Material for this manual has been adapted with permission from both the University of Missouri-Kansas City and the University of South Carolina-Columbia
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Dear Supplemental Instruction Leader,

It is with much excitement that we welcome you to your position as a Supplemental Instruction (SI) Leader for the Spring 2014 semester. We know you will have a tremendous impact on many of the students you work with this semester, and we cannot wait to see how you are able to help them achieve academic success!

This resource manual will provide you with information you will need throughout the semester. But 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. Each week you will be asked to turn in attendance and session plans. Session plans should be created prior to a session, and if you are observed without a session plan, you will not be paid for a planning hour. Every two weeks, you will be asked to submit a bi-weekly time sheet; this is the sheet we will use to calculate your payment throughout the semester. Please be accurate!

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.

Again, we are very excited to welcome you to your position as a Supplemental Instruction Leader.

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Our Mission
Oklahoma State University is committed to increasing access to education and creating a nurturing environment where creativity thrives. OSU maintains its philosophy that education should be affordable and success attainable for any student.

Goals
The LASSO Center aims to serve all students in the pursuit of their academic and lifelong goals. To achieve this, the LASSO Center offers both advising and programming to help students transition to independence by promoting academic and personal success through the formation of close mentorships and personal connections with the University.
Training Objectives

This training was designed to help best prepare you to be an effective SI Leader. Throughout this training, we will focus on the following objectives:

- To know the roles a SI Leader should and should not fulfill;
- To gain an understanding of the impact on student success of SI programs throughout the world;
- To understand the SI model;
- To understand learning styles, and how to connect learning styles to an SI session;
- To implement a variety of collaborative learning and facilitation techniques in an SI session;
- To develop effective SI session plans;
- To understand the resources available to all SI Leaders.
an overview of the SI PROGRAM
The SI Model

SI (as defined by the University of Missouri- Kansas City):

“Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by “SI leaders,” students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.” [http://www.umkc.edu/cad/SI/overview.html](http://www.umkc.edu/cad/SI/overview.html)

SI Participants (as defined by the University of Missouri- Kansas City):

“SI is a “free service” offered to all students in a targeted course. SI is a non-remedial approach to learning as the program targets high-risk courses rather than high-risk students. All students are encouraged to attend SI sessions, as it is a voluntary program. Students with varying levels of academic preparedness and diverse ethnicities participate. There is no remedial stigma attached to SI since the program targets high-risk courses rather than high-risk students.” [http://www.umkc.edu/cad/SI/overview.html](http://www.umkc.edu/cad/SI/overview.html)

Some Basic Tenants of SI:

- “Intentionality” (planning, keeping the group on task)
- “Working in small groups”
- “Breaking down complex tasks”
- “Modeling what you are teaching” - role of SI leader is to provide structure for the discussion, not to re-teach the material)
- “Doing a minimum of instruction with a maximum of application”
- “Stepping back and letting the students take charge of their learning”

SI Specifics

(List adapted from UMKC’s SI leader Manual p. 10-11)

- SI sessions are held in academic building classrooms throughout campus.

- SI sessions begin the second week of classes.

- SI sessions are open to all students in the course and are attended on a voluntary basis free of charge.

- The SI Leaders are the key people in the program. SI Leaders are students who have demonstrated competence in this or in a comparable course.

- SI sessions are comprised of students with varying abilities, and no effort is made to segregate students based on academic ability. Since SI is introduced during the first week of classes and is open to all students in the class, SI is not viewed as remedial.

- SI Leaders are trained on how students learn and instructional strategies.

- SI Leaders attend all class sessions, take notes, read all assigned material, and conduct 3 study sessions a week.

- SI sessions integrate how-to-learn with what-to-learn.

- Students attending SI sessions discover appropriate application of study strategies (note taking, problem solving, and test preparation) as they review content material.

- Students have the opportunity to become actively involved in the course material as the SI Leaders use the text, lecture notes, and readings as the vehicle for refining skills for learning.

- SI Supervisory staff is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, monitoring quality of SI sessions, and evaluating the program.

- SI Leaders meet as a group with the Program Manager for Tutoring and Facilitating Services and a LASSO Center Graduate Assistant during pre-semester training, throughout the semester for continued training, and during observations & evaluations throughout the semester. Additional midterm meetings with a supervisor may be scheduled.

- Across the United States, SI participants earn higher course grades and withdraw less often than non-SI participants. Also, national SI data demonstrates higher reenrollment and graduation rates for students who participate in SI.
**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.

**SI Objectives: Learn, Lead, Succeed**

**SI Outcomes:**

*During SI sessions, students will be able to…*

- Discuss key concepts from most recent lecture.
- Demonstrate key concepts through problem solving and examples.
- Integrate key concepts with concepts learned in previous lectures.

*Following SI sessions, students will be able to…*

- Apply study skills gained in sessions.
- Demonstrate understanding of material in their SI courses.
- Use skills and knowledge gained to assist others in the learning process.
What do you want your students to learn from SI? (Focus on the learning process and remember that mistakes are normal!)


What is your personal mission statement as it relates to your SI position?


Previous SI Leaders said they wanted students to take away from sessions…
(From the University of South Carolina SI Leader Training Manual, page 12)

- “A feeling of accomplishment”
- “A passion”
- “A new respect for this subject”
- “Empowerment”
- “Confidence”
- “Understanding that it is ok to seek help”
- “Better study skills”
- “Responsibility for their academic future”

“I want students to take away a sense that anyone has the ability to achieve what they set their mind to. The idea that ‘you can be anything you want to’ has become nothing more than wishful thinking, and it would be great to see that change…”
the SI Leader position
SI Leader Position Description

Description of the SI Program: SI is a learning enhancement program which consists of a series of weekly sessions for students taking historically difficult courses. SI sessions are open to all students who want to improve their understanding of the course material, as well as their grades. Attendance is voluntary and offers students a chance to get together with classmates to compare notes, discuss important concepts, and develop strategies for studying. SI sessions are led by SI Leaders, competent students who have previously taken these historically difficult courses. SI Leaders attend class with students, take notes, and complete class reading and homework assignments. SI Leaders help students think about the class lectures and assignments and offer helpful tips that incorporate how to learn with what to learn. Each SI Leader offers three SI sessions per week. SI sessions are held from 5:00-10:00pm Sunday-Thursday (individual sessions are 50 minutes in length).

Qualifications:

1.) A grade of an A in SI course at OSU; prior enrollment with the professor who is to teach the selected course is preferred.
2.) An overall GPA of a 3.0 or above (on a 4.0 scale) is required.
3.) Relevant experience to SI Leader responsibilities is preferred (i.e. tutoring)
4.) Demonstration of good interpersonal and communication skills (determined by SI Program staff) is required.

Primary Responsibilities of a SI Leader:

1.) **Attend all class meetings** of the selected course, take notes, do homework, and read assigned readings. **Model exemplary student behavior.**
2.) **Conduct three 50-minute sessions per week** throughout the semester utilizing strategies covered at the SI Leader training(s).
3.) **Maintain contact throughout the semester with the course professor.**
4.) Submit lesson plans for each session by Friday at 5pm. These session plans should be made prior to the session, but must submitted by the end of the week.
5.) **Attend all semester trainings.**
6.) **Submit session attendance** by Friday at 5pm.
7.) Regularly meet with the SI Program Staff to:
   a. Debrief of observed sessions;
   b. Discuss observations of SI sessions;
   c. Discuss the creation and/or usage of handouts in sessions;
   d. Discuss planning SI sessions and use a variety of learning strategies/target a variety of learning styles;
   e. Notify staff about potential problems or occurring problems.
Secondary Responsibilities of a SI Leader:

1.) Provide extra sessions as necessary (i.e. prior to examinations). Approval of changes in session dates and times must be given by SI staff to coordinate room arrangements. Please allow one week for arrangements to be made and verified;
2.) Provide handouts for use during SI sessions;
3.) Promote the SI Program;
4.) Meet with other SI Leaders and supervisory staff at scheduled meetings (i.e. trainings throughout semester, session observation debrief, mid-semester one-on-one meetings with supervisory staff);
5.) Other duties as assigned.

Maintenance Responsibilities of a SI Leader:

1.) Complete necessary personnel paperwork;
2.) Attend SI Leader Training for one day prior to the start of classes;
3.) Make a first-day of class announcement explaining the SI Program, administering a survey to assess session times, and introduce yourself as the SI Leader;
4.) Make announcements and send emails to students throughout the semester to remind students of the session times and tell them the topics you plan to cover in a given week;
5.) Collect attendance data for every SI session, including names, CWIDs, course title, date and time of session, and submit this information by Friday at 5pm of each week;
6.) Maintain a professional attitude about matters such as class standards, grades, and student complaints;
7.) Model appropriate levels of professionalism and behavior to staff, students, and faculty;
8.) Facilitate SI sessions at the dates, times, and locations indicated on the schedule set at the beginning of the semester;
9.) Receive approval from an SI supervisor at least one week in advance if you cannot conduct a SI session as scheduled or need to make a session change due to an exam in your SI course. (After your two allotted Personal Schedule Change Requests, only special circumstances, such as illness, emergency, and others on a case by case basis will be accepted as valid reasons for requesting a personal schedule change.) SI sessions cannot be changed or canceled because of travel plans during breaks or other similar reasons based on convenience (unless you plan ahead and use your 2 personal schedule change requests). In addition, SI sessions are not automatically cancelled when the instructor cancels a class. If an emergency situation arises the day of a SI session, you must call and speak with a supervisory staff member (leaving a message, sending an email, or a last minute schedule request form is not sufficient).
Reporting Structure and Remuneration: The SI Leaders report to the Program Manager for Tutoring and Facilitating Services and the Graduate Assistant of the LASSO Center. Remuneration is $10/hour, with a minimum of 12 hours a week (not to surpass 20 hours per week). The breakdown is as follows:

a. 3 hours for class attendance;
b. 3 hour for facilitating sessions;
c. 4 hours for planning sessions and entering attendance;
d. 1 hour every 3 weeks for continued training;
e. 2 hours of office hours (drop-in tutoring) at the Academic Development Center.

Dos and Don’ts of SI Leading

DO:

✓ Attend every class meeting (excluding labs)
✓ Plan before each SI session
✓ Make announcements in class
✓ Take attendance at every session
✓ Utilize collaborative learning techniques
✓ Utilize wait time, redirecting questions, and checking for understanding techniques
✓ Be mindful of varying learning styles
✓ Attend 1 hour trainings during the semester
✓ Come to Caroline or Monty with questions, problems, or concerns
✓ Act professionally
✓ Keep in contact with your faculty member

DON’T:

✗ Grade work for your faculty member, instead come to Monty or Caroline if you are asked to do so
✗ Lecture for a faculty member, instead ask to facilitate a class-wide session
✗ Re-teach material in SI sessions, instead let the students teach themselves
✗ Participate in or allow students to “professor-bash,” instead re-focus the conversation to course material
✗ Use the same session plan every session, instead mix-up some activities to refresh and re-energize your sessions
✗ Try to play the role of an advisor or instructor, instead encourage the student to seek advice from those people.
Professionalism on the Job!

Early On
Know Yourself: Know your strengths and weakness. What to maximize, what to minimize.
Ask Questions: There is no such thing as a stupid question, especially when new- this will show your interest in learning.
Check In: Continue to bounce things off your boss to make sure you’re on the right track, until you feel that your boss trusts you completely.

Demonstrate Key Qualities
Be Positive: Don’t be grumpy or critical. Be enthusiastic about your work.
Be Attentive: Make eye contact. Take notes. Demonstrate that you are listening and organized.
Be Resourceful: You won’t know all the answers, but knowing how to find the answer is valuable.
Be Punctual: Never be late.
Demonstrate Commitment: Be willing to go the extra mile from time to time (but don’t be taken advantage of). Think big picture and always keep the success of the organization in mind.
Be Flexible and Adaptable: Accept change as a natural part of life and learn to adapt. Take on last minute assignments and accept changed deadlines or procedures graciously.

