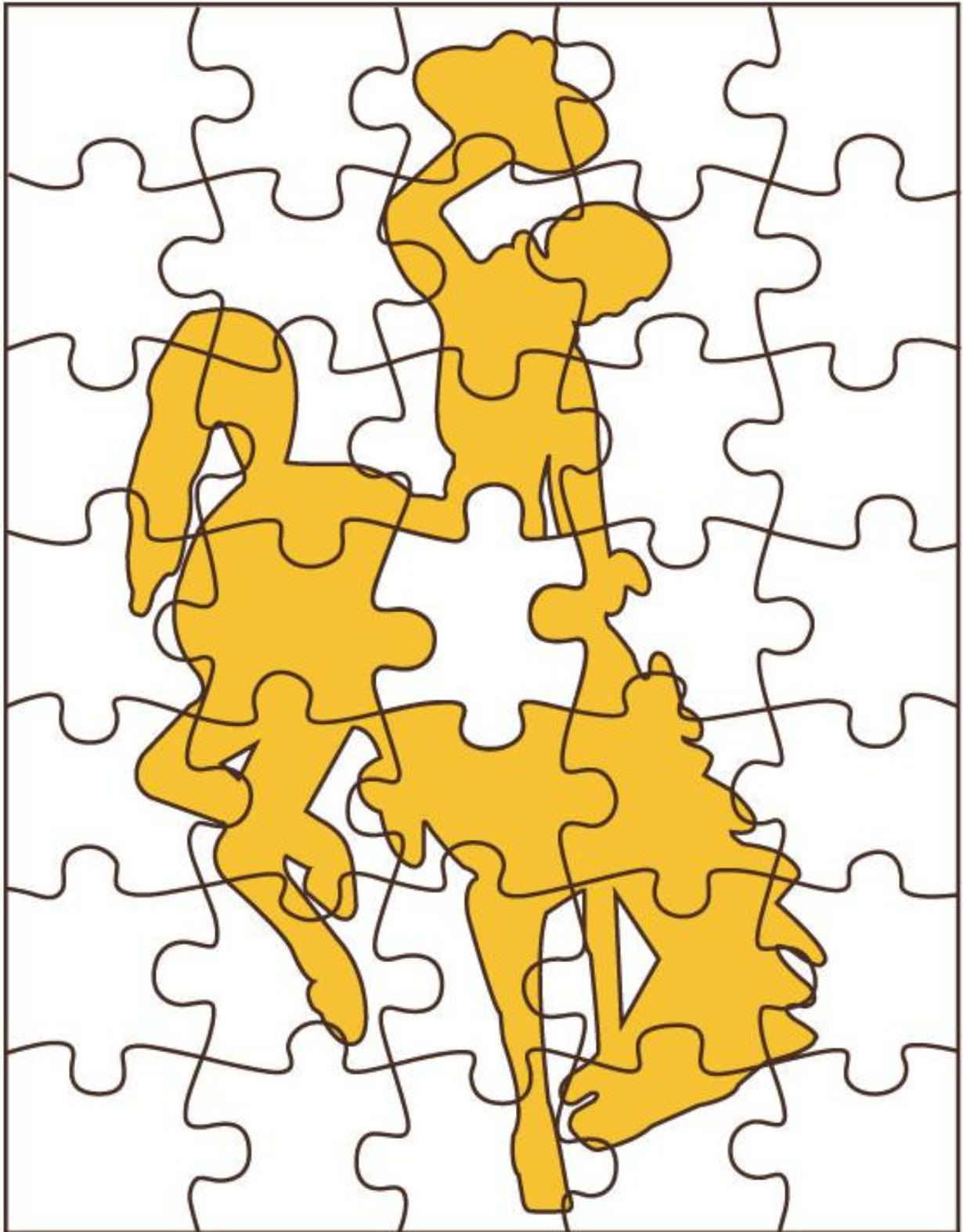




Supplemental Instruction Leader Manual



Fall 2014

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Welcome!

Welcome to the SI program! This manual is your how-to guide to being a successful SI leader - whether this is your first semester or fourth. You are strongly encouraged to make notes and refer to this guide often.

Much of this manual was adapted from other successful Supplemental Instruction programs around the nation. Material was primarily adapted from the University of Missouri and Kansas City (the home base of SI). Other institutions include the University of Texas at San Antonio, Kent State University, Kennesaw State University, Utah State University, Purdue University, and the University of Michigan.

Supplemental Instruction is funded by the LeARN Program. LeARN heads many first-year initiatives, such as learning communities (FIGs & Synergy), Tutor Certification (CRLA), Academic Success Guides, STEP (Tutor Center) the PIE Award (for instructors who make a difference in the first year), and many others. The LeARN Program is directed by April Heaney and coordinated by Jessica Willford.

If you ever have any questions, please don't hesitate to ask!



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Training Schedule

Dates	Topic	Due
Pre-Semester Tuesday, September 2nd	<ol style="list-style-type: none"> 1. SI Leaders are assigned to teams, led by their Senior Leader 2. Overview of SI program, position, and tasks of the SI Leader 3. Relationships: SI Leader and the Student 4. Relationships: SI Leader and the Instructor 5. Relationships: SI Leader and the Supervisor 6. Group Facilitation 7. What to do in your SI Sessions 8. Super Sessions 9. Additional training & team meeting. 	
Week One (September 3-5)	Team Meeting #1 - Best Practices & Session Planning	Homework #1 Page 86
Week Two (September 8-12)	Team Meeting #2 – Session Management	Homework #2 Page 90
Week Three (September 15-19)	Team Meeting #3 – Redirecting & Groupwork	Homework #3 Page 94
Week Four (September 22-26)	Team Meeting #4 – Working with Difficult Students	Homework #4 Page 98
Week Five (September 29-October 3rd)	Team Meeting #5	Homework #5 Page 102 NEW SI LEADERS ONLY: Peer Observation Page 104 Due to Jessica by October 3rd at 5:00 pm
Week Six (October 6-10)	No Training	ALL SI LEADERS SI Leader Self-Assessment Page 106 Due to Jessica by Friday, October 10th at 5:00 pm
Week Seven (October 13-17)	Catch-Up with Jessica - you will meet with Jessica to: <ol style="list-style-type: none"> 1. Bring questions/concerns you have with SI, your SI sessions, or your instructor 2. Bring one idea you have for SI (training, manual, team meetings, attendance – anything is on the table!) 	Homework #6 Page 108 Due to Jessica by Friday, October 17th at 5:00pm in Coe 219
Week Eight (October 20-24) Date TBA	Mid-Semester Dinner & Activity Fair	

A note about this manual: The very best SI leaders not only carry this manual with them to their SI sessions, but **mark in it and refer to it often.**

take advantage of this resource!

SI Leader Performance Guidelines

SI Leader responsibilities are as follows:

- Submit all sign-in sheets to Jessica Willford (SI Supervisor) at the end of each month. At the end of the semester, all remaining paperwork, textbooks, and other materials (such as white boards or buzzers) **must be returned** no later than noon on December 19th, 2014.
- Attend all class lectures (unless pre-arranged with SI Supervisor). In the event that you should be unable to attend a class you are to notify the professor *prior to the cancellation or change*. If attendance becomes an issue, your professor has been asked to report this information to the SI Supervisor.
- Hold 1 SI session per week.
- Maintain weekly office hour.
- Show up at least 5 minutes before the session so you can be set up and ready to start when the students arrive.
- Remain in your scheduled sessions at least 15 minutes in the event no students attend that session.
- Meet with your professor at least every other week (may be more or less depending on your instructor's preference).
- Attend all on-going Trainings unless you have made other arrangements with the SI Supervisor in advance.
- Be a visible member of your classroom. You should be actively making an effort to encourage attendance of your sessions by speaking in front of the classroom, posting session days and times on the board before every class and talking individually with students every day. Small-talk is an excellent way for you to get to know the students and build a successful rapport.
- Behave in an appropriate and professional manner while representing the Supplemental Instruction Program, in the office and as a model student while attending the assigned class (i.e. behaving in accordance with basic rules of classroom decorum: not speaking with others during lectures, passing notes, encouraging friends or significant others to enroll in your section for quality time, obtaining copies of exams from professors prior to exam dates, etc.). At no time should an SI leader behave or act in a way that causes discredit or embarrassment to the Supplemental Instruction program or the University of Wyoming.
- Comply with all policies set forth by the University of Wyoming and the Supplemental Instruction program.

Code of Ethics

Please sign and date this statement. **A copy is not needed.**

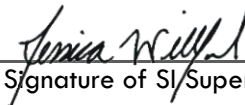
1. Subject knowledge and proficiency have top priority in my job. I will maintain and improve my knowledge of all course material for my SI class.
2. I will manage personal concerns and outside distractions so as not to affect my SI sessions.
3. I will accept students as they are, without statements of judgment. This includes managing my non-verbal communication to demonstrate respect and acceptance.
4. I will not impose my personal values, belief system, or lifestyle on students.
5. I will never do a student's work, provide my class notes or other course materials not authorized for distribution in an SI session, assist with course exams, or privately tutor any students in my SI class.
6. I must not engage in any activity that would create a role conflict. Students must perceive me as not having undue influence on their grades. I understand I cannot grade exams or assignments; preview class tests; or have any knowledge of students' grades except if the student shares the information with me.
7. I will maintain confidentiality and privacy of all students as described in the Confidentiality Statement below.
8. I will never act in the role of academic advisor. If student ask if they should stay in or drop a class, I will refer them to their academic advisors or to the instructor.

As an employee of the Supplemental Instruction (SI) Program, I understand that I may have access to confidential information such as grades, student records, test results, student progress in class, and similar data. I am aware that I may receive verbal or written communication with the SI Supervisor, course instructor, or other students concerning course grades which should be kept confidential. I also understand that employment with the SI Program means I must accept responsibility to preserve the confidentiality of this information and that failure to adhere to these guidelines may result in the termination of my employment.

I have read the above employee confidentiality statement and understand and accept the responsibility to preserve the confidentiality of privileged information. I have read and understand the guidelines listed on the previous page and agree to fulfill these duties. I understand that failure to do so will be noted by my supervisor and could result in termination from the SI program.

Signature of SI Leader

Date



Signature of SI Supervisor

2 September 2014

Date

Assessment

Assessment of Supplemental Instruction ensures the future of SI at the University of Wyoming. Please note these six items:

1. Have every student sign in to each session. You must keep track of sign in sheets. **Without sign-in sheets, it is impossible to determine how successful Supplemental Instruction sessions are.**
2. Have your students sign in to your Office Hours. You can have them add their name to your sign in sheet or make a note of them on a separate sheet, but track this time.
3. For the sake of successful assessment:
 - ✗ It is unacceptable to provide *numbers*, such as “I had 2 people, but I don’t remember who they were”
 - ✗ It is unacceptable to cancel or move a session without informing the SI supervisor, instructor, and students in the class. You should have at least 4 SI sessions per month, or equivalent session time (i.e. 2 regular sessions and a 2-hour exam session).
4. You will need to turn in your physical sign-in sheets at the end of each month. Photocopies, scanned sheets, or emailed lists are acceptable. Sheets must:
 - ✓ Be chronological
 - ✓ Have your name written at the top of the page
 - ✓ Have the date of the session listed
 - ✓ Have all students sign first and last name LEGIBLY. (In the past, we’ve had students put fake names on sign-in sheets, like “Pikachu” - so please make sure students are writing in their actual names). **Talk to your students about the benefit of signing in legibly – a student attending SI sessions could make a difference in their final grade (this is not guaranteed, but many instructors want to know who is going to SI)**
5. Check in with students periodically; is the format of your SI sessions working for them? What changes can you make? It helps to do this anonymously and informally (on a sheet of scrap paper).
6. Distribute an end-of-term survey to all students **during** class. It’s unwise to distribute surveys on Fridays (especially before Spring Break). You can see what the survey looks like on page 80.

