few companies do it, open and clickthrough rates may be higher. And when possible attendees see it on a weekend, they may feel less stressed for time and more willing to commit a few hours to your event. They may be in a social mood and even invite a friend.

4. **Social proof**: If you have positive feedback from previous events or credentials for the speakers, use them as a quotes in your emails.

5. **The hashtag**: Pick an event hashtag that’s short, and ideally, unique to your event. You’re going to always, always use this hashtag in every tweet and post*. (see note for pre-approval process for social media strategies)

6. **Follow people**: After these tweets, follow a few people who may be interested in your topic. When you follow someone, you might get their attention and they may notice the event. It’s best to follow people when you have a compelling event promotion tweet at the top of your stream.

*Note: All Social Media strategies must be pre-approved by the SI Staff and Leadership Team prior to posting. To discuss thoughts on strategies, contact SI Specialist.
LEARNING STYLES

Visual Learning:
A visual learner is a student that learns based off of images as well as body language, facial expression, and other visual cues. To engage this type of learner, include things like diagrams, power point, and handouts. This type of learner typically takes detailed notes to focus their mind when absorbing information. Utilize the white board in the room or the white boards you can get from the Lasso Materials. To emphasize main points, highlight or underline words or terms.

Auditory Learning:
An auditory learner is a student that learns and retains information based on what he or she hears from lectures and discussion. Their learning process includes picking up on tone, pitch, and speed of the information being given. To engage this student include activities where notes are being read aloud and information is discussed in groups. You can also have students repeat back or summarize information that has been discussed so that the student are able to hear the information.

Read/Write Learning:
A read/write learner is a student that learns based on the words that he or she sees. This learner retains information best when it is in a textual form. To best engage students, have them make a bullet pointed list of main concepts. This type of learner does well when writing out his or her own notes.

Kinesthetic Learning:
A kinesthetic learner is a student that retains information best when he or she has the ability to move around and be physically involved. To engage this type of learner, add activities that engage movement such as interactive note-taking, coming up to the board or having stations set up around the room. Try to think of creative ways to present information in a hands on way. This type of learner also does well with applications and real life examples to learn material and concepts.

For your session to be most successful, try to incorporate all different learning styles. Allow for alterations or options on how to do the same activity. Encourage students to learn their own learning style so that he or she is able to maximize activities. Consider converting the same information into different forms. Have students draw pictures or charts from written information and translate pictures into words so that all learning styles are accommodated for.

To figure out your learning style or to help students figure out their own you can go to www.vark-learn.com
THE INSIDE SCOOP ON CONDUCTING SI SESSIONS

1. Running a successful session requires careful planning. Never go into a group intending to "play it by ear" or "answer questions." Prepare a written session plan to share with your Supervisor and instructor for feedback before the session.

2. Personally invite students to the sessions. Don't act insulted if they offer an excuse for not coming.

3. Maintain eye contact.

4. Build flexibility into the organization of the SI session.

5. Don’t feel tied to keeping up with the content. You don’t have to “do something” with every bit of content provided by the instructor and the text.

6. It is more effective to “model” how successful students learn a particular subject than it is to “tell” students what they need to know.

7. Make use of the language of the particular discipline, course, and instructor.

8. Waiting for students to volunteer a well-developed answer takes time. If you are uncomfortable waiting for several seconds, join students in looking through notes or text.

9. If students are unable to answer the question, ask for the source of information. For example, ask for the date of the lecture that contained the information and search for the answer together. Avoid taking on the responsibility of providing answers.

10. Encourage students to summarize the major concepts of the lectures. Let other students fine-tune the responses. If information is incorrect, ask students to find specific references in the text or notes that will clarify the correct answers.

11. Avoid interrupting student answers. SI should provide a comfortable environment for students to ask questions or attempt answers. Protect students from interruptions, laughter, or from those with louder voices.

12. Refer to the syllabus regularly. Check that students understand the requirements and dates of reading assignments, projects, and tests.

13. If your group has more than 12 students, divide into subgroups. Provide discussion topics that the groups can explore. Move from group to group, participating from time to time, reassuring the group that you are still there for them.