Shape Your Reputation
Mind Your Manners: Always speak professionally and courteously. Don’t be pushy or rude. Never curse, no matter how comfortable you may feel doing so.
Don’t Place Blame: If you make an error assume responsibility for it and move on.
Don’t Talk Badly about Others: Even if it’s work related and not personal, it’s a good idea to stay clear of criticisms. If you have an issue with someone, deal with them directly.
Never Betray a Confidence: If you’re told something in confidence, keep it to yourself.
Beware Sexual Harassment: Steer clear of comments dealing with gender or physical appearance.

Establish Relationships
Cooperate With Your Co-workers: Get along with others.
Don’t Go Over Your Boss’s Head: Never bypass the appropriate chain of authority.
Say Thanks: Thanks, please, and other polite terms can go a long way in how others perceive you.
Learn Empathy: Always put yourself in the others’ shoes (the client, your boss, and your colleagues).
Avoid Office Romance: It’s just not a good idea.
**Demonstrate Performance**

**Learn Related Jargon:** Use terms and vocabulary central to your industry and line of work.

**Be Visible:** Take advantage of opportunities to be seen. Make sure people get to recognize your name.

**Be Solution Oriented:** Don’t voice a complaint, unless you also have a suggested solution. Always be thinking of ways to better the organization, its services and products.

**Ask For and Accept Constructive Criticism:** Welcome and learn from feedback. Make adjustments.

**Stick to Deadlines:** Always meet deadlines.

**Respect Your Environment**

**Respect the Space.** In general it is respectful to always maintain a clean, well-organized office area.

**Don’t Abuse Technology:** In general you should not use the copier, fax machine, computers, and even the phone for personal use.
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 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, ask 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.
SI Supervisory Staff Support

SI Supervisory Staff are here to help you be the best SI Leader you can be. It is our job to assist you in fostering open communication with your assigned professor, handling any student issues or concerns, creating an environment that supports student learning in your sessions, and providing you with training throughout the semester and feedback on your session observations.

Defining the roles:

Program Manager for Tutoring and Facilitating Services - Role is to coordinate and oversee the development of the SI program; communicate with faculty, serve as resource for SI Leaders. All SI Leaders, Graduate Assistants, and Interns report directly to the Program Manager for supervision purposes.

Graduate Assistant for the SI Program - Role is to communicate with SI Leaders, oversee session and schedule changes, plan and facilitate all trainings, and serve as a resource for all SI Leaders.

Interns for Tutoring and Facilitating Services – Role is to assist in facilitation of in-service trainings, conduct observations of leaders and provide feedback, and serve as a resource for all SI Leaders.

LASSO Tutoring Center Front Desk Assistants – Role is to sign in students for Tutoring, answer the phone, and help SI Leaders and Tutors with available resources.

When to talk to a supervisor:

- Anytime you have a question/concern about a student
- If you need information about campus resources (such as Student Disability Services, Counseling, etc.) or how to refer a students.
- If you are having difficulties communicating with your professor or have any concerns about the course
- When you have questions about available resources (activities for your sessions)
- If you are unsure that your attendance is entered correctly
- Whenever you have any questions related to anything!

Supervisors want to get to know you, your interests, and your goals. Please don’t hesitate to let us know how we can help you!
building a positive relationship with your professor
Building a Positive Relationship with your Professor:

What do your professors need?
- An understanding of SI
- An understanding of the tutor/SI leader role

What is your professor’s role with SI?
- To encourage students to attend sessions on a regular basis
- To be available to answer questions that you have/Supporting you in this role

What steps can you take to form a positive relationship with your professor?
- Introduce yourself to your professor during the first week of classes and explain your role in the class (Note: Program Manager for Tutoring and Facilitating Services has communicated with your professors prior to the first day of classes.)
- Ask your professor when he/she is available to meet during the semester. The more often you meet with your professor, the stronger your relationship will be.
- Ask the professor to review handouts, practice quizzes, etc. to make sure they are highlighting the concepts that the professor sees as most important.

What other strategies would help you form positive relationships with your professor?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What steps will you take to establish open and regular communication with your professor?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Remember: a good relationship with your professor will help you help students.

Regular communication with your professor is important because it…
- Ensures you are being the best resource for your students
- Involves the professor in SI
- Ensures you are meeting the professor’s expectations for his/her course goals

Note: Please let a supervisor know if you have any concerns in communicating with your professor. This is one of the most important aspects of your SI Leader position and we want to provide you with support!
Professor Semester Conversations

Follow this guide to ensure you are keeping your professor informed about your SI sessions, and in turn getting additional guidance for your sessions. Keep in mind that each professor has his/her own preferences on how much involvement he/she would like to have with the SI program, and therefore these are merely suggestions for discussion topics. Spend some time getting to know your professor!

BEGINNING OF THE SEMESTER
Timing: Within the first 10 days of class, before SI sessions begin.
Topics:
- Strategies for session attendance
- Announcements/access to students in class, i.e. where to sit, timeliness of announcements, etc.
- Standards for homework assistance/group assistance
- Resources available to you for session planning, i.e. old tests, sample problems & answers, etc.
- Thoughts on study guides/test preparation handouts
- Suggestions on consistent communication

AFTER THE FIRST TEST
Timing: Few days after the test
Topics:
- General update on attendance
- Discussion about class strengths/struggle areas
- Ideas for further explanation of concept at next session/review session
- Share feedback from students (if appropriate)

MIDPOINT OF THE SEMESTER
Timing: Within the first couple weeks of October, after mid-term grades are released (if applicable)
Topics:
- General update on attendance
- Revisit announcements
- Discussion on focus on remaining sessions
- Timeline for remaining tests, review sessions, etc.
- Feedback from students (if appropriate)

END OF THE SEMESTER
Timing: November, before Thanksgiving Break
Topics:
- General update on attendance
- Ensure professor knows the last day for SI
- Ensure professor knows about any Cram Sessions during the last week of class/pre-finals week
**Professor Semester Conversations**

During the first 10 days of the semester, you are expected to meet with your assigned professor to discuss expectations for the semester. Complete this guide after you meet with your professor, and keep it as a guide to refer to throughout the semester.

SI Leader: ________________________
Assigned Professor: ________________________
Date of Meeting: ________________________

**Attending Class/Promoting SI**
Inform the professor what your role is attending class to review content knowledge; familiarize self with professor’s teaching style; interact with students; model good student behavior; make announcements about sessions

1. How frequently can I make announcements regarding session times?

2. Do you have any expectations for me when I attend class?

3. Through D2L, can I email my session times/worksheets out to students?

**Communication throughout Semester**
Inform your professor that you have 4 hours each week dedicated to preparing for your sessions. During this time you are also expected to maintain communication with your professor.

1. How frequently would you like to meet to discuss how SI/the semester is going?

2. What is your preferred way of communication throughout the semester? (Email/after or before class/office hours/phone)

3. What updates from me, in regards to sessions, would you like? (Attendance - may be obtained through the Graduate Assistant for Supplement Instruction; student feedback; etc.)
**Expectations for Sessions**
Inform your professor that you will hold 3 sessions/week each for 50 minutes. For test preparation, you can reschedule a review session that can be up to 2 hours. Describe what a typical session looks like, i.e. review of concepts/practice application—not re-teaching the material.

1. What expectations do you have for me in terms of what content I can review during my sessions (i.e. is there any content the professor does not want you to review)?

2. What are your restrictions, if any, to me assisting with homework/papers?

3. Do you have any resources that I might use this semester in helping me plan my sessions/select practice problems/old worksheets/tests?

4. In preparation of tests, would you prefer that I hold review sessions? If so, how early would you like me to host them?
✓ Inform the professor that it is SI policy that you must have all schedule changes submitted to SI a week more in advance of the requested schedule change!

**Other Topics Discussed:**
- Provide a brief description below.

Thank you for completing this very important step in establishing your relationship with your professor!
Attendance
Attendance in SI

Because of the voluntary nature of SI, the issue to session attendance is very important. Encouraging attendance in session is a team effort among SI Leader, professors, and the SI staff. Please consider the activities below as we work together to promote sessions to our students!

**Ideas to Help Promote Attendance**

1.) Re-introduce yourself, reestablish your credibility and reasons (i.e. you took the class, you attend the lectures and do the homework, you meet with the professor and know what will be tested, etc.) that you are a good resource. Do this fairly often.

2.) Give weekly verbal encouragement for all students in the course to attend SI. It is critical that all students feel welcome to attend, not just those receiving poor grades. If the reputation for SI develops that it is “remedial,” students will choose not to come to avoid the stigma.

3.) Attach a small handout (like a post-it note) to all exam papers to encourage everyone to attend a SI session. (If you need supplies to do this, please contact a SI Program staff member.)

4.) Write your SI session schedule on a corner of the white board before each class session.

5.) Write a sample problem or question on the board before a class session, and let students know this problem will be solved and/or discussed in that night’s session.

6.) Create a handout for a session and give it to every student in the class – remind students to bring it to session that night to work on the answers.

7.) Sit in a different spot during each class session for a week (as long as it will not interfere with attendance taking) to make yourself visible to new students and make sure to invite the students around you to the next session.

8.) Ask those who regularly attend session to bring a friend from class to the next session with them. Sometimes it is easier to be approached by a friend than someone we perceive as an “authority.”

9.) Let it be known to students that a mock exam or practice quiz has been reviewed by the Professor, and the questions on the sample fairly reflect those on the upcoming exam/quiz.

10.) As your professor to make an announcement or post SI session times on his/her slides. Let your professor know when attendance is low, so he/she knows to help with encouraging students to attend.
Recording Attendance

✓ All students must sign in, even if he/she is late to a session
✓ Submit attendance by the end of each week, Friday at 5pm
✓ Keep paper sign in sheets in case of areas of discrepancy later on
✓ If no one shows up to a session, you are required to enter “0” attendance
  ○ You are also required to stay the entire 50-minutes
✓ Attendance for “office hours” at the Academic Development Center should be denoted on the attendance sheet

Please note: if your professor asks you for a session attendance, please tell him/her it is not a part of your role as a SI Leader to give professors the attendance. Instead, inform either the Program Manager or Graduate Assistant, and they can give the professor a copy of the attendance lists.
First Day Presentations

Please use the following script to introduce yourself and SI to students during the first week of class. SI Program supervisory staff will be in contact with your professor prior to the beginning of classes to let him or her know about this presentation, but please be sure to ask your professor which day during the first week is most convenient to him/her.

First Day Introduction Sample
As you probably know, CLASS NAME is a tough course. Oklahoma State has identified CLASS NAME as one of a handful of particularly difficult and challenging courses. The University saw that in the past this course had a larger than average percentage of students who earned a D, F, or had to withdraw before the end of the semester. Because of this, just passing the course could be considered a major achievement!
The University wants to provide you with the support to pass, and better yet, to succeed. Thus, we are providing you with SI – Reviews Observed by Peer Educated Students. With this program, you will be able to attend extra help sessions that will be led by a student, just like yourself, who has excelled in this course material. Participating in these extra help sessions will provide you with opportunities to discuss course concepts with your classmates and help you to gain a better understanding of course content. SI sessions are open to all students – ‘A’ students who want to maintain their As, and students who are concerned about passing the course.

Here’s how it works…

- I am the SI Leader for this class and I will attend all of the classes with you! [The other SI Leaders are…]
- I (we) will hold three SI sessions a week. All the sessions are held in academic buildings and the days/times/locations will be released to you next week after you fill out this survey of time preferences.
- At these sessions, I (we) will help you with course material being covered at that time, and I (we) will offer specific tips to succeed in this course.
- Additionally, I (we) will hold drop-in tutoring hours each week at the Academic Development Center in Kerr-Drummond Hall. You can check these hours through the LASSO Tutoring website.
- If you have any questions about SI, please talk to me [us] after class!