The SI Program

1. SI does not identify high-risk students, but rather identifies historically difficult classes or classes that may be enriched from regularly scheduled, out-of-class, peer-facilitated sessions.
2. Sessions begin the second week of the semester.
3. SI sessions times are set by SI leaders and normally occur in traditional classrooms.
4. SI sessions are open to all students in the course, are attended on a voluntary basis, and are free. SI is not mandatory.
5. The SI leaders are the key people in the program. SI leaders are students who have demonstrated competence in the course, as well as an adequate ability to lead in a public situation.
6. SI sessions are comprised of students of varying abilities, and no effort is made to segregate students based on academic ability.
7. SI is not viewed as remedial.
8. SI leaders attend all class sessions, take notes, read/skim assigned material, conduct 3-4 60-minute SI sessions each month, and have 1 office hour a week.
9. SI sessions integrate how-to-learn with what-to-learn.
10. Students who attend SI sessions discover appropriate application of study strategies, e.g. note taking, graphic organization, questioning techniques, vocabulary acquisition, problem solving, and test preparation, as they review content material.
11. Students have the opportunity to become actively involved in the course material as the SI leaders use the text, lecture notes, and supplementary readings as the vehicle for refining skills for learning.
12. SI participants earn higher course grades and withdraw less often than non-SI participants. Also, data demonstrate higher reenrollment and graduation rates for students who participate in SI.
13. SI is a comfortable environment where the leader can help the students learn course material, but learn to be better students.

The SI Program

Tell me, and I forget. Show me, and I remember. Involve me, and I understand.

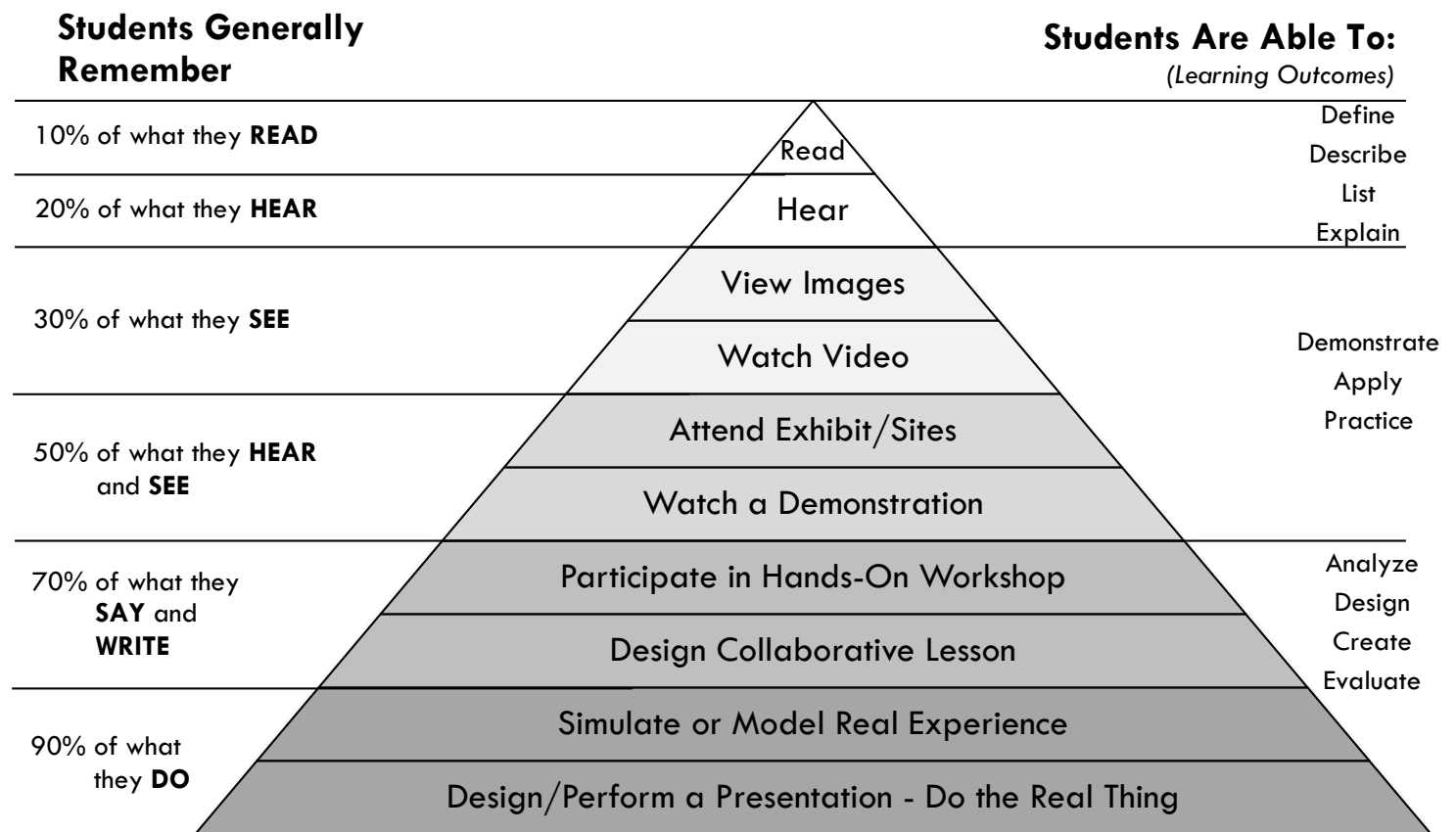
What SI Is:

- ✓ A coach, not a crutch
- ✓ A group of students working together to learn the material - the SI leader is a group facilitator
- ✓ An opportunity to learn faster: students who study in groups learn 2.5 times faster than those who study alone (if the groups stay on task)

What SI Isn't:

- ✗ Another lecture
- ✗ Teaching students the material

Dale's Cone of Learning



Tasks of the SI Leader

1. SI Leader Training

- At the beginning of the semester
- Weekly 60 minute Team Meetings with SI Group (first 5 weeks of semester)
- *Optional: Planning Outstanding SI Sessions* (POSSe) Workshops see page 12 for more info
- *Optional: SI Certificate* (see page 120 for more info)
- Mid-semester meeting
- Meet with SI Supervisor & Senior Leaders as needed
- Session Observations
- SI Leader Self-Assessment

2. Attending the Targeted Class

- Meet with your professor at least every other week (may be more or less depending on your instructor's preference).
- Ascertain areas of difficulty in the course
- Introduce SI to the class
- Poll class for best times for SI
- Regularly announce in class the SI schedule and room locations, as well as writing it on the board before each class

3. Conducting Sessions

- Plan an introduction to SI
- Work with SI Supervisor for classroom assignments
- Remember SI needs to be flexible to the needs of your students.
- Prepare handouts for SI sessions
- Hold marathon SI sessions or extra SI sessions when needed. It may be wise to hold a 2-hour session prior to an exam and cancel a session following one (as attendance is typically low following an exam) (These are called "Super Sessions" – more info is on page 39).
- Conduct your SI Sessions according to "What to do in Your SI Sessions" (page 28)
- Regularly check in with your students about how SI is going and if ask if they have any suggestions or preferences

4. Supporting Faculty

- SI leaders support classroom instruction in every way
- SI program is offered only in classes where the faculty member understands and supports SI

5. Integrating Content and Learning Skills

- Redirect discussion to the group
- Encourage students to help each other
- Use the language of the discipline
- Integrate how-to-learn with what-to-learn
- Get students organized and get them started, but don't do the work for them

6. Collecting Data for Program Evaluation

- Collect attendance data at every SI session, i.e. student name, course title, date, and time
- Administer end-of-term survey

SI Leader FAQ



Is there a dress code?

Dress how you are comfortable – casual clothing is fine! However, please make sure your attire is neat and conservative.

Why do I have to attend class, if I've already taken it before?

- Attending class is the key to success in your SI sessions:
 - You demonstrate to all students that you are a part of the course, and that the professor supports you, which adds to your credibility
 - By taking notes and keeping up with the readings, you are at the same level with the students
 - You can give your students valuable insight into what the professor is after with regards to exams, papers, and homework
- Class time is the best (and often only) time to announce sessions and remind students of Supplemental Instruction.
- Attending class is an excellent opportunity for you to prepare for SI sessions!
- It is important for you to be a good example to the students in your class.

What can I or can't I do in class?

- Talk to the professor beforehand about any expectations they may have for you in class. Does s/he want you to help (passing out papers, etc.)? Answer questions if no one volunteers? (It's probably best if you don't *volunteer* to answer questions in class as the students will start to look to you to do that every time). Where would they like you to sit?
- Remember that some behaviors in class will distract the other students (like playing Angry Birds on your phone). Remember that you are modeling student behavior.
- Use this time wisely; jot down notes for your next session, or use it to plan your next session!

Do I have to go to class on exam days?

If the exam is in-class, you do not have to go to class on exam days. If the exam is at another preset time (e.g., Wednesday evenings), you will still need to go to class (you don't have to go to the exams). You should not plan to go the class's final exam.

Do I need to do an SI session during Finals Week?

Only if you want to!

Can I read my end-of-term assessment surveys?

Yes...but I don't recommend it. Students don't always have a diplomatic approach to evaluations. Students often have one idea of what SI is (viewing it like a traditional review session, where you are *giving* answers to them). If/when you read them, it will be easier to remember the 1 negative thing someone wrote instead of the 10 positive things. If you do choose to read your surveys, do *not* read them in front of your students.

I don't have an office on campus...where should I do my office hour?

You are welcome to do your office hour anywhere you'd like; SI leaders in the past have done them in the Book n' Bean, a quiet corner in Coe Library...anywhere students can consistently and easily find you.

Do I have to do an office hour?

Short answer: no. You can certainly opt to do 2 SI sessions per week, if that's what you and your instructor want to do. The benefit of doing office hours is that students who want one-on-one time with you can get it.

Should I have students sign-in when they come to office hours?

Yes. You can either have the student sign in on the regular session sign-in sheet or do a separate sheet - but make sure to turn that in with your other sign-in sheets.

SI Leader FAQ, continued

Why isn't there SI in higher-level courses (like the classes I'm in now!)?

LeaRN's mission is to support first- and second-year students, which means we are only able to fund SI in 1000 & 2000 level courses.

What's your policy on dating?