14. Be sure your session includes the Elements of SI: Wait Time, Redirecting Questions, and Checking for Understanding. Students will get more from the session, and collaborative learning will happen naturally without as much effort from you.
**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:

- **Wait-time 1:** The time the Leader waits after asking a question
- **Wait-time 2:** The time the Leader waits after a response is provided, regardless of the accuracy

**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 SI Leaders regularly utilize at least 15-20 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 allows the brain more opportunity to consolidate information, which allows for deeper processing of information. According to de Jong and Ferguson-Hessler\(^2\), 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.”

**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

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**WAIT-TIME TIPS**

**When Students Don’t Respond:**
SI Leaders may worry about what to do if no one responds. After waiting 15-20 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.
REDIRECTING QUESTIONS\textsuperscript{1}

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:

\begin{tabular}{|l|l|}
\hline
Student to Leader: & What is the derivative of a constant? \\
Leader: & Can anyone find an answer to that in your notes/text? \\
& \textit{[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.]} \\
\hline
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. \textit{[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.]} \\
\hline
Student to Leader: & I don’t know how to do this problem. \\
Leader: & What part(s) of the problem do you understand? \\
& \textit{[This will help narrow the question and divide it up in more useful parts.]} \\
\hline
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? \\
& \textit{[Note: This interaction demonstrates that there may be a two- or three-phase process. SLs get questions redirected back to them, for example. In that case, help the students to structure the problem, redirecting as you go.]}
\end{tabular}

THE INSIDE SCOOP ON Redirecting Questions

One of the most important moments of an SI session happens when a member of the study group asks the SI Leader a direct question. If the Leader answers the question for the group member, SI sessions will soon be reduced to the SI Leader answering questions and re-lecturing over the material. It is, therefore, critical to the overall goal of SI that questions be redirected to the group to be answered. This is more difficult than it sounds because it is counter intuitive not to answer a question for which you know the answer.

Questions that Require Students to Think: It's All in the Verbs.

Level One: Knowledge
define—repeat—record—list—recall—name—relate—underline

Level Two: Comprehension
translate—restate—discuss—describe—recognize—explain—express—identify—locate—report—review—tell

Level Three: Application
interpret—apply—employ—use—demonstrate—dramatize—practice—illustrate—operate—schedule—shop—sketch

Level Four: Analysis
distinguish—analyze—differentiate—appraise—calculate—experiment—test—compare—contrast—criticize—
diagram—inspect—debate—relate—solve—examine—categorize

Level Five: Synthesis
compose—plan—propose—design—formulate—arrange—assemble—collect—construct—create—set up—
organize—manage—prepare

Level Six: Evaluation
judge—appraise—evaluate—rate—compare—value—revise—score—select—choose—assess—estimate—measure

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?

Bloom, B. (1973). Taxonomy of Educational Objectives
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 did not “get” 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.
FREQUENTLY ASKED QUESTIONS
ABOUT SI

What is SI?
Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI is provided for all students in the course section who want to acquire effective learning strategies and develop an understanding of difficult course material and improve their grades.

Attendance at sessions is usually voluntary. For you, the student, it’s a chance to get together with classmates to compare notes, discuss important concepts, develop strategies for studying the subject, and test yourselves before your instructor does, so that you’ll be prepared. At each session you will be guided through this material by your SI Leader, a competent student who has already successfully completed the course.

What is 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 have taken this course, have done well in the course, and can be a valuable resource to you.

They know the course content and are anxious to help guide you through it. They will be in class with you every day, hearing what you hear, and reading what you read. What they won’t do is re-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 SI review sessions. SI can help you learn difficult course material more efficiently.

When do SI review sessions start?
On the first day of class, you will be surveyed by the SI Leader regarding your class schedule. Each SI Leader will set up two or three review sessions each week at times that are best for the majority of students taking the class. You can attend as many or as few sessions as you’d like; each one will be different because you’ll have new material to discuss. SI sessions are informal. Bring your notes; bring your textbook; bring your questions; you may even bring your lunch!

What’s in it for me?
If you attend SI sessions regularly, chances are you’ll earn a better grade. You also will have developed a better understanding of course content as well as more effective ways of learning. This will help you with other classes you are taking, now and in the future.
# ATTENDANCE SHEET

**Course:**
**Leader:**
**Week:**

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FIRST DAY SPEECH

The purpose of the first say speech is to introduce yourself to the class so that they learn to recognize you. Since SI is a smaller program offered only in a select few classes, it is important that you give an outline of what SI is about and how it can help. The first day speech is a major part of marketing. In addition to a speech for the first day of class, you should continually announce session times and locations and remind students about SI.