You can modify the first-day speech to fit your needs, but please remember these key points…

- Introduce yourself – make sure to mention you successfully completed the course before to help build rapport with the students
- SI is targeting the course, not the student – in fact, it is open to all students
- You will have three 50-minute study sessions per week, determined to work with most students schedules. You must administer the survey to find these times.
- The sessions are not remedial – they are covering content from the current class, so it is better to come early than come late.
Frequently Asked Questions about SI
(Mentor Manual, pg. 28)

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 of course material and improve their grades.
Attendance at sessions is voluntary. For you as the student, it’s a chance to get together with people in your class to compare notes, to discuss important concepts, to develop strategies for studying the subject, and to test yourself before your professor does, so that when he/she does, you’ll be ready.
At each session you will be guided through this material by your SI Leader, a competent student who has previously taken the course.

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 every day, 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 SI review sessions. SI can help you learn course material more effectively.

When do SI sessions start?
On the first day of class, you will fill out a short survey to let the SI Leader know your class and work schedule. Each SI Leader will set up three or more review sessions each week at times that are best for the majority of students taking the class. You can attend one, two, or all three – the choice is yours – and 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.

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 the course content as well as more effective ways of studying. This will help you in your other classes too.

the SI SESSION
Checklist for SI Sessions

Before the Session:
- Review and familiarize yourself with the course material to be covered
- Complete SI session plan
- Create and copy handouts (if helpful for content)
- Develop an opening activity for students to begin as they enter SI sessions

During the Session:
- Arrange space for group work
- Begin session on time
- Set the tone for a welcoming, comfortable environment
- Have students sign in for attendance tracking
- Have students do most of the talking – utilize redirecting questions and wait time
- Have students refer to their textbook and notes
- Utilize group work strategies, involve all the students
- Incorporate appropriate study skills for the content area
- Address students’ needs and questions
- Manage time effectively throughout the session (End promptly at the 50-minute mark!)
- Facilitate a closing/summary activity

Following the Session:
- Make note of questions that remained unanswered for following sessions
- Compile and submit attendance
- Ask the professor about areas you were unsure about during session
- Inform the professor of areas the students seems to continue to struggle with
- Inform the supervisory staff of any concerns during the session
The SI Session

This document is intended to walk you through the various components of creating and facilitating an SI session. Use this document as a tool to think through the class time (3 hours/week) and preparation time (4 hours/week) that will be needed to prepare yourself to facilitate three 50-minute SI sessions per week.

Attending Class

- Arrive early and sit in varied locations (if possible). Your goal should be to personally introduce yourself to every student in the course by the end of the semester.
- Model engaged/positive student behavior to the students in the class
  
  Example: Taking notes; focus on content; etc.
- Utilize your textbook and take notes

Key Observations to Make During Class:

- What are the students’ expressions during class (bored; confused; engaged)?
- Are students taking notes…and keeping up with the professor?
- Are students asking questions?
  
  o Take note of the type of questions students are asking, i.e. application/clarification of concept/etc., as this could help you in identifying which topics to cover in sessions
- What type of information is the professor writing on the board?
- What type of information is the professor emphasizing/repeating in class?
- What are the students’ reactions to the professor’s questions?
  
  o Nervous/confused to answer may be additional signs of content to use in sessions

Choosing Class Content for the SI Session

Your SI session should be an engaging time for students to actively participate with one another to review, connect, and apply the material they are learning in class. Choosing content for your sessions is entirely up to you, and you may seek guidance from your professor, peers, and supervisors as you want. Ultimately, choosing your session content should follow directly after class when the content and class experience is still fresh in your mind.

Evaluating the Content Material:

- Review your class notes/reading(s) and denote the concepts/ideas from the day’s lecture that may be difficult for students to understand.
  
  o At what points were students starting to ask clarifying questions?
  o When did students start looking confused, or have difficulty keeping up with notes?
  o Which information did the professor emphasize consistently throughout the class?
• Prioritize your denotations based on your knowledge of the course pace, application, level of student confusion, and professor’s suggestions.
  o Is the information going to be covered in the next class again?
  o Is the information a building block to understanding future concepts?
  o Was the concept understood by most or few students?
  o What connections can be made from the topics covered in class?
    ▪ Can it be connected to a previous SI session’s content so students have a place of familiarity to start the new concept’s review?

Selecting & Organizing the Content:
SI sessions have three main components: Opening, Main, and Closing Activities. The breakdown of the session is developed this way in order to promote students engagement throughout the entire fifty-minute period. Choosing your order of material has an impact on your session, and you will need to evaluate how much time each topic will take, and how the topic(s) should be presented.

• Which topics need to be covered in the SI session? Why these topics?
• How long should I anticipate each topic taking (50 minutes can go by quickly!)?
• Is there a logical order in which I can present the topic(s) to help students synthesize the information and make meaning of it?

Creating the Session Plan
Your SI session must be planned out. Students are coming to your session because they trust that you will be able to assist them in understanding the course material, and in order to maintain their trust you should always be prepared. Session plans are not fool-proof though, and the staff fully supports you being flexible with your plans in order to accommodate the needs of your students.

Essential Components of Session Plan:
✓ Session Objective
✓ Opening Activity
✓ Main Collaborative Activities to review concepts
✓ Closing Activity
✓ Study Skills/Strategies

Establishing Your Session Objective
• Session Objectives help you determine what you hope students will learn/take-a-way from your session, i.e. a goal.
• Review your class notes and determine:
  o Which topics did you decide you needed to review when you evaluated your content?
  o What do you want the students to do with the information they need to cover?
    ▪ Understand it? Apply it? Connect it?, etc.
Creating your Session Content:
- How do you get your students to reach your session goal(s)?
- How will you engage the students with the material?
- How will you know your students have met your session goal(s)?
  - Informal questions; closing activity for them to summarize info; etc.

Framing & Facilitating Your Session:

Opening Activity
- What content would be good for an opening activity? Why?
- Which opening activities could I use to present this material?
- Which opening activities work well, in general, with my subject area?

Main Collaborative Activity
- What content would be good for the main collaborative activity? Why?
- Which collaborative techniques/activities could I use to present this material?
- Which main, collaborative activities work well, in general, with my subject area?

Closing Activity
- How will I get my students to summarize/make meaning of the given information?
- Which closing activities could you use to present this material?
  - Try to incorporate an activity that will help you informally assess whether or not the students understood the material.
- Which closing activities work well, in general, with my subject area?

Incorporating Study Skills/Strategies (Refer to Study Skills Resources Section of Manual)
- What strategies did you use when taking the course to understand the material?
- How, and when, can study skill tips be shared among students in your sessions?
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).

Sample Questions Using Bloom’s Taxonomy

Knowledge
What is the definition of …………….? 
What is the Spanish verb meaning “to run”?  
Where and when did the French Revolution start?  
Can you list the steps a bill goes through before it becomes law?  
How would you start this problem?

Comprehension
What made you think of that?  
Could you elaborate on that point?  
What are your reasons for thinking that?  
How would you compare these two problems?  
Can you summarize the last paragraph?  
How does John’s answer relate to………….?

Application
How does what we learned last week apply to this problem?  
What assumptions can you make?  
What can you infer from that statement?  
What conclusions can you draw?  
Can you predict what might happen if ..........?

Analysis
What similarities do you see in these kinds of problems?  
How do these two problems, stories, essays……differ?  
What is the opposite of this position?  
Analyze what might happen if Congress passed a law preventing the manufacture and sale of cigarettes in the United States.  
If you were stuck on a desert island and the only tool you had was a screwdriver, what use might you make of it?

Synthesis
In what ways would history have been changed if the Confederate Army won the Civil War?  
Explain what would happen if you reversed those operations?  
If this and this are true, then what else must be true?  
If that happened, what else would happen as a result?  
Based on the facts you have, what hypothesis can you draw?  
What if you reverse the steps in this procedure?

Evaluation
What conclusions can you determine?  
What is your supporting evidence for your answer?  
Defend your position on that issue.  
How can you verify your answer?  
What is the justification for your response?
<table>
<thead>
<tr>
<th>Type of Probing Question</th>
<th>Question’s Purpose/Use</th>
<th>Subject Specific Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarification</td>
<td>When students are vague in their responses, ask for clarification</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>When students are unclear about the reason for their question, ask them to justify their inquiries</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td>If students are off-topic, ask whether their questions are relevant?</td>
<td>This will give you more insight into the tutee’s prior knowledge.</td>
</tr>
<tr>
<td>Completeness/Accuracy</td>
<td>Asking them to explain why and how assists with the learning process.</td>
<td></td>
</tr>
<tr>
<td>Repetition</td>
<td>At times, if you need more detail, ask the same question again. You can use the same words or rephrase the question.</td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td>If a student provides a vague answer, ask for specific examples.</td>
<td></td>
</tr>
<tr>
<td>Extension</td>
<td>Ask students to elaborate on their responses.</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Determine how students evaluate situation.</td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td>Ask students how they feel about a certain situation.</td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from the Peer Tutoring Program, University of South Carolina, Sale, Catherine (2010).*
SI Session Plans

Purpose of Session Plans:
- To identify key concepts/most challenging areas of the most recent lecture material
- To incorporate activities that meet the needs of students with various learning styles
- To meet students’ expectations of a SI leader
- To be used as a tool to measure the preparation of a SI leader

Defining the terms:
**Opening/Introductory activity**- an activity done at the beginning of a session (first 10 minutes) to get the discussion started on the concepts you plan on covering in the session.

**Main session activity** (Content section of SI session plan) - This is the 30 minute activity/activities that you will do to cover the key concepts from the most recent lecture. During this main part of the session you will cover concepts in-depth and provide students with opportunities to practice and discuss these concepts.

**Closing activity**- an activity done in the last 10 minutes of the session. This activity will provide students with an opportunity to see what they have learned in the session and identify those areas where they need to dedicate additional study time.

Session Plan Requirements:
Sessions plans must be submitted via email to osusi@okstate.edu by 5pm on Friday of each week! Please save your session plans with your last name and session plan date.
Although session plans are due at the end of the week, they need to be completed prior to the session. Session plans should be specific and helpful to you! Include activities, a timeline, and page or problem numbers. Additionally, if you develop any handouts, please also email them to osusi@okstate.edu, so they can be saved for future semesters!

Suggestions:
Email session plans to students in the class. This will show students what topics you plan on covering and can motivate students to attend if they need extra practice with these topics/concepts.

Get your professor’s assistance with handouts, practice quizzes, key concepts. (Some professors will require that you show them a copy of practice tests before giving them to students.)
SI Session Plans:
How they help me to help others

According to your position description, you are expected to use around 4 hours/week to prepare for your sessions. You are also expected to complete these session plans prior to each session. Plain and simple, one reason to fulfill this requirement is because you have been asked and you are paid to do so (and an hour of pay will be withheld if you are observed without a session plan); however, there are many more reasons that you should look at this experience as beneficial to you. On the next page are a few suggestions on how to approach planning your sessions with a pro-active attitude!

- Planning the session helps you organize your time with the students.
  - Think about opening and closing activities as book-ends. Everyone’s thinking processes need a starting and stopping point in order to synthesize presented information.

- Writing out a session plan will assist you in balancing the facilitating-teaching role.
  - Facilitating student learning is a goal of SI. After writing your session plan, review it to make sure you have collaborative learning activities, discussion questions, examples, etc.

- Session objectives help you assess your performance from the session.
  - You won’t be observed at every session, so using your session plan is a good start to assessing yourself.

- Feedback from the assistant supervisors will be most helpful when they can evaluate your performance based on your session plan.
  - Plans help the observers know what to expect when commenting on your performance. With no plan, observers must create their own expectations for the sessions which may not be aligned with yours.

- Handouts can be created from session plans.
  - Utilizing the content section of your plan, you can create a simple incomplete outline for your students just by copying and pasting it into a new document!