Generally speaking, I consider dating students who attend SI sessions to be less than professional. Dating will change the feeling of the SI sessions and if the student and SI leader end up breaking up, things can get messy. Dating fellow SI leaders is fine!

What should I do if only one student shows up for a session?

One-on-one SI sessions are known more commonly as...tutoring. If you consistently have one student, please visit with Jessica to strategize ideas to boost attendance, or to chat about best practices for tutoring.

What should I do if no one shows up for a session?

Wait at least 15 minutes in the room. Still do a sign-in sheet for the day. After this session, I strongly recommend talking to your Senior SI Leader or brainstorming with your instructor about getting more students to come to your sessions. You may need to change the day and/or time of your session. More attendance strategies are on page 27.

How many students should I expect in my SI sessions?

As awesome as SI is, it's not for everyone (although everyone is welcome). As a general rule of thumb, you can expect about 15% of the class to attend SI. For example, in a class of 40, it's reasonable to expect around 6 students. Expect many more students right before a test review. See page 39 for more tips on SI sessions before an exam.

What happens if I'm not getting 15% of the class attending my sessions?

Your effectiveness as an SI leader is not judged on how many students come to your sessions. If you're getting below 15%, there are other factors to look at. Don't wait until sign-in sheets are due (or dread turning them in) before you come talk to me or any of the Senior SI leaders about getting more students in your sessions.

When do I get paid?

You will be paid on the 15th & 30th of each month. Because of the tight turnaround with processing paperwork at the beginning of the semester, your first paycheck should be October 1st (for payroll period of September 2-15). Payroll strongly recommends that you expedite the process (and avoid lost checks) by completing a Direct Deposit form (page 76).

Other questions?
Don't wonder or worry...just ask! we're here to help!

Observations - What Are We Looking For?

You will be observed by a Senior SI Leader. Observations are not meant to be considered performance evaluations or reflect on your abilities as an SI leader. They're meant to provide constructive feedback to your SI sessions - every SI session can improve in some way. SI leaders whose sessions could benefit from additional training may be asked to meet with the SI Supervisor to help work on sessions.

Here is what Senior SI Leaders are looking for:

Senior Leaders will observe SI Sessions based on the criteria from *What to Do In Your SI Sessions* (page 28) and the following:

1. The SI Leader...
 - Had open and friendly body language
 - Conducted the SI session in such a way that a passer-by may not be able to recognize which student was the SI leader
 - Did not interrupt students' questions or train of thought
 - Encouraged students to work together
 - Utilized Groupwork
 - Maintained a friendly, welcoming, and fun atmosphere
 - Introduced herself/himself
 - Did an icebreaker (or identified student by name as they entered)
 - Posted an agenda, or discussed what the SI session would hold
 - Did a game or activity
 - Did not seem like a teacher
 - Did an appropriate closing
 - Encouraged students to come back
2. What were the strengths of the session
3. Any suggestions or ideas do for the SI Leader

How you can make the most of your Observations:

1. Meet with the Senior Leader as soon as possible to hear feedback.
2. Senior Leaders are hired because they're excellent SI leaders, are friendly, and approachable. Take their advice!
3. If you'd like another Observation, talk to the Senior Leader (or Supervisor) and request a second Observation.

Senior Leaders will not announce when they are coming to observe your session - unless you specifically request that they do so.

Planning Outstanding SI Sessions (POSSE)

We will host a series of POSSE workshops for SI leaders who would like to have time set aside to plan their SI Sessions. **SI Leaders will be paid extra for attending these workshops.** POSSE workshops will be led by one or more Senior SI leaders (and/or the SI Supervisor). POSSE workshops will give you the opportunity to:

- Have scheduled time to plan SI Sessions from start to finish (Icebreakers, Groupwork, Games/Activities, and Closing)
- Bounce your ideas off other SI leaders
- Get new ideas from your peers
- Get feedback from Senior SI leaders

Dates and times are TBA, but 7 workshops are tentatively scheduled for the fall semester:

Date	Time	Location
Week Two (September 8-12)		
Week Three (September 15-19)		
Week Four (September 22-26)		
Week Five (September 29-October 3)		
Week Six (October 6-10)		
Week Seven (October 13-17)		
Week Eight (October 20-24)		

What SI Leaders have found useful about POSSE workshops:

"talking to leaders from different subjects and hearing how they do things in SI"

"I appreciated the new ideas for making "closers" fun and relevant, they are a weak point for me"

"there was really good discussion about how to develop different activities or use worksheets to help the students learn concepts"

You and Your SI Supervisor (Jessica)

It is the responsibility of the SI Supervisor to assist you in doing your job as an SI leader. Here are a few ways the SI Supervisor can make your job easier:



With your sessions:

- Getting a room for your SI Sessions
- Materials for specific (or all sessions), such as: dry erase markers, note cards, poster-sized paper, textbooks, mini white boards, [the occasional] snacks.
- Your room is consistently (or occasionally) locked.
- You don't know how to use the in-class technology.
- You'd like to change your day/time of your session or add an hour to an existing time for an exam review.
- You need ideas for new sessions.

With your students:

- If you unexpectedly and consistently have a much higher numbers than you originally anticipated.
- If you have much lower numbers than you hoped for.
- If students are being disruptive or disrespectful to you during your sessions.
- If students are asking you to do something outside of your duties as an SI leader (edit/proof papers, distribute extra credit, talk to the instructor on their behalf, asking about grades).

With your instructor:

- If the instructor asks you to lecture for him or her during a time he or she will be absent.
- The instructor asks you to grade something.
- If the instructor asks you to administer and/or track extra credit.
- If you feel the instructor is treating you in an unfair way.
- You'd like to approach the instructor about creating an out-of-class/in-SI project for credit.

You and Your Students

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 students doing poorly.
- Recognize the limits of your job description and training. You are recognized as someone proficient in the course, but that’s as far as you have to go. Listen patiently to all other problems and **refer the student to those who are recognized experts** with the problem the student describes (like the instructor, or other resources).
- 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, asking for it, or start it first.
- **Demand that students have to defend themselves to you**. For instance, if they miss a session, be 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.
- Refer to the students as ‘kids’.

Above all, students should always feel welcomed, accepted, and trusted by the SI Leader.

You and Your Students

Case Studies

Jeannie is a new SI leader. She and one of her students, Mark, started dating a couple weeks into the semester. Things were going great until Mark broke up with Jeannie. He's still coming to her SI sessions, and the tension is thick. Jeannie is pretty frustrated and alluded to another student that she could affect his grade. This student, alarmed, told the instructor.

→ *Why might we discourage SI leaders from dating their students?*

Jeff has been dating Kerry for 6 months. Kerry is one of Jeff's SI students this semester. They sit together in class every day and she comes to every SI session. At first, Jeff's numbers in SI were very high, but they started dwindling after a few weeks.

→ *What behaviors are inappropriate for an SI leader to demonstrate towards a boyfriend/girlfriend/significant other in class and SI session?*

Kaitlyn sent a friend request to her SI leader, Jacob's, Facebook. He accepted and she saw a lot of his pictures that really embarrassed her. She hasn't been back to SI.

→ *Jacob is a peer to Kaitlyn. How could what is on his Facebook page affect his ability to do his job?*

Jennifer has given her students her cell phone number so that they may contact her whenever they need help. Some students have texted her inviting her to some parties where there will be drinking.

→ *What are some restrictions that an SI leader should establish when giving students personal information?*

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. A student confides personal problems. (This could range from anything to registration difficulties to marital abuse problems).

You and Your Students

Creating Positive Boundaries

Cell Phones

- **It is completely optional to give out your cell phone number to your students.** Some SI leaders love texting their students and keeping in touch. Some SI leaders prefer to maintain a level of privacy. You are completely supported either way by your Senior SI Leader and by Jessica. If you do choose to give out your cell phone, set boundaries (for example: no texting between 10pm and 8am. No asking about grades. No asking for extra credit, etc.)
- If you want to connect with your students but do not want them to have your cell phone number, some SI leaders in the past have created dummy email addresses and added them to their mail option on their smartphones. That way, you can still interact with students in the same kind of text-messaging way without giving out your number.

It's OK to say no

- **Do not meet with your students outside of your scheduled times for your SI sessions or office hour,** even if your students bribe you with baked goods or beg you to help them outside your scheduled sessions. Don't know how to say no? Blame Jessica! Tell your student you're not allowed to meet outside of SI or office hours.
- There are other academic resources for students to take advantage of! This fall, a new tutor center called STEP is opening in the **basement of the library**. STEP is open Sunday-Thursday, 6:00-10:00pm and offers tutoring in the following classes (note this list is fluid, more may be offered in the future).

LIFE SCIENCES	CHEMISTRY	MATH/STATISTICS	PHYSICS	WRITING	SOCIAL SCIENCES
LIFE 1010	CHEM 1000	MATH 0925	PHYS 1110	ENGL 1010	HIST 1211
LIFE 2022	CHEM 1020	MATH 1000	PHYS 1120	ENGL 2020	HIST 1221
LIFE 3050	CHEM 1030	MATH 1400	PHYS 1210		SOC 1000
KIN 3115	CHEM 2420	MATH 2200	PHYS 1220		POLS 1000
MOLB 2021	CHEM 2440	MATH 2205			PSYC 1000
MOLB 2240		MATH 2210			PSYC 2300
MOLB 3610		MATH 2310			PYSC 2340
		MATH 2250			SPAN 1010
		MATH 2350			COJO 1010
		STAT 2050			
		STAT 2070			

- Please help us create a successful first semester for this tutor center and be sure to refer your students there for additional help! (www.uwyo.edu/step)

Extra credit

- Some instructors choose to offer extra credit, or ask students to attend a certain number of SI sessions for in-class credit. This is great – it offers incentive to students to go to SI and gets the word out! However - **you are not responsible for students' stories of woe or policing extra credit.** If your instructor asks you to manage extra credit or track extra credit, contact Jessica immediately. When extra credit is on the line, your job is to take names and provide them to the instructor. Be smart about extra credit: consider taking attendance at the end of your SI session (or twice, one at the beginning and one at the end, so any late arrivers or early departers are not included). Refer any and all student questions about SI to the instructor. If they absolutely can never ever ever make a single SI session and desperately want extra credit, it's up to the instructor to decide next steps.

You and Your Students

Referring Students

1. "I just about cracked my head open on that ice outside!"
2. "Can I take this class online this summer?"
3. "Is anyone going to Denver this weekend? I need a ride."
4. "When is the last day to withdraw from this class?"
5. "I got busted for drinking and driving last night."
6. "That machine outside just ate my dollar!"
7. "Where is the Education Annex?"
8. "I can't pay my tuition bill"
9. "My professor posted exam scores outside his door, and everyone saw that I failed."
10. "When is the final in this class? I want to get my tickets home tonight."
11. "I got a flat tire and can't go to class this week."
12. "Do you think this needs stitches?!"
13. "I don't even know where to start on this research project."
14. "I'd love to go camping this weekend but all my gear is at home!"
15. "I've gotten Fs on my last three tests. Do you think I should drop this class?"