Include the following:

- Name and a little bit about yourself
- What SI is
- Past statistics from your class
- Any past quotes
- Personal Experience with SI if you have one
- Polling
  - Be sure to send out an email to all your students
SI Session Planning Form

SI Leader:  
Session Date: 

Course: 
Instructor: 

Section 1: Session Concepts and Objectives

What were the main concepts covered in class and/or what were the concepts that were most difficult to understand?
1.
2.
3.

What concepts or information did your instructor highlight and/or review in your conversation with him/her?
1.
2.
3.

Of these concepts, which are most likely to be covered on an exam or quiz?

Based on the above, what are your “student learning objectives” for this session?
1.
2.
3.

**Remember** that a learning objective is, “an outcome statement that captures specifically what knowledge, skills, and attitudes students should be able to exhibit following instruction” (University of New Mexico, 2005). Simply put, what should students be able to do after participating in a session? Write objectives in a format that communicates the demonstrated skill or knowledge set students should be able to put into practice as a result of attending your session. **For example:** Students should be able to label the metatarsal and tarsal bones in the foot.
Section 2: Session Activities and Outline

For each activity listed below, please provide the following information:

Opening/Introductory Activity

|-------------------|---------------------------|---------------------------|----------------|-----------------|------------------------|

Main Session Activities

Activity #1

|-------------------|---------------------------|---------------------------|----------------|-----------------|------------------------|

Activity #2

|-------------------|---------------------------|---------------------------|----------------|-----------------|------------------------|

Please include additional main session activities, as appropriate.

Closing Activity

|-------------------|---------------------------|---------------------------|----------------|-----------------|------------------------|

Finally, after your session is completed: REFLECT on the following: 1) How did the session go? 2) What went well and what were your challenges? 3) Did students meet the learning objectives? 4) What SI strategies were effective? 5) What improvements and/or changes will you make for your next session?

Discuss your reflections with your SI Leadership Team, your fellow SI Leaders in your class and in your Collaborative Group, and with LASSO Staff (Tashia Cheves and Scott Alexander). We’re all here to help one another!
**Linking Bloom’s Taxonomy to SI**

**Knowledge**- “involves remembering previously learned material such as definitions, principles, and formulas. Task prompts typically contain words such as define, recall, recognize, remember, who, what, where, how, and when” (Barkley, p. 60).

**Comprehension**- “involves understanding the meaning of remembered material, usually demonstrated by restating or citing examples. Typical words used for assignments include describe, compare, contrast, rephrase, put in your own words, and explain the main idea” (p. 61).

**Application**- “involves using information in a new contact to solve a problem, answer a question, or perform a task. Prompts include words such as apply, classify, use, choose, write an example, and solve” (p. 61)

**Analysis**- “involves thinking critically and in depth; breaking a concept into its parts and explaining the interrelationships; distinguishing relevant from extraneous material. Task prompts include words such as identify, motives/causes, draw conclusions, determine evidence, support, analyze, and why does this happen?” (p. 62).

**Synthesis**- “involves putting parts together to form a new whole; solving a problem requiring creativity or originality. Task prompts include words such as predict, produce, write, design, develop, synthesize, construct, how can we improve, what would happen if, can you devise, how can we solve” (p. 62).

**Evaluation**- “involves using a set of criteria to arrive at a reasoned judgment of the value of something. Key words include evaluate, assess, and appraise” (p.63).
COLLABORATIVE GROUP

Collaborative groups are assigned at the beginning of each semester. Each group will have a monthly meeting at times agreed upon by the group members. The purpose of meeting is to discuss any common problems faced throughout the semester and to learn from other leaders. Each leader will plan and conduct one meeting a semester. A monthly topic will be sent out to help guide each meeting although you are encouraged to discuss any SI related topics as well. After the meeting is completed, the conductor of the meeting should fill out and submit this form to D2L in the appropriate drop box.

Date:

Time:

Attendees:

Collaborative Group Meeting Number:

What topics were discussed?

What are some common problems leaders are facing?

What suggestions or improvements do you have for the SI administrative staff?