- Submitting detailed session plans online will ultimately help students with no assigned SIL to determine which session is aligned with their class best.
  - The assistant supervisors can review SIL’s session plans and help the student choose the SI session which will be most beneficial to them, so it makes your job easier!
• Planning early results in easier planning.
  o Utilize a previous session plan’s sample problems that you didn’t get to use for your next session
  o When students don’t show for a session, modify the existing plan for the next session

• Keeping session plans in a binder results in an automatic reference tool.
  o You can give new students past session plans as a guide to their review of that topic so you don’t have to go back and review with the students who already attend those sessions
  o If you return for another semester as an SIL in the same subject area, you’ll have a binder full of past sessions to reference when planning for your new sessions

• Synthesize session topics to use in a review session.
  o Copy and paste all previous session plan’s contents into one document and give as a study sheet in a review session
  o Use previous practice problems for an additional review handout

• Feedback from students tells us they learn most from their SILs when they are fully prepared for the session.
  o Q & A sessions are fine when at the appropriate time, but most students have difficulty conceptualizing questions when they are lost in the material
# SI Session Plan

SI Leader: ____________________       Session Date: _______________
Course: _______________       Instructor: ________________

**Session Objective:**

What does this study group most need to accomplish in this session?

---

**Opening/Introductory Activity:**

---

## Content for SI:

<table>
<thead>
<tr>
<th>Topic, Page/Problem Numbers</th>
<th>Process/ Strategy/Collaborative Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remember to engage multiple levels of Bloom’s Taxonomy!</td>
</tr>
</tbody>
</table>

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**Closing Activity:**

---
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 just “answer questions.”

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.

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 or 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 sure to use the language of the particular discipline, course, or instructor.

8.) Waiting for students to volunteer a well-developed answer takes time. If you are uncomfortable waiting for 30 seconds, join students in looking through notes or text.

9.) If students are unable to answer the questions, 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 always 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 the student answers. SI should provide 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 all reading assignments, projects, and tests.

13.) If your group has more than 9 students, divide into subgroups. Provide discussion topics the groups can explore. Move from group to group, participating from time to time, reassuring the group that you’re still there for them.

FACILITATION
TECHNIQUES
Facilitating Collaborative Learning Activities

Introducing the Activity
- Provide a basic overview of the activity so students know the “big picture.”
- Clarify the objectives and purpose.
  - Allow students to buy into the activity and see the benefit.
- Outline the procedures, and provide the prompt.
  - Visually, orally, or written
  - Present examples to illustrate the process.
- Remind group of the rules for interaction/involvement.
  - Examples: mutual respect; active listening; speaking clearly/loudly
- Set time limits.
  - Be prepared for when groups end at different times—Provide extension activities.
- Allow time for query.
  - Check for understanding and clarify any questions.

Supportive Interaction for Activities
- Be available to clarify instruction, review procedures, and answer questions.
  - Group members may need to clarify differing interpretations of the instruction.
  - If multiple groups have similar questions, bring the large group back together to clarify.
- Paraphrase or ask a question to clarify what a student has said.
  - Others may look puzzled by another student’s comments or question…be sure to restate or ask a clarifying question so everyone understands accurately.
  - Examples: “So what you’re saying is…?”, “When you say ______, do you mean…?”
- Positively reinforce student contributions.
  - Examples: “Interesting”; “Good Point”; “You’re on the right track”; “Correct—good job!”
- Elaborate on a student’s statement or suggest a new perspective.
  - Examples: “What if…?”; “You’re correct in that….and what would be the next step?”
- Continue to energize the group and keep them focused on the task(s).
  - Remember to be positive and lighten the mood when students become frustrated or struggle to understand a topic.
- Be gentle when disagreeing with a student comment.
  - Use pointed, clarifying questions to see if the student can see the mistake.
  - Try to validate the wrong answer/comment (Example: “I see where you are getting that, but that’s not quite correct because…."
- Seek out connections among student comments & articulate them back to the group.
  - Relate their comments back to previous knowledge, personal connections, and each other.
  - Synthesize information so students grasp the important/key ideas.
Managing Issues that Arise

- Inequitable Participation
  - Some students will want to dominate conversation and take control of the assignment. Others may say little or nothing, come unprepared, and contribute little to the activity. Use these techniques to ensure all participants have an equal chance to get involved.
  - Incorporate reflection/independent work time
    - Think-Pair-Share Activity
    - Affinity Grouping Activity
  - Structure participation so everyone contributes more or less equally
    - Assign roles so students must participate in particular ways
      - Talking Chips
      - Round Robin
  - Talk to the student privately after the session.
    - Over-Eager Participator: Explain how much you appreciate the contributions and participation, but that other members of the group should have their time to share their views as well.
    - Under-Enthusiastic Participator: Try to determine the cause of the inaction.
      - If it is related to shyness or minimal English skills, consider forming pairs or smaller groups for discussion.
      - If it is related to laziness, make sure the activity has built in ways to ensure individual accountability and motivators.
    - Always change up your groups to avoid one person being over or under involved.

- Off-Task Behavior
  - The behavior of two or more students together, particularly when it involves some sort of a social relationship, can result in: students chatting, arguing, joking around, or engaging in other non-productive behavior.
  - To minimize, try the following:
    - Assign groups so friends or those who do not get along do not work together.
    - Set a hard-to-reach time limit to discourage off-task behavior.
    - Divide the task into smaller tasks and ask for reports along the way.
    - Physically move closer to the students (around the room) to discourage misbehavior.
    - Speak with students individually to address specific concerns.
    - Provide positive feedback and praise to those students who are meeting your expectation.
• Different Ability Levels
  o Designing activities that are beneficial to all students with varying ability levels can be a challenge. Try the following to help address these issues:
    ✓ Assign group roles that are suitable for students’ various abilities
    ✓ Incorporate some reciprocal teaching collaborative learning techniques:
      • Jigsaw Activity
      • Think-Pair-Share Activity

Reporting Out Techniques
• Providing opportunities for groups to share their learning can add value to the learning process for all students. As students articulate their knowledge, they begin to take ownership of it by using their own words and phrases. Reporting out techniques can also help reinforce ideas students need to understand/clarify.
  o Incorporate the following activities to encourage student dialogue:
    ✓ Stand Up & Share
    ✓ Team Rotation
    ✓ Three Stay One Stray

Facilitating Synthesis & Closure
• Without closure, students may not see the connections and overarching big picture ideas that are important to understanding and acquiring new knowledge. Well-done closure during a session can be motivating and prepare students for learning independently after the session.
  • Use synthesis collaborative learning activities like the following:
    o Think-Pair-Share
    o Note-Taking Pairs
    o Test-Taking Teams
    o Sequence Chains
    o Word Webs
  • As the SI leader, you may need to step in to provide synthesis on your own when students become frustrated or confused.
    o Summarize salient points and recurring themes from the group reports/session’s tasks.
    o Clarify details.
    o Point out misconceptions or inaccurate reports, and provide the correct information.
    o Add information where omissions occurred.
    o Address any unanswered or “nagging questions.”
    o Point out implications and connections among topics.
    o Help make connections to previous knowledge and future content.
    o Review session objectives with the group, and how they were achieved.
    o Avoid lecturing too long by incorporating probing and check-in questions.

Collaborative Learning Techniques
The following pages have some examples of collaborative learning techniques. Please review these strategies, and always reference the collaborative learning resource binders in the LASSO Tutoring Center.

Collaborative Learning Techniques

Group Discussion
A group discussion is, more or less, just like it sounds: a general discussion of an issue or topic by the group. Individual members are free to contribute or not contribute.

Hints
This is the most common form of collaborative learning. It is also the form that requires the most skill to use successfully.

Ideally, everyone is actively involved in the discussion and the discussion topic is of equal interest to all group members. When group discussion is successful, it may be difficult to determine who is actually leading the discussion.

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 flip chart or a space on the blackboard to record the 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.

Turn to a Partner
Group members work with a partner on an assignment or discussion topic.

Hints
This technique works best with group participants who have already been provided with enough background on a subject that they can immediately move to a discussion with their partner without previewing or reviewing concepts.
**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 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.

**Think / Pair / Share**

Group members work on an assignment or project individually and then share their results with a partner.

**Hints**

The goal of a Think/Pair/Share is to allow participants time to think BEFORE they discuss. Research shows that when people are given time to contemplate an answer to a question, their answers differ from those they would give if they responded immediately.

When doing a Think/Pair/Share, give participants a specific amount of time (30 seconds, five minutes, etc.) for the "think" portion.

**Individual Presentation**

An individual presentation is an uninterrupted presentation by one person to the group. Group members present on a topic, question, or issue to the group. Unlike an "Assigned Discussion Leader" this is a formal presentation delivered to a captive audience.

**Hint**

Use individual presentations should typically be used sparingly and only when independent research is required.
**Jigsaw**

_Jigsaws_ when used properly, make the group as a whole dependent upon all the of subgroups. Each group provides a _piece of the puzzle_. Group members are broken into smaller groups. Each small group works on some aspect of the same problem, question, or issue. They then share their part of the puzzle with the large group.

**Hints**

When using a _Jigsaw_, make sure you carefully define the limits of what each group will contribute to the topic that is being explored.

---

**Group Survey**

Each group member is surveyed to discover their position on an issue, problem or topic. This process insures that each member of the group is allowed to offer or state their point of view.

**Hints**

A survey works best when opinions or views are briefly stated. Be sure to keep track of the results of the survey.
Directing Discussion Back to the Group

Take turns practicing redirecting the questions below (or make up some of your own) with a partner.
Hint: the phrases in the next column may be helpful.

Questions for person #1:
1. Are proteins amino acids?
2. What is meant by the term "dialectical materialism"?
3. When was the Neanderthal period?
4. Where is the headquarters for the United Nations?
5. What are descriptive statistics?

Questions for person #2:
1. What is the difference between organic and inorganic matter?
2. Who was William Blake?
3. Can you explain photosynthesis?
4. What is sickle-cell anemia?
5. What is the capital of Germany?

Suggested Phrases for Redirecting Questions
• Does anyone know the answer to that question?
• Can anybody help Mary answer that question?
• Can anyone find the answer to that in your notes?
• Let’s look that up in the book.
• What do you think about that?
• How would you say that in a different way?
• What are we trying to find out?
• What do you need to do next?
• How did you do that?
• What do you mean by . . . ?
• Tell us more . . .
• What else did they do?
• Anything else?
• Can you be more specific?
• In what way?
• What are you assuming?
• Why would that be so?
• How can that be?
• How would you do that?
• Are you sure?
• Give an example of that.
• How is that related to . . . ?
• Can you summarize the discussion up to this point?
• How does your response tie into . . . ?
• If that is true, then what would happen if . . . ?
• What would say about that?
• Let’s see if we can figure out how to answer it together.
• Can you think of another way to think about this?
• Would any of you like to add something to this answer?
• How is your answer (point of view) different from ________?
• How could we phrase that into a question to ask Dr. X next class?
• What do we need to know in order to solve the problem?
• Which words in the question do you not understand?
• Let’s rephrase it on the board and figure out what information we will need to answer it.

Turn to a Partner
Considerations for Posing Questions

Asking questions of your students gets them to participate in the pursuit of knowledge, but the wrong approach can hamper this. Try to avoid these common mistakes:

1. **Avoid asking complex questions**—“Who knows the cause of the War of 1812 and how the British government reacted to it?” Instead, ask one question at a time, as simply as you can.
2. **Avoid asking railroading questions to get the answer you want**—“Who knows a cause for the War of 1812, that was an economic one, which had to do with personal pride?” Try to get the students to consider factors themselves.
3. **Avoid asking “yes” or “no” questions**—“Did the British win the War of 1812?” This limits the participation of the student to a 50/50 chance of being right, without requiring much thought or understanding.
4. **Avoid calling on the first person who raises his/her hand**—instead, wait a few seconds to give everyone a chance to assimilate information and answer. Also, one person may be doing all the answering, thus relieving others of any responsibility for learning.
5. **Avoid repeating every comment, answer, or question a student has**—Students will get in the habit of waiting for you to give the answer, making you, and not the student, the official answer giver. Further, students will not learn to listen if they know everything will be repeated.
6. **Avoid asking the same type of question all the time**—Mix up the demands of your questioning from factual to opinion to summarizing; this will test students’ varying levels of understanding.
7. **Avoid immediately saying if an answer is correct**—Make sure the student is confident of his/her answer, and not just guessing. This also allows for further questioning on deeper levels.