Campus Resources

Websites for any of these programs can be found on the A-Z directory.

Alcohol Awareness (AWARE)	Knight Hall 341
Bikes (Rental) (Outdoor Program)	Half Acre Gym 115
Campus Map	
Center for Advising and Career Services	Knight Hall 222
Child Care (Early Care & Education Center)	250 N 30th St
Copy Center	Wyoming Union
Counseling Center	Knight Hall 341
Dates to Remember	
Environmental Health and Safety	Wyoming Hall 102
FERPA regulations (Office of the Registrar)	Knight Hall West Wing
Financial Aid	Knight Hall West Wing
Financial Services	Knight Hall 172
Final Exam Schedule	
ID Office (WyoOne)	Knight Hall 28
Jobs	Wyoming Hall 139
Math Lab	Knight Hall 29
Math Placement	Knight Hall 29
Multicultural Affairs	Knight Hall 117
Non-Traditional Student Council	Wyoming Union 104
Outdoor Program	Half Acre Gym 115
Outreach	Wyoming Hall 333
Oral Communications Lab	Ross Hall 442
Parking	420 N 10th St
Police Department (Campus Police)	1426 E Flint St
Rainbow Resource Center	Wyoming Union 106
Research Help (Libraries at UW)	Coe Library Reference Desk
Safe Ride Shuttle Service	766-RIDE
Sexual Harassment (Diversity/EEO)	Old Main 402
Shuttle and Transit Schedule	
Shuttle to DIA (Green Ride Colorado)	888-472-6656
Student Attorney	Old Main 204
Student Code of Conduct	Knight Hall 128
Student Government (ASUW)	Wyoming Union 020
Student Health Service	Student Health/Cheney International Center Building
Student Organizations (Campus Activities Center)	Wyoming Union 12
Study Abroad	Cheney International Center 129
Summer Session	Wyoming Hall 339
Supplemental Instruction	Coe Library 109
Tutoring	www.uwyo.edu/step
University Disability Support Services	Knight Hall 109
Vending Services	
Veteran Services Center	Knight Hall 241
Volunteering (SLCE)	Wyoming Union 006 & 011
Writing Center	Coe Library 302
Wyoming Union	
Your Nutrition (nutrition.uwyo.edu)	



You and Your Instructor

Do

- **Treat the instructor as your ally**, never your adversary.
- Meet with the instructor weekly
- **Provide the instructor with feedback about how the sessions are going.** Although it is not recommended that instructors attend SI sessions, most SI programs will not self-destruct if the instructor elects to visit one or two sessions.
- Show the instructor 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 instructor for permission to make announcements to the class. Even though your instructor 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.

Don't

- **Criticize the instructor during an SI session.** Students will report this to the instructor and it is not helpful. Students are responsible for their academic performance, regardless of the instructor'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. Be helpful to the instructor whenever possible - but you do not have to assume the role of being the instructor's assistant but offer to assist the instructor in tasks such as passing out materials or other similar kinds of activities.
- Hesitate to refer the instructor to the SI supervisor if he or she requests anything about which you are uncertain or with which you are uncomfortable.
- Answer questions the instructor poses to the class or involve yourself in class discussions unless the instructor directly invites you to do so.

Developing a positive relationship

Thinking about your instructor and his/her personality before starting the semester can help you develop a positive and productive relationship with them over the course of the semester. Some things to think about in developing a positive relationship with your instructor:

- **Establish clear lines of communication** - how, and how often does the instructor want talk to you about SI?
- **Provide periodic and timely feedback** about your SI sessions and/or student concerns/questions. What information would s/he like to receive from you?
- **How well do you know this instructor?** – if you're covering multiple sections of a course (e.g. MATH 1400, ACCT 1010, etc.), you may be assigned to an instructor you've never actually worked with. How could knowing/not knowing the instructor affect you, especially in the first few weeks of class?
- **Discuss what the instructor wants from you in-class.** Where would s/he like you to sit? Does s/he want you to participate in discussion, or answer questions? When and how often does s/he want you to make announcements about SI?
- **Think about students' potential reaction to your instructor.** How would the SI program want you to respond any student frustrations about an instructor?
- **How does the instructor like/want things done?** Does the instructor have a specific way they want something approached? (like an equation/problem, or a method of discussing a topic)? Is there a specific way the instructor wants homework problems written out or papers written?

Seven Situations

What would YOU do in these situations?

1. The instructor asks you to lecture for him or her during a time he or she will be absent.
2. The instructor asks you to grade some multiple-choice questions from an exam. The instructor insists that it's okay and that all of his other SIs have graded work in the past.
3. The instructor asks you not to pass out old exams in SI. A student brings one to the SI session.
4. The instructor asks you to help distribute handouts in class.
5. The instructor asks if they can visit one of your SI sessions.
6. The instructor wants to know which students have been attending the SI sessions.
7. The instructor asks for feedback about content related difficulties the students are experiencing.

The First Week

By the first day

- ✓ Remind the professor that you will need to make a brief presentation about Supplemental Instruction to the class. (It's a good idea to email them after our training!)
- ✓ Get a copy of the syllabus

On the first day

- ✓ Arrive early (if possible).
- ✓ Ask the instructor before class if you can make an announcement and write your name and any contact information you'd like to provide on the board (don't assume they're OK with this already). The instructor probably wants the first word with his/her students.
- ✓ Introduce SI to the students.
- ✓ Poll class with days/times of possible SI sessions
- ✓ Invite everyone to come to the first session, share what you will be covering.

In the first week

- ✓ Email Jessica with your SI session day/time (turnaround for getting a classroom is normally less than 24 hours)
- ✓ Distribute "SI helps make the content stick" stickers
- ✓ Announce when/where/what time your SI sessions will be to the class
- ✓ Attend Week One Training "Activities and Session Planning"

Setting up a Learning Environment

For your first SI sessions, think about the following questions:

- What kind of room are you looking for?
Do you want SI in the same room or building the class is held? Do you want a theatre-style classroom? A conference room (small sessions only)? Technology?
- Where will you sit?
- How will you introduce yourself to the group?
- How will you introduce SI to the group?
- How will you introduce the group members to each other?
- What will you do if students come to the first SI session and seem upset when you explain that you will not "tutor" them.
- How will you explain why participants need to sign in each time they attend?
- If a student comes in halfway through the SI session, will you still ask the student to sign in?



During the first couple weeks, you need to create a comfortable learning environment.

- ✓ Post directions to room (if the room is difficult to find)
- ✓ Put a sign on the door
- ✓ Greet participants as they arrive and let them know you are pleased they are there
- ✓ Consider playing music to set a casual environment
- ✓ Write the **session information, your name, and the session goal on the whiteboard** to let participants know they are in the right place
- ✓ Begin by welcoming participants and introducing yourself
- ✓ Do an icebreaker
- ✓ Present an overview of your session, letting participants know what they can expect during your time together
- ✓ Use participants' names and recognize their contributions

Technology

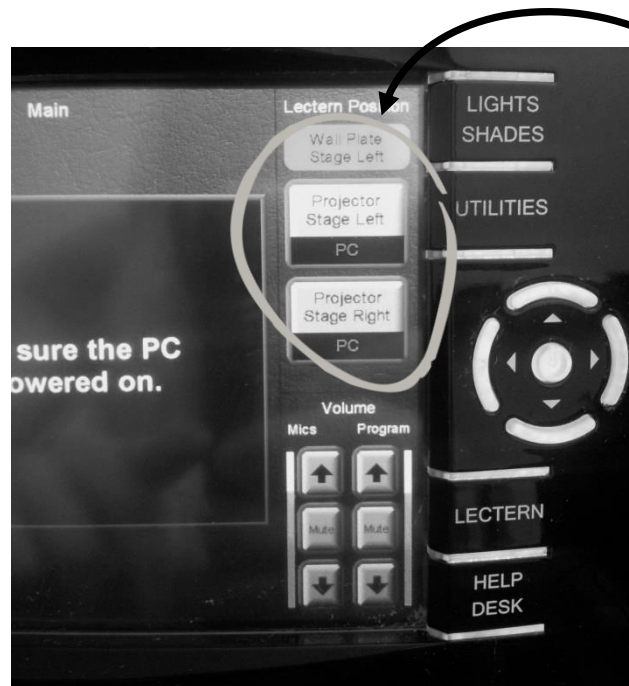
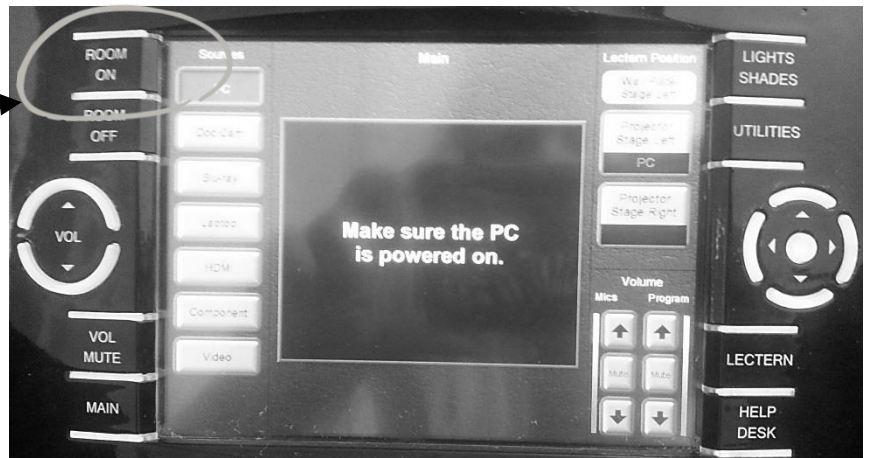
Don't let classroom technology stump you! Here's a brief guide for running the technology within the classrooms. If you still can't figure it out, let your Senior SI Leader or Jessica know, and we'll lend a hand. You might want to practice using the technology before you use it in your sessions.

How to Use the Projectors

Computer:

First thing is to hit "Room On" button the Kiosk.

This will turn on the projectors, pull down the projector screens and essentially turn everything on.

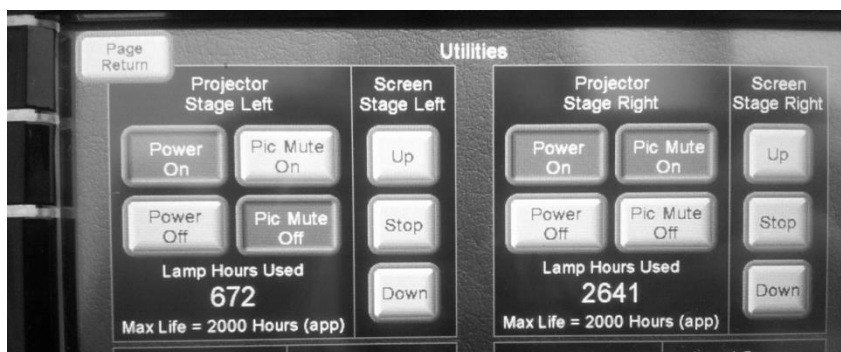


Next select "Left Projector" (and/or Right Projector)"



Then select "PC" (or Doc Cam, or Laptop, whatever you want to connect to) This will turn the computer screen on as well as show the image on the screen.

If you just want the computer screen on the PC and not projected, hit the "Utilities" button then hit "Pic Mute" which will take image off the screen.



("Utilities" is also where you can move the screens up and down.

Thanks to Brittany Singhas for pictures and tutorial!

Attendance Strategies

- If available, report differences in SI vs. non-SI ABC and DFW rates (may not be available in all SI classes, and may not be available until after mid-semester)
- Ask the instructor to encourage students to go to a particular SI session.
- Ask the instructor to also refer students to SI when they visit office hours.
- Offer sample tests in SI sessions with questions developed with the instructor.
- If the instructor uses any questions you developed and covered in SI, report the number and/or percentage of test questions covered in SI sessions.
- Use worksheets during SI sessions, especially in problem-solving courses.
- Post anonymous quotations from students on how SI has helped/is helping (can be anecdotal). Can also be added to the informational sheet you hand out on the first day(s) of class.
- Write the SI times and locations on the board during each class.
- Report improvement on test scores (if SI has been offered in the class previously, the instructor may have solid or anecdotal reports)
- Change SI times to accommodate the greatest number of students. Resurvey the class if necessary.
- Tell lab TAs/discussion leaders about SI and ask for their support.
- Use the awareness video that explains and promotes SI. Show it on the first day of class, or at any point in the semester.
- Ask the instructor to work with you to create an SI project for extra credit
- Invite a guest speaker to present at a session (if students see real-world examples of the material they're covering, buy-in will increase dramatically).
- Email your students the morning of your session to remind them when, where, and what you'll be covering.
- Consider making a flier with your picture on it announcing times & location of your SI sessions.
- Personally invite students to the sessions. Don't be insulted if they offer an excuse for not coming.
- Send "I missed you" emails when your regulars miss a few sessions (remember to be non-confrontational)
- Create a Facebook page - have students log into Facebook before class and "like" your page. You can also project a QR code for students with smart phones to scan (<http://www.qrstuff.com/>)
- Instead of a traditional "come to SI" presentation in class, do a mini-SI session so students can see what you're doing in SI
- Ask your students to bring a friend from class (or another student from class) to SI the next week (offer incentive: can of soda, candy bar, etc.).
- Encourage every student to try SI out with YOU at least once regardless of what their preconceived notions are about SI or the course.

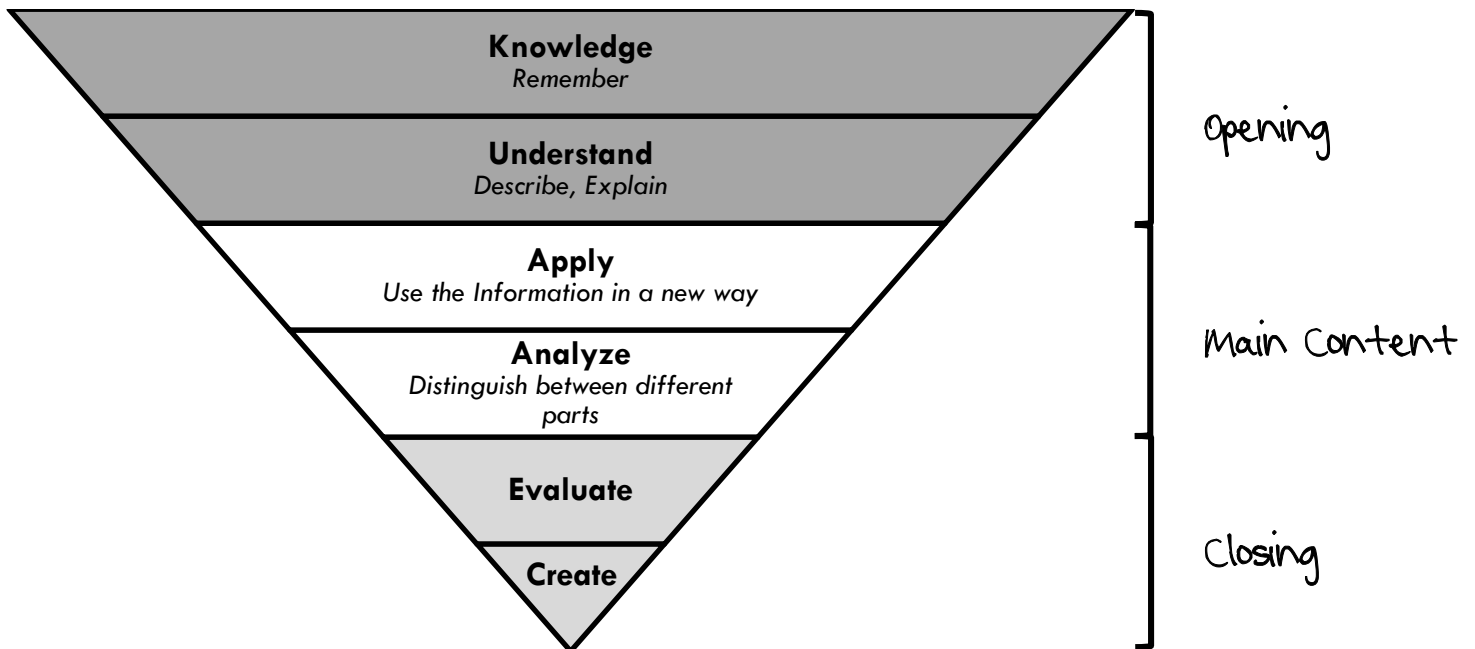


What to Do in Your SI Sessions

Every SI Session (even Super Sessions!) should contain the following:

	Length	What you should cover
Opener	5-10 minutes	<ul style="list-style-type: none"> ✓ Sign-in Sheets, Introduction, Agenda ✓ Questions or Unclear Concepts ✓ Icebreaker or Warm up activity (with Icebreaker)
Main Content	40 minutes	<ul style="list-style-type: none"> ✓ Groupwork! ✓ Some individual work ✓ Small (if any) presentation
Closer	10 minutes	<ul style="list-style-type: none"> ✓ "Big Picture" Ideas ✓ Student reflection

Bloom's Taxonomy



Icebreakers

Why we do them:

- to learn the student's names,
- so the students can learn each other's names, and
- (possibly the most important!) to start building a *community* in your SI session.

Icebreakers help you start to get to know your students and what they are able to offer in your SI sessions.

Consider the size and the personality of your sessions - and your own personality when approaching icebreakers:

Group Size

Small groups (10 or fewer students): You participate with the students.

Larger groups (more than 10 students): the general "rule" is to break students into smaller groups and then have them do the ice breaker with each other. While they are speaking, you should be going to all the groups and learning as many students' names as you can and joining in the conversation.

Group Personality

Your session's personality will vary from semester to semester, but generally your regulars will set the tone early in the semester. Their personality will determine the type of questions you can ask.

Goofy (nerdy): you can ask "who would win in a battle" type questions

Quiet and/or reserved: ask questions like "What is your favorite thing to do on a Saturday"

Building Community

After you ask "The Question" always have a follow up so they have to respond in more depth. The "why" is where you are getting to know your students. Your own personality comes in when you are designing your ice breakers. Don't ask your students a question that you wouldn't want to answer.

An excellent example of asking students to respond in more depth: you ask: What would you do on a snow day? (you can't drive anywhere). A student says "watch all the Harry Potter movies" or "make a cup of tea and watch the snow fall." The follow-up question would be something like "Which on is your favorite (HP movie)?" "What is your favorite type of tea?"...etc.

Icebreaker "Alternatives"

Interactive Icebreakers takes content-based scenarios and asks students to move around and match themselves to other students. For example: The topic is unemployment status. The icebreaker asks students to stand, introduce themselves to two other students (min) and ask "Do you have a job?" and if not "Are you searching for one?" They must then match themselves with students who answered the same. Then use the groups as a real life example (unemployment, in this example). Basically, have them stand up and question each other! (After introductions, of course.)

History of...Icebreakers give students an interesting glimpse into the subject they're learning about (funny is probably best). This kind of icebreaker is best if starting conversations feels very natural to you, so you end up discussing something off-topic (kind of) and interesting. But be sure to reign it in after a few minutes to get to the real "meat" of the SI session. (Great for building community!)

Check-In Icebreakers prompt students to share areas of confusion or clarity, so you can adapt your SI session before it even begins. "What section do you feel most comfortable with?" "What section are you most worried about?"

Others?

Example Ice Breakers: Name and...

- Who would win in a battle between Batman and Iron Man, and why? (Peter Pan vs. Link)
- What would you do on your perfect Saturday and why?
- If we were to make a Pandora station that described you, what songs/artist would we find and how do those songs/artists represent you?
- If you could have any animal as a pet (and they wouldn't kill you) what would you have and why?
- Anything to do with sports that is happening during that time (if your students like sports) ex. Who will win the Super Bowl and why?
- What is your favorite vegetable (is it cooked or raw) and what type of meal do you like it best with?
- What is your dream job and why do you want to do that?
- Where is your dream place to live and what is so appealing about that place?
- What Disney Character (Star Wars, Lord of the Rings, Star Trek, Harry Potter,..) are you most like, and why?
- Describe yourself as a candy bar (not just Snickers, but design one to be like you)
- If you were stranded (anywhere... an island, in the mountains, etc.) what three "survival tools" would you want?
- If you could make a drinking fountain dispense anything, what would you want it to be?
- You are stranded on an island with a group of people (possibly the people in your session) what would you bring to the table?
- Of all of the "impossible challenges" which one do you think you could do? (Drink a gallon of milk in an hour; eat a tablespoon of cinnamon...etc.)
- Which coach on The Voice would you pick? (Doesn't have to be because you sing, just which one is funniest or coolest, etc.)
- If you were a coffee mug what would you say or what shape would you be?
- What is something you cannot live without?
- Ice breaker game: The goal is getting the students to interact.
- Have everyone pair off and each person needs to learn the others name and something unique about them. Then the students introduce each other and the unique thing about them. (Boring! But it's doable)
- Have everyone mingle and introduce themselves and arrange themselves in order of: birthdays January → December, age, years of school left, where they live west coast → east coast, ANYTHING
- Have everyone mingle and introduce themselves. Then they need to find someone that has something in common with them and then the pair introduces themselves (great way to get them into pairs of 2)
- Play a form of telephone. Get the students in a circle or a line and each person will start the "telephone" at some point. When they start, they say their name and they also say something interesting about themselves. Then the last person in the line introduces the first person to the SI instructor. (It's pretty funny)
- Name Crossword: Depending on how many you have you can have them write their first name (big group) or their first and last name (small group), but the key is they have to build a crossword with their names. You can do this while they are doing a warm-up, in this case you would pass a sheet of paper around, or you can make it bigger and right it on the board.

Groupwork

Why Groupwork?

In SI, "Groupwork" refers to students working together. Remember Dale's Cone of Learning (page 7)? No matter how hard a student listens during a lecture, they're only going to comprehend a small percentage of what they hear. Listening is an essential learning tool, but used on its own is not nearly as effective as when used in conjunction with other learning modalities, other senses, other activities. Listening is **Passive Learning**.

Activities that require students to use more than one sense (hearing, seeing, doing) increase the capacity to learn. This is **Active Learning**. When a student is asked to participate, design, demonstrate, simulate, and perform, they will comprehend 90% of the material.

1. When SI is going well, it will seem like a group of people studying together, with you acting as a facilitator, creating a TASK-ORIENTED group.
2. Your job as an SI leader is to help students process content, not deliver content
3. Talking for 10-15 minutes is the "saturation point" for a student – your group members will zone out if you go much further past this point. Make sure you break up your presentations with activities, student work, and Groupwork.
4. The FIRST time you tell participants to break into smaller groups, you must show resolve. Otherwise you'll encounter resistance each time you ask them to break into groups. You are training the group to be effective as a GROUP.
5. To get your students to work together or talk together:
 - Put students into smaller groups with topics for discussion
 - Get up and move behind the person speaking. S/he will then begin to address group.
 - Ask them probing questions on the subject, if they don't know the answer encourage them to look it up in the book or notes.
7. The hardest part of being an SI leader is moving away from "teaching" and moving more towards "facilitating." It feels natural to stand in front of the room and simulate what you've seen in the classroom; an instructor in front of the room teaching students...but that's not what SI is.

Examples of Groupwork activities can be found on page 44.

Mini Quiz

Why is it ineffective to simply "re-lecture" material from class?

Sometimes the LEAST effective way to start a group discussion is to throw out a question and wait for a response. Why do you think that is the case?

Think about the SI motto ("Tell me and I forget, show me and I remember, involve me and I understand"). How does facilitating Groupwork meet this goal?

What should you do when you ask students to break into groups and no one moves?

Closing SI Sessions

To ensure that students do not lose sight of the "big picture," reserve the last few minutes for **CLOSING THE SI SESSION**. During this time books or notes are usually put aside.

Informal Quiz

When time permits, the informal quiz will help students put all of the important ideas together. We have provided information about the informal quiz on page 58.

What's the Big Idea?

Ask each person to tell what he or she thought was the most important concept, idea or new understanding they learned during the session. We call these "take homes." That is, if they could only take home one thing from the information presented, what would it be? Ask each student to offer a different "take home."

Syllabus Reminders

Is there an upcoming reading, exam, paper, or homework assignment? Pull out the syllabus and remind students. Ask (with a show of hands) if anyone would like to do the next SI session on whatever is coming up.

There's Always Tomorrow

Tell students what the instructor will be lecturing about the next day (or whenever the next lecture is). Nearly every instructor has required or optional reading before each lecture. Pull out your book and remind students to read X before the next lecture, since it will help in understanding the lecture even better.

Tip o' the Day

Share a study/learning tip you have for either the course you're doing SI for or successful student behavior in general. For example: take the 5 minutes you're waiting for class to start to review your notes from last time. If you run out of tips for each week, the SI Supervisor has more, or you can ask students to provide one each week.

3-2-1

Have students write 3 things they learned, 2 things they still have questions on, and 1 thing they would like the instructor to know (about the topic).

Crib Notes

Have the students create a sheet or packet they will use over the course of the semester. After each session, the student will take a few minutes to jot down the major points of the information covered in SI.

Quick Doodles

Have the students draw a sketch of the concepts that day. (For example in a math class: the derivative of a constant is zero. Students would draw a horizontal line on a pair of axes and label the slope 0.) Students could also create other representations of the day's concepts (such as a haiku, etc.).

Real Life

Challenge each group of students to come up with a small application word problem in real life.

One-Minute Response

Have each student write answers to the following questions:

What is the big point you learned in yesterday's (this week's) lecture(s)?

What is the main question you had answered today?

What one question would you like to have answered today?

"One week [...] we had a pretty confusing section to cover and we ended up taking quite a bit of time and didn't get to do a closing. I had been doing a closing every time and this session really showed me how important they really are. It kinda feels as though the session didn't end right, with some things I wanted to wrap up. I honestly didn't realize the impact of them until now (when I didn't get to do one.) A good thing about the session is I won't be ending again without a closing!" – Adar Westling, Calculus II

Your First SI Session

SI Sessions will start the second week of class; September 8-12. Some students will only have met once (Thursday, 9/4) and some students will have met only three times (Wednesday, Friday, and Monday).

Some classes hit the ground running; SI leaders will not only have content, but plenty of ideas for SI sessions. Some classes start a bit more sleepily, and SI leaders may not immediately know how to fill an hour with constructive and valuable activities and learning. You may choose to integrate some, all, or none of these ideas.

Ideas for the first session

Be sure to talk to your students about “the future of SI.” You don’t want them to walk away from your session feeling like SI is going to be fluff (and this session *shouldn’t* be fluff, but if there’s not a lot of content to cover, this session will be less substantial). Make sure they know that as the weeks progress, you’ll be focusing more on *content*, but this week you’re introducing SI with...

1. How to be successful in this class

- **Don’t freak out.** Have students write down (on a notecard) two or three things that worry them about this class (anonymous). Collect the notecards and give the students a task (the next two bulleted items could be the task, or any other activity you have an idea for). While students are working, organize the notecards, and when students are done with their activity, have a discussion on the most common concerns.
- **Note-Taking Strategies** (page 63 for more ideas). Group students in pairs or groups of three and have them pull out their notes from class. This gives them a glimpse into how their peers take notes. Have students re-structure lecture notes and challenge them to use this method in class next lecture. If you still have your notes from when you took the class, bring them to provide an idea of what you did. (You can also take notes during lecture on the first week and share those).
- **How to read/use the textbook** (page 67 for strategies) and *when* to use the textbook— encourage your students to bring their textbook to the first SI session. Assign students a chunk of the assigned reading (for isn’t there always?), spend 15-20 having them read. Ask each student to write down two takeaway ideas to share with the class. Generate a discussion concerning your class:
 - Why read the chapter?
 - What are your goals for reading the chapter?
 - Why mark the text?
 - What do you do with your markings?
- **Tips and strategies** you used when you took the class (office hours, flash cards, recording lectures, etc.). Have students share their own strategies from other classes.

2. Review

- Most (if not all) math classes or classes that utilize math in any way expect a basic foundational knowledge. Do a worksheet on some of those foundational skills (activity ideas can be found on page 44).

3. Video and Discussion

- Talk to your instructor about a video or clip they know of and would encourage students to watch (shorter is better, somewhere in the 30 minute range is about as long as you want to go). Conversely, you could watch any TED talks or YouTube video based on the content of the course. Be sure to *watch* the video beforehand and write up 2-3 discussion questions for after the video. Bring snacks.

What other ideas do you have for your first SI session?

Tips for Effective SI Leaders

1. Running a successful session requires careful planning. **Never go into a group intending to "play it by ear" or "answer questions."**
2. **Never walk into a session without something planned**, even if you're 100% sure no one will be there. (I cannot tell you how many SI leaders have been burned by this!)
3. Maintain eye contact.
4. Build flexibility into the organization of the SI - just because you wanted to do a worksheet you created doesn't mean that's what the students need.
5. Don't feel tied to keeping up with the content. You don't have to "do something" with every bit of content provided by the instructor and the text.
6. It is more effective to "model" how successful students learn a particular subject than it is to "tell" students what they need to know.
7. Make use of the language of the particular discipline, course, and instructor.
8. **Waiting for students to volunteer a well-developed answer takes time. If you are uncomfortable waiting for 30 seconds, join students in looking through notes or text.**
9. If students are unable to answer the question, ask for the source of information. For example, ask for the date of the lecture that contained the information and search for the answer together. **Avoid taking on the responsibility of always providing answers.**
10. It's OK to say "I don't know, but I will find out for you" - you are not (nor are you expected to be) a walking answer key!
11. 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.
12. **Avoid interrupting student answers. SI should provide a comfortable environment for students to ask questions or attempt answers.** Protect students from interruptions, laughter, or from those with louder voices.
13. Refer to and mention the syllabus regularly. Check that students understand the requirements and dates of reading assignments, projects, and tests.
14. If your group has more than 12 students, divide into subgroups. Provide discussion topics that the groups can explore. Move from group to group, participating from time to time, reassuring the group that you are still there for them.



"It's hard to have to give them the "I don't know" response when I wish I knew the answer! But if you don't know the answer that's all you can say. I learned, though, that it is better that they don't think I'm some biology Jesus who knows everything! I'm a student just like them :)" – Emily Choi, General Biology

Tips for Group Facilitation

Your goal as an SI leader is to **guide group discussion**. Students should be sharing information and learning from each other. Here are some tips to make this happen:

- ✓ **Balance listening with speaking**
You should be 80% listening, 20% speaking in any SI session
- ✓ **Avoid taking sides**
Your role is to make sure all sides are heard and valued
- ✓ **Seek examples**
When people mention abstract issues or discuss things in fairly general terms, seek concrete examples or ask for more detail (either from the individual or from the group as a whole)

Teaching in its traditional form is not appropriate.

Remember - your job is to help process content...not deliver it! The trick is relating the necessary information without making students feel you are "lecturing" them.

- ✓ Your own points should be a counterpoint to the discussion, rather than a takeover
- ✓ Whenever possible, refer to individual's comments (by name, if possible) and expand on their views
- ✓ Try to connect comments to the larger context of the session as illustration or reinforcement of ideas

Allow silence.

Often the impulse is to jump in when there is a pause. Silence can allow time for students to process information, collect their thoughts, and respond thoughtfully.

- ✓ Allow silence by slowly counting to 10 in your head before you say anything
- ✓ If people are not responding to the question, try to rephrase the question or give encouraging comments: "I know this is a tough question", "I know there are some interesting viewpoints represented here, and I'd love to hear them"

Encouraging Participation

Drawing Out Students

Remember: SI is a friendly and welcoming place. Students shouldn't feel forced or pressured to participate. Here are some tips to encourage students to be a part of the group:

- ✓ **Provide for "an out"**
Call on two or three students instead of only one. Use your eyes to see if one of them seems willing to speak. You might ask students to write their responses first, which then allows them time to formulate a response, and then ask "who wants to share first?"
- ✓ **Be aware of your voice and attitude**
At no time should you use a tone of voice that could be interpreted as condescending or sarcastic. Never ridicule or embarrass a student. Try and avoid language like "No" and "Wrong" when responding to students. Use phrases like "Not quite" or "Close, but what are we missing there?"
- ✓ **Try to draw students out early in the session**
Getting students to talk early on can ease their anxiety. The longer a shy or quiet person waits to make his/her first verbal contribution, the harder it will be. Even asking everyone to share their name and a little something else about themselves can break this ice and make later contributions easier. Humor on can also make students feel at ease, just be sure to not use offensive or inappropriate humor.

A comfortable environment

- ✓ Set up ground rules (i.e., no cell phones, etc.)
- ✓ Be aware of your personal body language: maintain a positive, open stance
- ✓ Show interest in what is being said, regardless of how you feel personally
- ✓ Look at the person speaking
- ✓ Use appropriate comments: "Thank you", "Interesting point", "I appreciate your sharing"

Tips for Group Facilitation, continued

Non-Verbal Skills

Using your eyes

- ✓ **Scan for confusion/understanding**
Head nods, facial expressions, tears, body shifts, etc.
- ✓ **Invite Participation**
Eye contact with silent students encourages them to participate
- ✓ **Cut Off**
When asking a question, look at "monopolizers", but slowly taking your eyes off them by the end of the question - this invites other students to speak

Using your voice

- ✓ **Maintain a soft voice (not quiet! students should not struggle to hear you)**
Raising your voice stirs emotion and excitement
- ✓ **Model true listening**
Don't finish a student's sentence or interrupt a student who is trying to ask a question or get a point across

Body Language

- ✓ **Actions speak louder than words.**
Be aware of the messages that are being received through your posture, gestures, stance, etc.
- ✓ **Communication**
The message you're sending to students is broken into three categories: verbal (7%), tone (38%), and expression (55%)

Asking Questions

To keep momentum in your SI sessions, most of the questions you'll need to ask are open-ended.

Close-ended questions are appropriate for knowledge that requires memorizing a fact (vocab words, formulas, etc.). Close-ended questions are received with brief responses or a simple “yes” or “no.”

Open-ended questions ask students to comprehend, apply, and evaluate. They are “Thinking Questions.”

Thinking Questions

- ✓ **“Which one”** questions ask students to collect information and make informed decisions. Example: “Which serious public health issue most deserves research funding from NFS?”
- ✓ **“How”** questions ask students to understand problems, weigh options from different points of view, and propose solutions. Example: “How could the nation experience rapid inflation and high unemployment at the same time?”
- ✓ **“What if”** or hypothetical questions ask students to use the knowledge they have to pose a hypothesis and consider options. Example: “In this case study, what would you do if you were the company treasurer?”
- ✓ **“Should”** questions ask students to make a moral or practical decision based on evidence. Example: “Should we discontinue trade with China?”
- ✓ **“Why”** questions ask students to understand cause and effect, to understand relationships, and to help them get to the essence of an issue. Example: “Why do people overeat?”

Even close-ended questions can be turned into Thinking Questions. Follow up any question (Close-ended or Open) with a “why” or “how.”

Assigning Thinking Questions

Some thinking questions will require more work for the student – more than the 10 seconds we mentioned earlier or maybe even more than the hour for your SI session. It may be appropriate to assign a homework problem – a Thinking Question – for students to take away with them and work on. It's important that the questions is 100% relevant to what students are working on, or will be covered on the exam.

“I have started giving my students thinking questions and I think they have found it very helpful because it gives them the opportunity to find out exactly what they know or what areas cause confusion; it results in the students asking much more detailed and probing questions” – Lindsay White, Organic Chemistry

Redirecting Questions

Why is it ineffective to respond to a direct question?

Remember the SI motto:

Tell me, and I forget. Show me, and I remember. Involve me, and I understand.

If You Don't Know the Answer

1. It's OK! You're not a walking answer key...
2. Don't say "I don't know" → REDIRECT
3. If no one can respond after redirecting, ask the instructor (but don't forget to come back to it!)

If You Know the Answer

1. The hardest part of being an SI leader may be not answering a direct question, even if you know the answer.
2. Remember, you want students working together, not looking to you as the Source of All Knowledge
3. Use your best judgment when redirecting. You don't want students to start resenting what you're trying to do, but you also don't want them to just rely on you to provide answers.

To Keep Discussion Going

- Does anyone know the answer to that question? (may need to repeat question)
- Can anyone find the answer in your notes/book? (may need to give hint)
- Let's put that on the board and figure out what info we'll need to answer it (especially in problem-solving courses – have volunteers come up to board)

To Clarify a Question

- Can you be more specific?
- What do you mean by...?
- Give an example of that.
- Would any of you like to add something to this question?

Other suggested phrases for redirecting question:

- Can anybody help Mary answer that question?
- 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?
- Tell us more...
- What else did they do?
- Anything else?
- In what way?
- What are you assuming?
- Why would that be so?
- How can that be?
- How would you do that?
- Are you sure?
- 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?

Test Reviews SI Sessions Before an Exam

Don't do test reviews. That's for instructors and GAs/TAs. Test reviews are question-answer sessions. That is not the goal of Supplemental Instruction - students working together. **Consider holding a 2-hour long Super Session before an exam**, and cancel the session the week after. Make sure you remind students of the cancellation in class the following week.

→ **What is a Super Session?**

A Super Session is a special SI session held a few days before an exam – the goal is for students to work on large amounts of material together. **The SI model is still possible and should still be followed.**

→ **Do I need to do a Super Session?**

Super Sessions are not needed for all courses, and you are not required to do one. Regardless of whether you do one or not, you should **expect 2-3 times the number of students you normally have before an exam.**

→ **When do I conduct a Super Session?**

Super Sessions should be held 2-3 days prior to an exam date. **DO NOT** hold a Super Session the night before an exam, as this teaches students “just in time” learning. If possible have your Super Session on the same day/time as your normal SI session, just with an hour extended.

→ **How do I conduct a Super Session to fit the SI Model?**

Super Sessions typically have a much larger than normal attendance when compared to your normal SI sessions. It is very easy to revert to a question and answer session in Super Sessions. To avoid this, **plan for specific of topics you will review, and stick to that plan.** Tell students in advance what you'll be covering, and make sure they're aware of other outlets for getting *specific* questions answered (the instructor's office hours, tutoring on campus, if a GA/TA in the class is holding a review, etc.).

→ **How do I react to “just in time” learners?**

Consistently through the semester, try to foster an understanding that SI is more beneficial to students when they attend all the time...not just right before an exam (you can make this known in your in-class announcements)

Typically, during Super Sessions you will meet new students who want to go over all of the course material during the session. This is not possible. Be respectful, answer questions that relate to the material you prepared, encourage them to come more consistently between tests, and **keep to your plan. Encourage students to form study groups to review material that was not covered in SI.**

→ **How do I schedule my Super Sessions?**

Email Jessica at least a week before your Super Session – every attempt will be made to get you the same room as your usual SI sessions, but that may not be possible. If you already know you'll need a big room, be sure to request one.

Super Session Best Practices

Offer students a plan

Two weeks before the exam, remind students to start studying. Offer them a study plan (this may vary by discipline or course difficulty) - see page 69 and 70.

Develop Practice Exams

A couple weeks before the exam, have students write and submit 3 to 5 questions to you. Assemble these questions into a practice or review exam. Ask the instructor to look over questions and make suggestions. With the instructor's permission, announce to the class that the practice exam will be used in the next SI session. If possible, ask the professor to suggest that students take the practice exam.

Study guides & practice exams

Many instructors offer study guides or practice exams, which is really convenient for SI leaders!

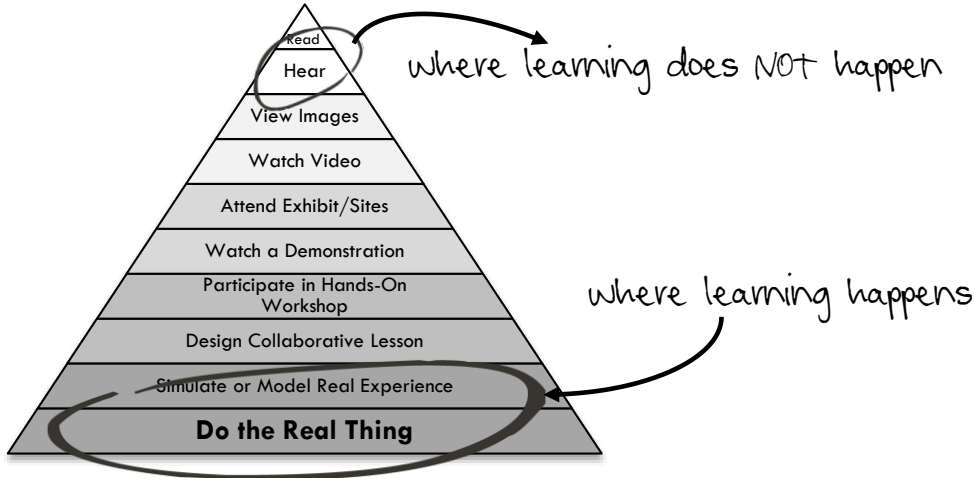
1. Split students into groups of 2-3, and assign each group a portion of the study guide or practice exam to fill out or share with the group
2. Make a point to visit each group
3. After a reasonable amount of time, bring the students back together. Ask each group to share answers

Offer tips

What are some general good test-taking tips? What kind of exam do you think the students can expect? Discuss with the students the kinds of questions to expect on exams. Also explore the amount of emphasis that will be placed on the text, lecture, outside readings. For example, one half of the points are earned through multiple choice items that focus on information from the lecture and text; the other half of the possible points are earned through two essay questions that focus on the supplemental readings, the assigned novels.

SI Session Types

Whether you're doing SI in a problem-based course (like math or science) or a humanities/social science-based course, **your goals are the same**. Remember, **students benefit most in SI sessions when they are doing the work**, not when they are being lectured to. A good rule of thumb, in any SI session, is to **remove yourself from the front of the room** as much as possible.



Recall from *Observations* (page 11) and *What to Do in Your SI Sessions* (page 28) the following goals:

The SI Leader...

- ✓ introduces herself/himself
- ✓ has body language that is open and friendly
- ✓ creates a friendly and welcoming atmosphere
- ✓ would not be easily identifiable by someone passing by the room
- ✓ does an icebreaker
- ✓ posts an agenda, or discusses what they would be doing during the SI session
- ✓ does a game or activity
- ✓ utilizes groupwork
- ✓ redirects questions back to the students
- ✓ encourages students to work together
- ✓ does not interrupt students' questions or train of thought
- ✓ does not seem like a teacher
- ✓ does an appropriate closing
- ✓ encourages students to come back

Humanities-Based SI Sessions

Writing Skills

Writing itself can pose special challenges for students in the humanities. SI in the humanities is often attached to a course where students are graded and tested by essay (either essay exam or papers). Learning the material well enough to write about it requires a deep and thorough understanding of the content.

SI is not the place for one-on-one help with individual writing problems.

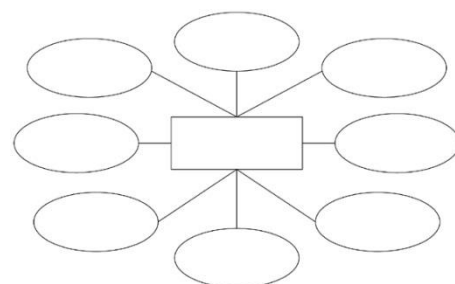
SI should be a place where ideas can be generated and where students can practice predicting and answering possible test/essay questions.

Groupwork Suggestions:

1. Create a question (you may want to have the instructor approve or help you generate this question) on the material. Ask students to brainstorm all the ideas and facts they know about the question.

Students can also put similar ideas together and state which facts support the ideas. A good way to accomplish this is by creating a concept map (on a large piece of paper or on the board).

Students should then write the first sentence or two of the proposed essay and share with the group. Individuals can be encouraged to finish the practice essay on their own, and read them to each other.



2. Have students bring in their papers and trade with a partner. Take 10-15 minutes constructively critiquing the paper (the SI leader visits each group). After 15 minutes, bring the group back together and discuss tips or common issues you noticed.

Content Skills

Good notes are key in humanities courses. SI is a good place to help students develop a system of recording what is done in class. Many students quite taking notes when the class breaks into discussion, or do not write down content being asked during discussion (especially if a student asks a question which leads to discussion). A lot of instructors use what discussed in class as content for essay/test questions.

SI leaders can help students understand the importance of discussion, by modeling discussion (and note-taking during discussion) in the SI session and helping students recognize that discussion is often utilized by instructors in lieu of lecturing and writing information out on the whiteboard.

Original Thought

Students who expect to do well in the humanities should, as one professor of literature said, find out all that is out there and then write something different. SI leaders must help students to develop positions that go beyond, "I like it" or "I don't like this text, it's boring." Beginning students may feel that they cannot write anything new about the text, and thereby, have trouble writing anything at all. Or they may feel their arguments must agree with the professor, not appreciating that the professor often welcomes an opposing point of view which is clearly developed.

Math & Science-Based SI Sessions

Problem-Solving Skills

Problem-solving courses like chemistry, physics, or mathematics are major obstacles for many students. Students often **don't know to how to begin to attack a problem**, do not know what to do when they encounter difficulty in the midst of finding a solution, or do not know **how to apply a known concept to a new problem**.

If possible, **find something complimentary to say about wrong answers**. "That's a very good guess. If I weren't sure, I might have guessed that." Don't let wrong answers stand.

SI leaders must **avoid re-lecturing or simply telling students how to solve problems**. This has little value in helping students understand problem-solving processes.

Do not let your SI sessions become a time and place to do homework problems (especially if the homework is graded). You can create problems that are similar to homework problems and work those, but make the announcement early (and often) that you are not allowed to work homework problems.

Groupwork Suggestions:

1. Not-So-Quick-Review (page 50)
2. Assign a problem or piece of a problem to a group. Give each group a few minutes to complete the piece. You should be visiting with each student as they are working. Put the question on the board and have each student (or group representative) come up to the board and complete the piece.
3. Put a few problems on the board and ask for volunteers to complete one of the problems. Ask students, "What do we do first?" or "Where do we start?" Promote interaction and encourage students to help each other.
4. Many more activities are on pages 46-58.

Note-Taking Skills

During the first week, talk about lecture notes in the math course. If possible, **look around the room during the lecture to see how students are reacting to the material being presented**. For example, if the professor is discussing graphs, the students may have difficulty copying the graphs while taking notes about them. **You may want to distribute copies of your lecture notes one time so that students can see your strategies for note taking**. This can provide a basis for a discussion of note taking skills.

During the discussion on note taking you can suggest that they use the Cornell method of note taking (page 64). This system makes use of Summary Margin paper or graphic paper with a three inch margin on the left hand side for important notations. You can also share, for example, how you concentrate on what the instructor is doing, and how to get as many details as possible without getting distracted by trivia. Students will see the benefit of using Summary Margin paper when you **suggest they take notes during the SI sessions in the margin of their lecture notes**. Encourage students to rewrite their lecture notes as soon as possible after the lecture. Remember to ask for other students to share their strategies as well.



Activities

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Games

Speed Dating

- **Preferred Class Size:** Medium – Large
 - **Set up:** Set the room in two rows with chairs on each side; or in a circle with chairs in the middle and chairs around the outside.
 - **Supplies Needed:** Bucket (hat) of subject that will be on the exam, or bucket equations that will be used on the exam
 - **Procedure:** Split the class into two sections. Have one group be the “stay group” and the other is the group that will be rotating. Have every student in the stay group draw a topic (equations) from the bucket and become an expert on the subject they have drawn. After 2 or 3 minutes, the “stay group” will have the time that is given (3 min.) to teach the other student everything about the subject and the rotating students will have time (2 min.) to ask any questions. Then they rotate! Once the students have a full rotation then switch the groups; so that the rotation group is now the stay group. Then repeat the process from drawing a topic to a full rotation. When the activity is complete, bring the groups back together and see if there are any questions left.
-

I-Spy

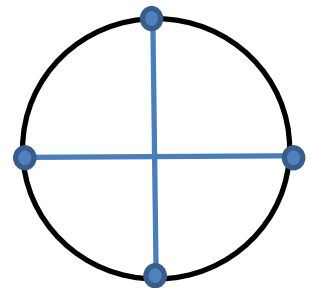
- **Preferred Class size:** This works for about ten or fewer people.
 - **Best For:** Vocab/Grammar Review (Language)
 - **Supplies:** paper/pen or marker/chalk/board
 - **Procedure:** You may need to go on a field trip for this one (as a classroom or study room may not be very interesting). Pick one student to start, s/he identifies an object and the other students ask questions about the object in the language they’re studying. (Is it green? Is it alive?).
-

Class Jeopardy

- **Preferred Class size:** Medium to large (The larger, the better!)
 - **Best For:** Lecture Review
 - **Set up:** 2 groups
 - **Supplies needed:** Markers, & a computer/ overhead projector, jeopardy questions, buzzer set (optional)
 - **Procedure:** Make up your own categories that correspond to the lecture material, and divide everyone into 2 groups. One member from each group will compete against each other on a question chosen from the 100-500 categories (1-5). The jeopardy questions can be displayed either on a computer program, on the overhead, or simply on the white board. The team with the most point can win a prize.
-

Trivial Pursuit

- **Preferred Class size:** Smaller group
- **Best For:** Vocab, Review
- **Set up:** Create an abbreviated Trivial Pursuit board (can use game pieces from real Trivial Pursuit game though). Create a series of cards with content questions: vocabulary, equations, concepts, etc. You won’t be doing all the colors & categories, just one question per card.
- **Supplies needed:** Abbreviated Trivial Pursuit board, game pieces
- **Procedure:** Students take turns moving around the board answering questions. The first person to collect all of the pie pieces (if you’re using the example to the right, it would be 4 pieces, plus the center piece) wins.



“Taboo”

- **Preferred Class size:** 15 students max
- **Best For:** Understanding concepts, vocabulary
- **Set up:** Individuals then groups (of 3)
- **Supplies needed:** Cards with concepts or vocabulary words, buzzer
- **Procedure:** Break students into groups of 2 or 3, give each group their “secret” concept, process, etc. They must describe the card to the opposing group without using the word. The opposing team must guess the word or concept based on the description (use buzzers to enforce).



Guess Your Vocabulary Term

- **Preferred Class Size:** Large groups
- **Best For:** Movement around a classroom
 - Lots of student interaction
- **Procedure:** Make a headband for each student. Each headband will have a different name, vocabulary word, concept, or theory that you are discussing. Each student will not look at his headband and will put the headband on with the word facing out. Students will walk up to each other and describe the word on the headband, trying to get the other student to guess which word he is wearing.
- If the students do not know the material well, have them use their notes while doing the activity because it will be hard for them to remember terms at the very beginning of a session. However, if you wanted to use this during an exam review or a closing, you could have the students close their notes for the activity

SI Hangman

- **Preferred Class Size:** Any size group
- **Best For:** Winding down shortly after an exam but still having fun while learning new material
- **Procedure:** Write vocabulary terms or concepts on note cards (one per card)
 - Divide the students into pairs or groups depending on your session size
 - Hand one note card to one person in each pair/group
 - In each group, have them play Hangman using the vocabulary word or concept
 - After figuring out what the word/concept is, have the pair/group come up with a definition or example of that word/concept. When they do, hand them another card to play Hangman

SI Pictionary

- **Preferred Class Size:** Medium to large groups
- **Best For:** Concepts that can be drawn (ex. organic chem., biology, etc.)
- **Set up:** Create a list of topics that can be drawn and for random ones, create a question about the topic
- **Procedure:** Put these into note cards with both the topic to draw and its relevant question
 - Divide the students into two teams
 - Put all of the note cards into a hat/bag and have the first team send up a member to pick a card. That person will draw the concept on the board for their team to guess within 15 seconds. If they get it right, they get a point. If they don't, no points are added to their score
 - If there is a question on that card, have that person read the question to their team. If their team gets it right, they get an additional point. If they don't, then the question can be answered by the other team. If the other team guesses it correctly, then they get the point

Example: Concept they must draw on the board - The iris of the eye
Question - Which muscles in the iris cause the pupil to dilate?

Think Fast Review

- **Preferred Class Size:** Medium to large groups
 - **Best For:** Going over material at a fast pace
 - Everyday session or review session
 - **Set up:** Create 'question' note cards where some have 2 questions per card and others have only 1 question (cards with 2 questions should be somewhat related in topic-compared/contrasted topics)
 - Divide the group into 2 teams and give each one a dry erase board, markers, and an eraser
 - **Procedure:** Start with the first group and have them select a card. If they selected a card with one question, then the question should be read aloud and both groups get to answer
 - If they selected a card with two questions, then that group gets to pick which question they want to answer and the other group gets the other one. Give both groups time to write down their answer. When time is up, have each group state their answer and compare or contrast the two questions as necessary
-

Puzzle Stations!

- **Preferred Class Size:** Medium
- **Best for:** Great for doing a set, or process, of formulas
- **Set up:** Divide students into groups, will be 4 stations
- **Supplies:** Puzzle pieces (cut up pieces of a flashcard for each step of the formula)
- **Example:**

• CO ₂

• 2ATP

• →

- **Goal:** Arrange all the pieces in the correct order
- **Procedure:** Each individual step to the formula is on a small notecard and will be scrambled so the team at that station has to solve the puzzle by getting the pieces of the formula in the correct order.
 - At each station will be one or two questions that go along with the formula that they will answer after they re-arrange the equation.
 - Same procedure for all 4 stations
 - Then when everyone has completed return together as a class and discusses each formula

Bingo

- **Preferred Class Size:** Any
 - **Best for:** Languages (numbers and alphabet). You could also use images or vocab words on bingo cards.
 - **Set up:** Bingo cards and prizes
 - **Supplies:** Puzzle pieces (cut up pieces of a flashcard for each step of the formula)
 - **Procedure:** Each student is given their own bingo card. Call out letter or number until a student gets an entire row marked off
-

Pass it On

- **Preferred Class Size:** Smaller groups
- **Best for:** Lecture review. This example uses a human anatomy model, but could easily be adapted to an equation, concept, or idea that students have to explain.
- **Set up:** Dived large class into groups; if class is smaller, one group is fine
- **Supplies:** Model, or a concept
- **Procedure:** Each student starts with a muscle/bone/pathway, explains what it is and where it's at, and passes to the person. That person repeats what had just been said, and adds on the next step or another muscle/bone. This continues until it's completely covered!

Crossword Puzzle

- **Preferred Class Size:** Smaller groups
 - **Best for:** Vocab
 - **Set up:** Pairs is preferred but can also be done solo
 - **Supplies:** Crossword puzzle
 - **Procedure:** Choose vocab words from the chapters, then rewrite them into a list. