



SUPPLEMENTAL INSTRUCTION FACULTY GUIDEBOOK

Learning and Academic Resources
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SUPPLEMENTAL INSTRUCTION (SI)

OVERVIEW

Supplemental Instruction (SI), first developed at the University of Missouri, Kansas City in 1973, is a voluntary academic assistance program that uses peer-led study groups to help students succeed in traditionally difficult courses—those with high unsuccessful completion rates. The goal of SI is to help students master course content while developing effective learning, critical thinking, and study strategies.

SI offers regularly scheduled study sessions, led by SI Leaders, to assist students with course content and study skills. In addition, students have an opportunity to work together to compare notes, discuss readings, and develop organizational tools. SI Leaders have demonstrated academic competency in the subject area, and are trained in facilitating group activities using collaborative learning methods.

Data collected by the International Center for Supplemental Instruction at the University of Missouri-Kansas City from 719 institutions in the United States and 146 institutions in twelve other countries demonstrates two key findings:

1. Students participating in SI earn higher course grades and withdraw less often than non-SI participants.
2. The more sessions a student attends, the higher the final course grade.

KEY ELEMENTS OF SUPPLEMENTAL INSTRUCTION

*Note: LBCC offers two modified versions of the traditional SI Model. **Option 1** offers week to week course content study sessions. **Options 2** offers general topics workshop modules. Additional details for option 2 is provided below.

- SI consists of bi-weekly scheduled, out-of-class, peer facilitated review sessions. Students learn to combine how to learn with what to learn.
- Participation in SI is voluntary, free, and open to all students from all sections of the supported course.
- SI Leaders regularly attend course lectures and/or meet with Instructors for the supported course.
- SI Leader training includes discussion and application of how students learn, group facilitation methods, study techniques, and strategies for improving academic performance.
- Supplemental Instruction avoids a remedial stigma by focusing on classroom skills rather than individual students.
- SI Leaders encourage students to process the material. SI Leaders are not considered experts in the subjects and they do not re-lecture to students.

PROGRAM DETAILS

ROLE OF THE SI LEADER

SI Leaders serve as facilitators for SI group study sessions. This role requires the SI Leader to attend the targeted course (similar to auditing) and/or to meet with the Instructor to ensure constant and consistent knowledge of the lecture material and classroom expectations. The SI Leader's role in the classroom is to model effective classroom behavior and then transfer that knowledge to the SI session. Through collaborative learning strategies, the SI sessions integrate the review of lecture notes, textbook readings, outside supplemental readings along with appropriate modeling of learning strategies. "How to learn" is embedded into SI sessions along with "what to learn." Through practice and mastery of effective learning strategies, students can adopt and transfer these strategies to other subjects and content areas.

The SI Leader is not in the classroom to answer questions or serve in any official capacity, such as proctoring tests. However, the SI Leader does have these responsibilities:

- Attend lectures and/or regularly meet with Instructor.
- Be a visible presence to the students in the class.
- Act as a model student during lectures – listen and take notes, help facilitate group discussions.
- Read assigned texts and supplemental materials.
- Communicate with Instructor to discuss SI session strategies and activities.
- Organize and facilitate a minimum of two hours of regular study sessions per week.
- Design and distribute SI promotional materials.
- Communicate with students to encourage participation (announcements during class or via email, LAR website, or a designated social media group).
- If possible, attend class on test days to review the exam and hold post-test debriefing.
- Communicate with the SI Coordinator and attend SI in-service trainings.

WHAT GOES ON DURING SI SESSIONS?

A typical SI session is an hour or hour and a half-long meeting that takes place in a classroom or meeting room on campus. It may include a review of lecture material and assigned readings, group work and discussions, problem-solving and critical thinking activities or a mock exam. The SI Leader's primary focus is to assist students in understanding the course material while helping them develop effective study skills that are applicable to the content. The SI Leaders will never structure sessions as a forum to re-lecture to students who missed class.

WHAT IS THE SI LEADER NOT PERMITTED TO DO?

- The SI Leader is not a "teaching assistant" or any other type of "personal assistant" and the SI Leader exists solely as a student resource. The SI Leader is NOT to grade any assignments or exams, take attendance, or perform clerical duties, such as copying syllabi or classroom materials for the Instructor. It is important for SI Leaders to maintain their peer status among the students in the class. SI Leaders are paid to keep up with the material and run study group sessions.
- SI Leaders typically do not answer questions you ask the class as they are not there as students. Although they still serve as a model student (listening, taking notes...), the SI Leaders are in class to get a better sense of the areas emphasized during lectures so that they can design and develop more focused SI sessions.
- The SI Leader is NOT permitted to lecture for you, help you construct exam items or participate in determining a student's grade. The SI Leader is not a teacher. To assume that they could fill in would place them in a teaching role.

EXPECTATIONS

For SI to achieve its highest potential effectiveness for the students, collaboration between the SI Leader and Instructor is imperative.

COMMUNICATION

Communication between Instructor and SI Leaders should occur regularly. SI Leaders can attend class (on a rotating basis if supporting multiple sections), and hold regular meetings with the Instructor outside of class time and via email to keep Instructor apprised of what's happening in the SI sessions. SI Leaders will also inform Instructors of specific content related questions students are asking about, point out areas where the students are struggling, discuss the level of class participation, and offer Instructor advance review of study aids, such as mock exams.

RESOURCES

Instructors should share resources with SI Leaders such as: syllabus, handouts, practice tests, course textbooks, online course materials, etc. If Instructor uses online learning platforms such as Google Docs or Moodle, SI Leaders should be given access as well.

PROMOTION OF SI

- During the first week of classes, the SI Leader will give an introductory speech and invite students to attend the SI sessions. They will announce the tentative SI session schedule for term, and distribute flyers with pertinent information about the SI session schedule. If possible, we will ask SI Leaders to provide a copy of the flyer or a simple bio to be attached to the syllabus that will be given to students.
- After the first week, we ask that SI Leaders be allowed a few minutes at the start of lectures for subsequent announcements and to remind students of the SI schedule, content of SI sessions and encourage ongoing participation.
- SI Leaders may also announce in advance, content of SI sessions via email or postings on their website, or a designated social media group.
- Class content should be confirmed and/or made available to the SI Leader at least a week in advance.
- Instructor endorsement of SI for all students, not just those who struggle, also helps to eliminate the stigma that only those who are failing the course should attend. The combination of high- and low-performing students in SI sessions provides a collaborative and less threatening environment, where students learn from each other in a more intimate setting.
- Instructors can also support SI by periodically making announcements about SI (classroom lectures, syllabus, LMS-Moodle). SI prompts from the Instructor remind students of its availability and encourage participation in a positive manner.

ADDITIONAL INFORMATION ABOUT SI OPTION 2 – WORKSHOP MODULES

OVERVIEW

This option is ideal for courses that may not need such detailed content support. If the course has overall general topics that tend to give students difficulty, and those topics are addressed at different times throughout the semester, the department can request the Module Workshop option. The support would be provided to ALL students taking that class regardless of instructor. The department would decide which workshop topics they would like the SI Leader(s) to deliver throughout the semester. The workshop materials could be provided by the department or developed in collaboration with the SI Leader. The workshop topics could be repeated several times throughout the semester to coincide with a specific class schedule, or when the class is ready for that topic, the faculty could then request the corresponding workshop module.

PROGRAM DETAILS

- SI Leaders may hold up to 4-6 workshops each week. The majority of their prep time would occur at the beginning of the semester.
- Study sessions will include guided activities as well as open sessions for students to drop in to ask specific content related questions.
- Study sessions may focus on developing study skills, test taking skills, test reviews, post-test follow-up, learning strategies, in addition to content knowledge. A schedule of when each topic would be presented could be decided ahead of time and a calendar could be shared with the students at the beginning of the term.
- SI Leaders will provide regular communication with students to inform them of session topics via email and postings on their website or a designated social media group.

EXPECTATIONS

For Option2 - the Workshop Module to achieve its highest potential effectiveness for the students, collaboration between the SI Leader and an appointed Faculty Liaison or Lead Faculty is imperative.

COMMUNICATION

Communication between an appointed Faculty Liaison and SI Leaders should occur regularly. SI Leaders may hold regular meetings with the Faculty Liaison outside of class time and via email to determine and discuss overall content that will be covered, keep Instructors apprised of what's happening in the SI sessions, inform Faculty of specific content area questions students are asking about, point out areas where the students are struggling, and discuss the level of class participation.

RESOURCES

The Faculty Liaison should share resources with SI Leaders such as: syllabus, handouts, practice tests, course textbooks, online course materials, etc. If Instructors use online learning platforms such as Google Docs or Moodle, SI Leaders should be given access as well.

PROMOTION

- During the first few weeks of classes, SI Leaders or other LAR support staff can visit upon request your course to inform students about the program and share pertinent information about session times.
- SI Leaders may also announce in advance to students via email or postings on the LAR website or a designated social media group, content of SI Workshop Module sessions.

- Faculty endorsement of SI workshops for all students, not just those who struggle, also helps to eliminate the stigma that only those who are failing the course should attend. The combination of high-and low-performing students in SI workshop sessions provides a collaborative and less threatening environment, where students learn from each other in a more intimate setting.
- Faculty can also support SI workshops by periodically making announcements about SI (classroom lectures, syllabus, LMS-Moodle). SI prompts from Instructors remind students of its availability and encourage participation in a positive manner.

MANAGEMENT OF SI LEADERS

The SI Coordinators are responsible for training, monitoring and supervising the SI Leaders. If Instructors are concerned about something they see or hear regarding an SI Leader, they should alert Susan Fintland (LAC) at ext. 4740 or email sfintland@lbcc.edu or Sean Dominguez (PCC) at ext. 3977 or email sdominguez@lbcc.edu. The SI Coordinators also monitor the SI Leaders' on the job performance. SI Leaders receive feedback in several ways: session observations, review of session materials, bi-weekly or monthly staff meetings and continuous in-service training.

At the end of each semester, the SI Coordinator evaluates each Leader's progress and performance through:

- Student Evaluations
- Instructor Surveys
- Leader self-assessments/evaluations.

This handbook was created using material adapted from:

The Supplemental Instruction Supervisor Manual, The Center for Academic Development, The University of Missouri-Kansas City