How to Handle Wrong Answers

1. Correct your student’s work without being discouraging.
2. Don’t say “no” or “that’s wrong”; never make fun of answers.
3. Always try to get a right answer before going on to the next problem.
4. If the student’s answer is incomplete, help the student with the question and the answer.
5. If the answer is incorrect, give clues to help discover the answer.
6. Once the student has discovered the right answer, repeat the question, have the student repeat the right answer, and provide praise.
7. Be sure the student understands what the error was and give another opportunity later to repeat the question and answer so that the correct answer is reinforced.
8. If the student consistently gets the wrong answer, review different ways you might involve the student and try another approach until you find one that provides success for the student.
9. Reword the question.
10. Break the original question into smaller parts.
11. Change the inflection in your voice when repeating the original question.
12. Allow some wait time; often a student will self-correct an answer.
**How to Handle Right Answers**
1. Give praise and rewards at the right time.
2. A right answer must be complete and correct.
3. Praise your student after every correct answer.
4. When the students give the right answer the first time, without any help, give special recognition.
5. If your student fishes for answers, get a commitment before you respond.
6. Let the student know it is all right to try even if unsure of the answer.

**If your student doesn’t answer, try these things:**
1. Calmly ask the question again, give a hint, and ask another question that might elicit the same answer, be encouraging!
2. Sound pleased when you get an answer, and praise the student if it’s right.
3. Don’t make an issue of the resistance to answer.
4. Have the student *think out loud* rather than saying nothing.
5. Be patient. Some people need “think” time before they respond.
6. Try asking, “What do you understand?” instead of “What don’t you understand?”

If students knew what they didn’t comprehend, they wouldn’t be lost. They can form coherent questions only if they understand the whole lesson. The student gets a positive start on the problem by telling you what he or she knows; then the tutor can sort out the areas that have caused the student not to understand.

**Use Encouragement**
You have the opportunity to praise the work of your students and give them recognition for a job well done. You have the opportunity to help students build self-confidence, self-esteem, and independence as learners. You have the opportunity to help students realize their individual potential and become successful participants in their education, even so in life.

When providing recognition, encouragement and motivation for students, try a variety of praise phrases. “Good” and “OK” work well, but tend to become monotonous and meaningless with repetition.

Try these examples:
- “Nice job.”
- “Keep up the nice work.”
- “Great!”
- “Fabulous!”
- “Way to go!”
- “All right!”

Remember, one of your goals as a SI leader is to help students become independent in their learning and understanding.
What to Do When No One Speaks
(The following handout is taken from the University of Central Florida’s SI program.)

Many SI leaders get trapped into re-lecturing or don’t know what to do when no one in the SI session has questions or speaks. Below is a listing of successful techniques used by veteran SI leaders when no one says anything in SI sessions.

1. Put the 5 modes of operation for SI sessions on the board and allow students to choose which one to do:
   - Build complete and accurate lecture or textbook notes.
   - Formulate possible quiz and test questions out of main ideas and details.
   - Formulate possible quiz and test questions out of problems and solutions.
   - Give a sample quiz with realistic test questions.
   - Do a post-test review to analyze the effectiveness of the skills for learning.

2. Break students into groups with each group having a specific task, answer, or solution to work on. Then, have each group put answers on the board.

3. Get the group to brainstorm possible test questions from main ideas.

4. Re-explain the SI model, how it works, and what students must do for SI to work for them.

5. Divide the group up and play a game such as Jeopardy, Stump-the-Chump, etc.


7. Give a sample test.

8. Offer to model a study skill to make learning the subject matter easier.

9. Use old tests to help formulate test questions on future tests.

10. Use open-ended questions and avoid closed-ended questions.

11. Be sure that you are praising for contributions, attempts, and after students verify that they have the right answer.

12. Be quiet and wait if students are looking in notes or solving a problem.

13. Create a self-testing opportunity: Put three of the most difficult concepts or problems on the board, ask students to close their notes and books, and ask them to come up with an answer from memory.

14. If students want to talk about registration issues, grading concerns, vent about a test, you can listen. Give whatever advice and guidance you can to get these issues out of the way before getting into subject matter.

15. Toss out pieces of candy for questions and attempts at answers.
16. Tell students that you have amnesia and they must come up with topics, questions, and answers.

17. Begin the SI session cheerfully, upbeat, with a positive outlook, and with energy.

18. Reiterate differences in final course grades and ABC - DF rates from previous semesters.

19. Ask students to list all of the main topics that could appear on an upcoming test.

20. Start SI sessions with small talk, chit-chat, a joke, etc.

21. Re-explain that you re-lecturing will not help students earn higher grades.

22. When students push you to answer questions, remind them that you will not be there during the test to give them answers. Model that for your classes that you have to find ways to learn the material so that you can recall answers by yourself on tests.

23. Invite those students who have not said much to ask a question or inquire about an important concept.

24. Have the instructor send a possible test question for SI attendees to answer.

25. Select problems similar to homework and allow students to check their ability to solve them without using notes or books.

26. Break up into smaller groups. Quiet students are more likely to participate when with fewer people.
Wait Time
Tips from the UMKC Mentor Manual for SI

Two types of wait time:

- The time the leader waits after asking a question
- The time the leader waits after a response

“Extensive research has demonstrated that the quality and quantity of students’ verbal responses increase significantly if SI leaders regularly utilize at least 3 seconds (5-10 seconds is ideal) of wait-time…If the leader resists the temptation to jump in too quickly to answer or rephrase, student learning improves” (Mentor Manual, p. 21)

What wait time does:

For students:
1. More students answer
2. More accurate answers
3. Answers are more elaborate, reasoned, and supported
4. Listen to each other more
5. More questions asked
6. More participation by students with a lower level of subject knowledge

For SI leaders:
1. Asks fewer questions
2. Connects questions better
3. Asks more higher-order questions
4. Expect more from all students (particularly those who are really struggling with the material)

(Mentor Manual, p. 21)
## Tips to Overcome Difficult Situations during Sessions

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<th>Strategies</th>
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<td>Students want you to “teach”</td>
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<td>Students expecting you to “re-teach” (If you must “re-teach” a concept encourage participation!)</td>
<td>Assign practice problems to groups</td>
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<td>Assign different topics to SI leaders (if more than 1 SI leader in your section)</td>
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<td>Have students self-select</td>
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<td>Provide more advanced student with opportunities to describe concepts to other students</td>
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<tr>
<td>Scenario</td>
<td>Response</td>
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<tr>
<td>When students just want to</td>
<td>Focus on main concepts</td>
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<tr>
<td>complete their homework</td>
<td>Pair students/ Discuss homework in small</td>
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<tr>
<td></td>
<td>groups</td>
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<td></td>
<td>Ask professor if he/she is ok with you</td>
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<td>working on homework in SI sessions</td>
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<tr>
<td>Students unprepared</td>
<td>“Teachable moment” - sharing study skills</td>
</tr>
<tr>
<td></td>
<td>(ex. reading textbook)</td>
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Additional SI Session Strategies

Effective math and chemistry strategies:
- formula flashcards
- practice problems (ask professor for practice problem ideas)
- different colored pens for graphs
- use textbook towards its fullest potential
- re-work old quizzes/homework problems
- encourage students to ask questions
- encourage students to keep up with work (don’t procrastinate)

When students expect you to “re-teach:”
- work in groups
- redirect questions so students will explain to themselves
- ask students to tell you the next step in the problem

What to do when all they want to do is homework:
- As a group go over how to approach problems and let them solve it (with your guidance) on their own or in groups. (Help each other out!)
- Divide up homework under main concepts and do an example of each
- Make sure they participate by asking them questions as you solve a homework problem and using the wait game.

What if students are unprepared?
- KNL chart (Know, Need to Know, Learn) - Make a chart and have students as a group list what they already know, what key concepts they need to know, and then what they learned by the end of the session.
- Ask what questions they have at this point in the material
- Stress reviewing notes everyday
- Be patient
- Explain consequences of not being prepared

SI Strategies for only 1 student:
- Sit next to the person—don’t assume a role of authority by standing at the board.
- Tailor session to their individual needs.
- More conversational—less formal atmosphere
- More “what do you think/want to cover/need to learn?”
What to do with 10+ students?

- Break down into small groups to discuss
- SI leaders work together for review sessions
- Use incomplete study sheets to help guide and structure the material and session. Students will fill in study sheet answers during the session. Don’t just give them the information!
- Split into teams and have a contest/play a game to answer review questions—maybe even include prizes like candy! (Jeopardy is a great way to review a variety of problems/concepts.)

The Dominating Student:

- Ask to be patient
- Ask questions to specific individuals
- Assign roles/turns

The Quiet Student:

- Be patient/ encourage
- Try to be conversational
- Assign roles/ turns (everyone only gets to speak once)
- Sit in a circle (re-arrange the room)
- Build rapport with this student by talking to him/her before/after class and/or SI session
incorporating STUDY SKILLS
Incorporating Study Skills in your SI Sessions

Study Skills to Incorporate:

- Staying Organized: Keep your syllabus, notes/handouts from class, handouts from SI sessions, and any other course materials in a 3-ring binder

- Time Management: Use a planner. At the beginning of the semester write all of your exams dates and main projects for each class in your planner. (Remind students that this information can be found on course syllabi.)

- Note Taking: Try the Cornell method to clearly label key concepts/topics and the descriptions. Use abbreviations rather than spelling out the entire word.

- Practice active listening in class: Sitting in the “T” zone (front and center sections of the class) and taking notes can assist with active listening.

- Re-writing notes following the lecture: Re-writing your notes is an excellent way to reinforce the material. This process can also help you identify gaps in your notes and areas where you have questions. You can also add important information from the textbook when you re-write class notes.

- Talk to the professor: Encourage students to get to know their professors and ask their professor questions about concepts that you are unsure of.

- Note cards: Encourage students to make the most of their “free time” in between classes. Note cards make it easy to review material wherever you are. By making note cards throughout the semester, students will also have a good review guide on key concepts when it comes time for final exams.

- Mnemonic Devices: jingles, acronyms, catch phrases

- Encourage students to read the textbook. (For specific reading and marking the textbook tips see the following page.)

- Test-taking: If the professor has given you permission to share the test format (or has already shared this with the class), provide them with test-taking tips for the specified format. See handouts for tips.

Study Strategies adapted from UMKC SI leader 2005 Training Manual
Reading Textbooks

1. As SI leader, ask yourself the following questions:
   a. What should students know when they finish this chapter? What are the major concepts that the students should understand? What supporting information or details should they remember on a long-term basis?
   b. What should students be able to do when they finish the chapter? What background information is essential to perform the required task?

2. Draw attention to the items you believe are important for success in this course. Ask students why the items are important.

3. Encourage students to read assignments before the topic is discussed in class. Suggest that previewing the reading sets them up to better manage their time and information gathering. From time to time do this together in SI sessions.

4. Review how to read charts, graphs, and diagrams. Discuss the importance of understanding the information gleaned from the graphic.

5. Help students formulate questions from textbook headings, vocabulary, and diagrams.

6. Integrate lecture notes with readings. Does the information in the text complement or extend the lecture information?

7. Show students how to supplement their notes using the index of the text. For example, topics may not be addressed within the pages assigned. Check the index to see if the topic is addressed in another section of the text.

Textbook Activities
1. Write a study guide for a chapter in the textbook. Distribute this to students attending SI. Encourage students to prepare their own study guides for other chapters.

2. Have students compare two sources of information about the same topic - the text and the lecture. Note information found in both sources as especially important.

3. Preview chapters during the SI sessions.

4. Have the students survey the chapter for several minutes.

5. Occasionally, the instructor assigns text chapters, but tests only on class notes. It is not a bad study skill for a student to eventually realize this and use the text only as a backup to the notes. Avoid suggesting the text is not important, but gradually de-emphasize it during SI if you find this to be the case.
Marking Textbooks

1. **Finish reading before marking.**
   Never mark until you have finished reading a full paragraph or headed section and have paused to think about what you just read. The procedure will keep you from grabbing at everything that looks important at first glance.

2. **Be extremely selective.**
   Don’t underline or jot down so many items that they overload your memory or cause you to try to think in several directions at once. Be stingy with your markings, but don’t be so brief that you’ll have to read through the page again when you review.

3. **Use your own words.**
   The jottings in the margins should be in your own words. Since your own words represent your own thinking they will later be powerful cues to the ideas on the page.

4. **Be brief.**
   Underline brief but meaningful phrases, rather than complete sentences. Make your marginal jottings short and to the point. They will make a sharper impression on your memory, and they will be easier to use when you recite and review.

5. **Be swift.**
   You don’t have all day for marking. Read, go back for a mini-overview, and make your markings. Then attack the next portion of the chapter.

6. **Be neat.**
   Neatness takes conscious effort, not time. Later when you review, the neat marks will encourage you and save time, since the ideas will be easily and clearly perceived.
The VARK Questionnaire (Version 7.0)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, town centre or railway station. You would:
   a. go with her.
   b. tell her the directions.
   c. write down the directions (without a map).
   d. draw, or give her a map.

2. You are not sure whether a word should be spelled `dependent' or `dependant'. You would:
   a. see the words in your mind and choose by the way they look.
   b. think about how each word sounds and choose one.
   c. find it in a dictionary.
   d. write both words on paper and choose one.

3. You are planning a holiday for a group. You want some feedback from them about the plan. You would:
   a. describe some of the highlights.
   b. use a map or website to show them the places.
   c. give them a copy of the printed itinerary.
   d. phone, text or email them.

4. You are going to cook something as a special treat for your family. You would:
   a. cook something you know without the need for instructions.
   b. ask friends for suggestions.
   c. look through the cookbooks for ideas from the pictures.
   d. use a cookbook where you know there is a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   a. talk about, or arrange a talk for them about parks or wildlife reserves.
   b. show them internet pictures, photographs or picture books.
   c. take them to a park or wildlife reserve and walk with them.
   d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   a. Trying or testing it.
   b. Reading the details about its features.
   c. It is a modern design and looks good.
   d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
   a. watching a demonstration.
   b. Listening to somebody explaining it and asking questions.
   c. Diagrams and charts - visual clues.
   d. Written instructions – e.g. a manual or textbook.
8. You have a problem with your knee. You would prefer that the doctor:
   a. gave you a web address or something to read about it.
   b. used a plastic model of a knee to show what was wrong.
   c. described what was wrong.
   d. showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:
   a. read the written instructions that came with the program.
   b. talk with people who know about the program.
   c. use the controls or keyboard.
   d. follow the diagrams in the book that came with it.

10. I like websites that have:
    a. things I can click on, shift or try.
    b. interesting design and visual features.
    c. interesting written descriptions, lists and explanations.
    d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?
    a. The way it looks is appealing.
    b. Quickly reading parts of it.
    c. A friend talks about it and recommends it.
    d. It has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
    a. a chance to ask questions and talk about the camera and its features.
    b. clear written instructions with lists and bullet points about what to do.
    c. diagrams showing the camera and what each part does.
    d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:
    a. demonstrations, models or practical sessions.
    b. question and answer, talk, group discussion, or guest speakers.
    c. handouts, books, or readings.
    d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:
    a. using examples from what you have done.
    b. using a written description of your results.
    c. from somebody who talks it through with you.
    d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:
    a. choose something that you have had there before.
    b. listen to the waiter or ask friends to recommend choices.
    c. choose from the descriptions in the menu.
    d. look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:
    a. make diagrams or get graphs to help explain things.
    b. write a few keywords and practice saying your speech over and over.
    c. write out your speech and learn from reading it over several times.
    d. gather many examples and stories to make the talk real and practical.
The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers.

E.g. If you answered b and c for question 3, circle V and R in the question 3 row.

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<thead>
<tr>
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<th>a category</th>
<th>b category</th>
<th>c category</th>
<th>d category</th>
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<tbody>
<tr>
<td>3</td>
<td>K</td>
<td>V</td>
<td>R</td>
<td>A</td>
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Scoring Chart

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<td>V</td>
<td>K</td>
<td>R</td>
</tr>
<tr>
<td>6</td>
<td>K</td>
<td>R</td>
<td>V</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>K</td>
<td>A</td>
<td>V</td>
<td>R</td>
</tr>
<tr>
<td>8</td>
<td>R</td>
<td>K</td>
<td>A</td>
<td>V</td>
</tr>
<tr>
<td>9</td>
<td>R</td>
<td>A</td>
<td>K</td>
<td>V</td>
</tr>
<tr>
<td>10</td>
<td>K</td>
<td>V</td>
<td>R</td>
<td>A</td>
</tr>
<tr>
<td>11</td>
<td>V</td>
<td>R</td>
<td>A</td>
<td>K</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td>R</td>
<td>V</td>
<td>K</td>
</tr>
<tr>
<td>13</td>
<td>K</td>
<td>A</td>
<td>R</td>
<td>V</td>
</tr>
<tr>
<td>14</td>
<td>K</td>
<td>R</td>
<td>A</td>
<td>V</td>
</tr>
<tr>
<td>15</td>
<td>K</td>
<td>A</td>
<td>R</td>
<td>V</td>
</tr>
<tr>
<td>16</td>
<td>V</td>
<td>A</td>
<td>R</td>
<td>K</td>
</tr>
</tbody>
</table>

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

- Total number of V's circled = [ ]
- Total number of A's circled = [ ]
- Total number of R's circled = [ ]
- Total number of K's circled = [ ]

Calculating your preferences

Use the online VARK spreadsheet (available from the [www.vark-learn.com](http://www.vark-learn.com) website) to work out your VARK learning preferences.
Multi-sensory Learning Strategies
Developed by Academic Centers for Excellence – www.sc.edu/ace

Visual learners
intake information by

Underlining
Different colors
Highlighting
Symbols
Flow charts, timelines
Charts and graphs

Pictures, videos, posters, slides
Different spatial arrangements on the page
Flashcards
Textbooks with diagrams, pictures
Lecturers who use gestures and picturesque language

SWOT – Study Without Tears, Visual learners!

- Convert your lecture notes into a learnable package by reducing them into page pictures. Use intake techniques to do this
- Reconstruct the images in different ways – try different spatial arrangements
- Redraw your pages from memory
- Replace words with symbols or initials
- Look at your pages

Auditory learners
intake information by

Attending lectures
Attending tutorials
Discussing topics with other students
Discussing topics with your lecturers
Explaining new ideas to other people
Adding rhymes or tunes to your studying
Using a tape recorder

Remembering the interesting examples, stories, jokes
Describing the overheads, pictures and other visuals to someone who was not there
Leaving spaces in your lecture notes for recall and “filling in”

SWOT – Study Without Tears, Auditory learners!

Convert your lecture notes into a learnable package in the following ways:

- Your lecture notes may be poor because you prefer to listen. You will need to expand your notes by talking with others and collecting notes from the textbook
- Put your summarized notes onto tapes and listen to them
- Ask others to “hear” your understanding of a topic
- Read your summarized notes aloud
- Explain your notes to another “auditory” person
Kinesthetic learners
intake information by using

All your senses: sight, touch, taste, smell, hearing
Laboratories
Fields trips
Examples of principles
Lecturers who give real-life examples
Applications

Hands-on approaches (computing)
Trial and error
Collections of rock types, plants, shells, grasses
Exhibits, samples, photographs
Recipes – solutions to problems
Previous exam papers

SWOT – Study Without Tears. Kinesthetic leaners
Convert your lecture notes by:

 Putting plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts.
 Talking about your notes with another kinesthetic learner
 Using pictures and photographs that illustrate an idea
 Going back to the laboratory or your lab manual
 Recalling the experiments, fields trip
(Your lecture notes may be poor because the topics were not “concrete” or “relevant”)

Read & Write Learners
intake information by

Lists
Headings
Dictionaries
Glossaries
Definitions
Handouts
Textbooks

Reading – Library
Lecture notes (verbatim)
Manuals (computing and laboratory)
Lecturers who use words well and have lots of information in sentences and note

SWOT – Study Without Tears, Read and Writers
Convert your lecture notes by:

 Writing out the words again and again
 Reading your notes (silently) again and again
 Rewriting the ideas and principles into other words
 Organizing any diagrams and graphs into statements (e.g., the trend is …)
 Turning reactions, actions, charts, and flows into words
 Imagining your lists arranged in multiple choice question formats and distinguishing each from the other

Adapted from The VARK, copyrighted by Neil Fleming, Christchurch, New Zealand, and Charles Bonwell, St. Louis, Missouri.
# How I Learn

## Using Your Learning Style

Understanding your learning style will help you uncover and develop strategies that work best for you. Most of us have more than one strength and it's always good to use more than one strategy in the learning process. Find out your learning style—take our online assessment at: [www.cas.lsu.edu/learn](http://www.cas.lsu.edu/learn)

<table>
<thead>
<tr>
<th>Visual Learner (prefers pictures, charts, diagrams, graphs, etc.)</th>
<th>During Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class</strong></td>
<td><strong>While Studying</strong></td>
</tr>
<tr>
<td>• Underline important points</td>
<td>• Underline notes and text</td>
</tr>
<tr>
<td>• Highlight with different colors</td>
<td>• Highlight notes and text (in color)</td>
</tr>
<tr>
<td>• Use symbols, charts, graphs</td>
<td>• Summarize with images and concept maps</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aural Learner (prefers hearing information)</th>
<th>During Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class</strong></td>
<td><strong>While Studying</strong></td>
</tr>
<tr>
<td>• Attend lectures, discussions and tutorials</td>
<td>• Discuss material in study group</td>
</tr>
<tr>
<td>• Tape lecture for later</td>
<td>• Summarize notes, then read out loud</td>
</tr>
<tr>
<td></td>
<td>• Read onto tape, then listen back</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading/Writing Learner (prefers reading or writing about information)</th>
<th>During Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class</strong></td>
<td><strong>While Studying</strong></td>
</tr>
<tr>
<td>• Create lists and headings</td>
<td>• ID key words and associate them with details</td>
</tr>
<tr>
<td>• Take complete lecture notes</td>
<td>• Reread notes and text and summarize them in writing</td>
</tr>
<tr>
<td></td>
<td>• Reread and summarize old tests</td>
</tr>
<tr>
<td></td>
<td>• Answer (in writing) the review questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kinesthetic Learner (prefers moving, touching, visualizing movement or hands-on activities to learn information)</th>
<th>During Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class</strong></td>
<td><strong>While Studying</strong></td>
</tr>
<tr>
<td>• Use all senses in class</td>
<td>• Trial and error is important - can learn from mistakes</td>
</tr>
<tr>
<td>• Participate in Labs and field trips</td>
<td>• Create personal examples</td>
</tr>
<tr>
<td></td>
<td>• Use pictures to illustrate notes</td>
</tr>
<tr>
<td></td>
<td>• Stand, move, walk</td>
</tr>
<tr>
<td></td>
<td>• Study in an exam-like environment</td>
</tr>
</tbody>
</table>

---

LSU Center for Academic Success
B-31 Costes Hall • 225.578.2872 • www.cas.lsu.edu

LL-8
1.10
Planning Activities & Incorporating Study Skills for Various Learning Styles

Use handouts-

Ex 1: Provide problems and space for students to solve problems step by step

Problem
Step 1
{Space to work step 1}
Step 2
{Space to work step 2}
Step 3
{Space to work step 3}

Ex 2: Create a concept grid:

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex. 3: Problem Solving and Creating

Concept 1
{Students write notes related to concept 1}
Sample Problem provided by SI leader
Create Problem (students create own problem that relates to this concept)
Concept 2

To make sure group work is a part of these activities:
- “Assign groups to different sections of the handout”
- “Ask a student to explain each step of a solved problem on the board”
- “Students list all variables and equations” (“Determine and list what is given and what we need to solve for”)
- “Have each student do one step of the problem on the board and write out the reasoning”
  
  Cooper & Garcia, 2008)
Create a matrix such as the one below to list activities you plan to do/study strategies you plan to suggest in SI sessions:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Visual</th>
<th>Read/Write</th>
<th>Kinesthetic</th>
<th>Auditory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts/Graphs</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board Work</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Discussing Concept</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Highlighting</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Rewriting Notes (Cornell method)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This matrix will help you identify whether or not your activities are geared toward a variety of learning styles.

Learning Styles activities and suggestions provided by:

BEYOND

the

BASICS
SI Policies and Procedures

Forms
If you are a new SI leader, please complete and turn in a W-4, Direct Deposit form (with a voided check), and a copy of your driver’s license and social security card (or a passport). All hiring documentation must be turned in to Debra Hoy or Kimberly Meints prior to SI leader training at the beginning of the semester. Your failure to turn in these documents by the deadline will result in a delay in your payment.

Payment Process
SI leaders are paid every two weeks. All checks will be direct deposit into the account that you specified on the direct deposit form. You will receive an email from Payroll every two weeks with a paystub. The following schedule will inform you when you need to hand in your signed time sheet and the corresponding pay dates.

<table>
<thead>
<tr>
<th>Spring 2013 Pay Period Dates</th>
<th>Time Sheet Due Date</th>
<th>Corresponding Pay Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/21/2013 - 1/3/2014</td>
<td>Friday, January 3</td>
<td>01/17/14</td>
</tr>
<tr>
<td>1/4/2014 - 1/17/2014</td>
<td>Friday, January 17</td>
<td>01/31/14</td>
</tr>
<tr>
<td>1/18/2014 - 1/31/2014</td>
<td>Friday, January 31</td>
<td>02/14/14</td>
</tr>
<tr>
<td>2/1/2014 - 2/14/2014</td>
<td>Friday, February 14</td>
<td>02/28/14</td>
</tr>
<tr>
<td>2/15/2014 - 2/28/2014</td>
<td>Friday, February 28</td>
<td>03/14/14</td>
</tr>
<tr>
<td>3/1/2014 - 3/14/2014</td>
<td>Friday, March 14</td>
<td>03/28/14</td>
</tr>
<tr>
<td>4/12/2014 - 4/25/2014</td>
<td>Friday, April 25</td>
<td>05/09/14</td>
</tr>
<tr>
<td>4/26/2014 - 5/9/2014</td>
<td>Friday, May 9</td>
<td>05/23/14</td>
</tr>
<tr>
<td>5/10/2014 - 5/23/2014</td>
<td>Friday, May 23</td>
<td>06/06/14</td>
</tr>
</tbody>
</table>

Basic Guidelines
- All students are to be treated with respect and courtesy.
- Any complaint made by students, faculty, or staff about SI leaders will be investigated to determine its merit.
- If you are scheduled, you are expected to remain in your assigned room with the exception of restroom breaks for the entire length of the SI Session.
- Your friends are not allowed to visit during your session times (unless attending an SI session for a course in which they are enrolled.)
- Your nametags must be worn each SI session, and visible to all students.
- When deciding what to wear, please keep in mind that the LASSO Center is a professional office on campus. Please wear appropriate attire as you would if you were meeting with a professor or in class. (Examples of what not to wear: “short” shorts; revealing shirts; “lounge” wear; etc.)
This is not comprehensive. You may be asked by your supervisor to perform other duties as necessary. Also, the SI staff may amend the terms of this document at their discretion. You will be notified of any changes.

**Absences and Tardiness**

SI leaders are expected to work their assigned SI sessions. In the course of a semester, you will be allowed two rescheduled SI sessions for personal reasons. **You must submit a schedule change request form in the LASSO Tutoring Center at least one week before the absence to allow time for your scheduled session times to be changed and make-up sessions to be scheduled. You must complete the entire form in order to properly submit it.** Make sure you document that it is a personal schedule change #1 or #2 in the “Reasons for Schedule Change” box.

If you are sick or an emergency takes place on the day of your SI session and you will be unable to make your session, you must:

1. Call the LASSO Tutoring Center 405-744-3309 at least three hours prior to the absence and speak directly with an SI Supervisory Staff member. (Leaving a voicemail does not qualify as informing the supervisor, nor does sending an email to the SI GA or Program Manager).
2. You must email your students to let them know about the cancellation.
3. After notifying a supervisor, you must submit a schedule change request to make up this session for the following week.

**Alternately,** if you are assigned to a class that has multiple SI Leaders covering the same sections and same instructor, you can try to contact the other SI Leader(s) to see if she/he will be willing to fill in for you during your session. If this is the case, you are still expected to inform the SI staff by calling the LASSO Tutoring Center (above). Ultimately, it is your responsibility to inform the SI Staff.

You are required to be at your scheduled session 10 minutes prior to your start time to ensure that students are not waiting on you. Please use any time before your session to make copies, get your materials ready, etc. You are expected to be ready to begin your session at the scheduled time.
Attendance

Students benefit from Supplemental Instruction only when they can attend your sessions on a consistent basis. Attendance is the foundation for your success as an SI leader, your students’ individual success, and ultimately the success of the course. Our attendance goals are set in place in order to promote consistent attendance, while also ensuring that you hold yourself accountable to the fact that you are an integral part of recruiting students to attend your sessions.

Goals for Session Attendance:

- 25% of enrolled students per week (cumulative 3 sessions/week) for courses with greater than 65 students
- 25% of enrolled students per session for courses with fewer than 65 students

Our attendance goals are aligned with national SI standards for consistent attendance. Assistance measures will be put in place for SI leaders who do not reach this consistent attendance percentage.

Your attendance must be submitted for each session.

The deadline to submit attendance is Friday by 5pm of each week.

Missing Class Time

You are expected to attend your assigned class as you would any other class in which you are enrolled. Always remember that you are paid to attend this class, and you need to be modeling positive student behavior to your peers. When you know you must miss a scheduled class time, you are expected to notify your professor and copy the Coordinator of SI on the email. It is imperative that you attend each class, be an active participant, and model positive student behavior. Your professor expects you to be in class, and he/she needs to be aware of any schedule conflicts. You need to discuss your professor’s expectations of you at the beginning of the semester, when it comes to your attendance on exam days; leaving early for breaks; unexpected illnesses.
Trainings and SI Leader Meetings

All SI leaders must attend all in-service trainings throughout the semester.

Purpose of the In-Service Trainings:

- To provide specific training throughout the semester
- To encourage dialogue about challenges that arise in sessions
- To increase SI leader awareness of key resources on campus
- To provide SI leaders with personal and professional development

Additionally, each SI leader must meet with the Graduate Assistant for Supplemental Instruction once/semester to discuss the position and any issues or concerns. This meeting will occur at the mid-point of the semester, and information regarding sign up will be sent in the weekly SI update emails.

Finally, each SI leader who is observed is expected to stay after their SI session in order to discuss feedback with the SI leader. These informal meetings will last roughly 10 minutes, and this time is a great opportunity to learn new skills and strategies to implement in future sessions.

Hours

The SI leader position consists of a minimum of 12 hours per week.

   a. 3 hours for class attendance;
   b. 3 hours for facilitating sessions;
   c. 4 hours for preparation;
   d. 2 hours (minimum) of drop-in tutoring/office hours at the Academic Development Center.

Preparation time should include meeting with your professor to discuss handouts/practice quizzes/general topics to discuss in your sessions, preparing your SI session plans, completing any reading and/or homework that will aid in your ability to answer students’ questions, and preparing handouts, practice problems, and activities for your students.

Midterm & Final Semester Participant Evaluations

At the midpoint and final week of the semester, SI participants have an opportunity to evaluate their SI experience. The feedback will be shared with you with the expectation you work to improve any areas suggested by your students. You are always encouraged to schedule a meeting with an SI supervisor to discuss the feedback.
Concerns about Students/Class

If SI leaders have any concerns about a student attending SI sessions or general concerns about the course, please discuss these concerns with any of the supervisory staff. The SI staff is always available to offer guidance, assist you in making a referral for your students, and any areas of concern. It is important that you keep us up to date on any challenges that arise.

Communication from SI Program

You are expected to check your University email regularly, review all weekly SI update emails, and respond as needed to any requests from the SI staff within 48 hours of receipt. Failure to do so will result in the warning/accountability process.

No Attendance at your SI session

If you have no students attending your SI session, you are required to work on SI-related assignments. For example, enter your attendance on AccuClass; review Collaborative Learning Techniques; plan out your upcoming session; email your students; etc.

If you have no attendance at 2 consecutive SI sessions, the supervisor will have a CPR discussion with you. CPR is a process that will assist you in identifying strategies to assist you in overcoming your attendance challenges. Once CPR is discussed with you, you are expected to initiate the revised strategies immediately. The SI staff will continue to work with you until your attendance improves. These are not punitive measures. We want to stay up to date on attendance challenges and learn how we can better support you and your students.

Copying/Printing

The copiers are located in the LASSO Tutoring Center’s check-in area directly after the main office entryway and in the LASSO office in the Student Union (214). Please ask the supervisor or the student assistant for help.

Copies are only to be made for SI sessions. Please plan accordingly when making copies as multiple SI Leaders or other department employees may also need to make copies.

Feel free to use a spare computer in the Tutoring Center or behind the front desk in Tutoring check-in to print SI-related materials.
Session Supplies
The following supplies are available at the resource area and/or by request:

- Dry Erase Marker Bundles
- Attendance Sign In Sheets
- Small White Board Sheets & Markers (By request)
- Chalk & Erasers
- Index Cards (By request)
- Scrap Paper (next to the copy machine in a box)
- Projector (By request from the Program Manager or GA of SI 24 hours in advance)
- Jenga
- Collaborative Learning Resource Binders
- Session Plan Cards
- Large paper pads (By request)

Unexpected Room Changes
Some evenings SI sessions will become much larger than anticipated. If you change rooms to facilitate your session in a more open area (i.e. library study rooms, the Student Union, etc.) please be sure to write on the white board your new location.

Sessions in Academic Buildings
All of your sessions will be held in academic buildings. Please also plan to arrive 10-15 minutes early in the event the room is locked and you must find a new location.

When someone else is in your room, please call the Assistant SI Supervisor to notify him/her of the situation. They will give you further instruction.

Emergency Procedures

Emergency: Dial 9-1-1.
Non-Emergency: 405-744-6523 or 311

FIRE SAFETY
1. When the fire alarm sounds, don’t panic!
2. Evacuate calmly and swiftly.
3. Using the stairs, exit the building through the closest emergency exit. Patrons needing special assistance (i.e. mobility impaired) should be moved to the nearest stairwell. Tell the police and/or fire department where they are. DO NOT try to carry them out of the building.
4. Close all doors behind you.
5. Meet your students outside on the sidewalk and wait.

If your session is underway during a fire alarm:
- If the session is more than half-over, you may cancel the session after check the attendance list to be certain everyone checked in. You will not be docked in pay for this.
- If the session is less than halfway done, wait 10 minutes before cancelling the session.
**Uncomfortable Situations**

If you feel that you are in an uncomfortable situation with a student or another peer leader, please seek assistance from a supervisor as soon as you can.

If you are in an academic building and/or a library room, and feel that you need to get yourself in a public place please tell the individual(s) that you need to go to the LASSO Tutoring Center to “check in” or “pick up something” and start walking towards the office. Please call a supervisor to inform.

A supervisor will assist in resolving the issue and the Program Manager will be notified to follow up.

In any event, please always report suspicious people and/or activity around campus.

**Resignation**

When hired as an LASSO Supplemental Instruction Leader, your employment begins during training, usually 1 week prior to the first day of classes and goes until the last day of classes. If, for whatever reason, a SI leader must resign his/her position before the completion of the semester, they may not reapply for a SI leader or tutor position the following spring/fall academic semester. They will also not be considered for summer tutoring. Further, it is required that SI leaders give a 6-session notice (approx. 2 weeks) of resignation once the semester has begun. Once a SI leader resigns from his/her position, pay will stop at the last day of service.
### SI Leader Accountability System

<table>
<thead>
<tr>
<th>Degree</th>
<th>Offense</th>
<th>Sanction</th>
</tr>
</thead>
</table>
| 1st Degree | • Late/missing Attendance  
• Missing a meeting without an excuse  
• Late to a session  
• Leaving early from a session  
• Missed deadlines/submission of documents and forms  
• Other offenses as deemed necessary | • Written Warning |
| 2nd Degree | • Any of the 1st degree offenses committed for the 2nd time  
• Missing a session entirely  
• Other offenses as deemed necessary | • Written Warning  
• Meeting with GA |
| 3rd Degree | • Any of the 1st degree offenses for the 3rd time  
• Any of the 2nd degree offenses for the 2nd time  
• Other offenses as deemed necessary | • Written Warning  
• Meeting with GA (and Program Manager as needed)  
• Placed on probation |
| 4th Degree | • Any excessive amount of offenses  
• Other offenses as deemed necessary | • Removal from position |
Submitting a Schedule Change Request Form

In the beginning of the semester, the GA for Supplemental Instruction will email a link to a Google Form. It is suggested you save this link to use when completing a schedule change request form. Paper request forms will also be made available in the LASSO Tutoring Center (021 CLB).

If using the online form:

1. This will take you to a page that has required fill-in’s for completing a session plan
2. You must include your name, email, date and time of the session you’d like to change/reschedule, schedule change preferences, next test date, expected number of students, and reasons for the schedule change.
3. Click on “Submit” once you have completed the form and it will automatically be emailed to the Graduate Assistant’s email. You will also receive an email confirmation that it was submitted correctly. If you do not receive this message, check your junk mail or it might not have been submitted correctly.

Notes:

- Please provide a sufficient amount of time for the Graduate Assistant to contact you to confirm your schedule change. **You will not receive a confirmation the very next day, but in time for you to notify your class of the change.**
- The Graduate Assistant will email you a confirmation with the time and location for your session.
- Notify your students of the change by making an announcement in class and then sending all the students an email reminding them of the change.
- You only have two personal schedule changes! Plan wisely for the semester!
Observations

Purpose of Observations:

- Observations are conducted to provide individual feedback to SI leaders
- Ensure that SI leaders are incorporating collaborative learning techniques as discussed in training
- Provide SI supervisors opportunities to better understand the challenges faced in SI sessions

Observations are a method of support for you! SI supervisors will meet with you briefly (5-10 minutes) following your observed session. Use this feedback time to ask the SI supervisor questions and reflect on your session. SI Supervisors will also email you a copy of your observation form in the week following your observation.

Goal for observations:

All leaders will be observed a minimum of 3 times during each semester. New SI leaders will be observed first at the beginning of the semester so SI supervisors can answer any follow-up questions and assist new SI leaders with session plans.
## OBSERVATION
### SUPPLEMENTAL INSTRUCTION PROGRAM

| SI Leader: ___________________________ | Observer: ___________________________
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course: ______________________________</td>
<td>Date: _____________________________</td>
</tr>
<tr>
<td>Room Location: ________________________</td>
<td>Time of Session: ___________________</td>
</tr>
<tr>
<td>Number of Students Attending: __________</td>
<td>Uses Attendance Sheet: Yes  No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals for Following SI Sessions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments/Suggestions for Improvement:</th>
</tr>
</thead>
</table>

| Makes Effort to use Student Names:  Yes  No  |

<table>
<thead>
<tr>
<th>Did the SI Leader appear professional?</th>
<th>1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the SI Leader establish verbal and non-verbal rapport with the students?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Did the SI Leader begin/end the session appropriately?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Does the SI Leader have a session plan?</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

1 = Needs Improvement  2 = Somewhat Demonstrated  3 = Demonstrated  4 = Demonstrated Effectively

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### Collaboration Techniques

<table>
<thead>
<tr>
<th>Technique</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-directed questions</td>
<td></td>
<td></td>
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<tr>
<td>Offered problem solving techniques</td>
<td></td>
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<tr>
<td>Used incomplete handouts/outlines</td>
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</tbody>
</table>

### Listening/Questioning Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practiced active listening</td>
<td></td>
<td></td>
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<tr>
<td>Clarified student questions/responses</td>
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<tr>
<td>Used “wait time” appropriately</td>
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<tr>
<td>Used open-ended questions</td>
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<tr>
<td>Used appropriate levels of questioning</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(i.e. memory, comprehension, application)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Sought for students’ understanding</td>
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</tbody>
</table>

### Independent Learning

<table>
<thead>
<tr>
<th>Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let the student do the work</td>
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<tr>
<td>(i.e. boardwork, think-pair-share)</td>
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<tr>
<td>Referred to lecture, notes, and/or text</td>
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<tr>
<td>Offered and/or modeled effective study skills</td>
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<tr>
<td>Provided effective feedback to students</td>
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</tbody>
</table>

### Adaptation to Student Learning Styles

<table>
<thead>
<tr>
<th>Application</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used relatable examples</td>
<td></td>
<td></td>
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<tr>
<td>Summarized key points</td>
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<td>Paced explanations</td>
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<tr>
<td>Used visuals (i.e. handouts)</td>
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1= Needs Improvement   2= Somewhat Demonstrated   3= Demonstrated   4= Demonstrated Effectively
Session Plan Evaluation Form
SUPPLEMENTAL INSTRUCTION PROGRAM

SI Leader: ____________________________  Supervisor: ____________________________
Course: ______________________________  Date: ________________________________
Room Location: ______________________  Time of Session: ______________________
Session plan submitted by Friday at 5pm: Yes  No

Session Structure
Session plan includes an organized breakdown of activities: 1 2 3 4
Session plan includes an estimated allotment of time for each activity: 1 2 3 4
Comments:

Session Plan Content:
Session plan is written in an acceptable and organized fashion: 1 2 3 4
Session plan includes detailed references to page numbers of material: 1 2 3 4
Session plan includes specific references to what material will be covered: 1 2 3 4
Session plan shows effort and time were put into planning of the session: 1 2 3 4
Session plan includes appropriate activities for content covered in session: 1 2 3 4
Session plan includes a variety of collaborative learning techniques: 1 2 3 4
Comments:

Session Plan Implementation
Session plan was followed in session (if applicable): 1 2 3 4
Session plan was changed to accommodate student needs: 1 2 3 4
Session plan schedule was followed with appropriate allotments of time: 1 2 3 4
Comments:
The CPR Sequence is an attendance analysis based on three factors- Course, Promotion, and Relationships.

Under each section, discuss the strengths and challenges of each that can affect SI attendance.

**COURSE:** Examine the course content and syllabus to review the course requirements to identify factors influencing student attendance to SI sessions (i.e. number of exams, frequency of homework, amount of material covered, etc.).

**PROMOTION:** Examine the methods utilized to make students aware of the SI sessions and promote attendance. Brainstorm potential new ways to advertise sessions, reach the students, and increase attendance.

**RELATIONSHIPS:** Examine the rapport building process the SI leader uses with students and the faculty member. Focus on exploring the current relationships the SI leader has formed within the classroom, and identify additional methods to reach out to students and work collaboratively with the faculty member.
**Action Plan:**

After discussion, identify with the supervisor what areas you want to focus on improving over the next 3-6 SI sessions. We recognize that student attendance is not an issue that you can control; however, we do want to support you in your role as an SI leader. The supervisor is here to help you develop strategies you can implement now in order to increase your attendance throughout the semester.

Below, list out some ideas/strategies you discussed with the supervisor about attendance. Think of these as goals you are setting for yourself to overcome any SI session attendance issues. Once complete, the supervisor will set a date to check back in with you on your progress of implementing these strategies.

**Course**

- 
- 

**Promotion**

- 
- 

**Relationships**

- 
- 

**Date of First Follow Up:** ____________________________

I agree to work collaboratively with my supervisor, ________________________, to increase my SI session attendance. I will work to implement the strategies we discussed above within 3-6 sessions.

__________________________  ___________________________
SI Leader Signature                Date

__________________________  ___________________________
Supervisor Signature                Date
When a supervisor notices that an SI session has no student attendance, the two will discuss CPR. CPR designed to assist the SI leader in identifying obstacles to overcome in achieving consistent student attendance.

The CPR Sequence is an analysis of the following factors:

**COURSE:** Examination of the course content and schedule to review the course requirements. This examination is intended to identify what factors of the course might be influencing student attendance to SI sessions, i.e. number of exams, frequency of homework, amount of material covered, etc.

**PROMOTION:** Examination of the methods utilized to make students aware of the SI sessions and promote attendance. This discussion will assist the SI leader in brainstorming potential new ways to advertise sessions and increase student attendance.

**RELATIONSHIPS:** Examination of the rapport building process the SI leader has initiated with students and the faculty member. This discussion will focus on exploring the current relationships the SI leader has formed within the classroom, and identifying additional methods to reach out to students and work collaboratively with the faculty member.

---

**Follow Up Notes from Supervisor:**

---

SI Leader Signature     Date

Supervisor Signature    Date
Campus and Tutoring Resources

A key characteristic of an excellent peer educator is the ability to encourage the development of both proactive and responsive planning skills & problem-solving in others. You should not feel as if you have to solve, and have the answer to, all the problems a student may bring to your attention. All students face academic and personal struggles. Instead, you should continue to be the model student by helping those with problems to find a place where they can receive the help they truly need. If you ever have a question or are concerned about a student, it is pertinent that you contact someone, typically this can be the GA for SI or the Program Manager. However, if you feel a student is at risk of hurting themselves or others, please contact:

- University Counseling Services 405-744-5472
- OSU PD at 405-744-6523 (non-emergency) or 911 (emergency)

Below is a list of resources for you to use in your peer education relationships, as needed:

Campus Resources:

**Student Success Centers/Learning Centers:**

College of Agricultural Sciences and Natural Resources: [http://casnr.okstate.edu/student-success-center](http://casnr.okstate.edu/student-success-center)

Business Student Success Center: [http://spears.okstate.edu/ss/](http://spears.okstate.edu/ss/)

Arts and Sciences Student Success Center: [http://cassuccess.okstate.edu/](http://cassuccess.okstate.edu/)

Patricia Kain Knaub Center for Student Success (Human Sciences): [http://humansciences.okstate.edu/aps/content/view/16/32/](http://humansciences.okstate.edu/aps/content/view/16/32/)

CEAT Academic Excellence Center: [http://studentservices.okstate.edu/aec](http://studentservices.okstate.edu/aec)

Watson Family Student Academic Success Center (College of Ed): [http://education.okstate.edu/students/watson-family-student-academic-success-center](http://education.okstate.edu/students/watson-family-student-academic-success-center)


Statistics Learning Information Center: [http://statistics.okstate.edu/information/slic.htm](http://statistics.okstate.edu/information/slic.htm)

Mathematics Learning Success Center: [https://www.math.okstate.edu/mlsc](https://www.math.okstate.edu/mlsc)

OSU Writing Center: [http://osuwritingcenter.okstate.edu/](http://osuwritingcenter.okstate.edu/)

Residential Life Virtual Academic Center: [http://reslife.okstate.edu/vac.php](http://reslife.okstate.edu/vac.php)
OSU Libraries:

Edmon Low Library: http://www.library.okstate.edu/

OSU Library Branches: http://www.library.okstate.edu/about.htm#dept (main portal)

Cunningham Architecture Library, Curriculum Materials Library, Veterinary Medicine Library, Electronic Publishing Center, Library Annex

Departments and Offices of Interest on Campus:

University Assessment and Testing: https://uat.okstate.edu/

Student Disability Services: http://sds.okstate.edu/

Office of Multicultural Affairs: http://icae.okstate.edu/

University Counseling: http://ucs.okstate.edu/

Oklahoma ABLE Tech: http://oec.okstate.edu/home.php

Tutoring and Skill Development Resources:

ASPIRE Program Tutor E-Resources: https://www.montevallo.edu/SSS/tutor_e_resources.shtm

Study Guides and Strategies: http://www.studygs.net/

Study Skill Links (compiled by University Counseling): http://ucs.okstate.edu/index.php/studyskilllinks

Adapted from the Tutor Handbook, Oklahoma State University, Alexander, Scott (2013).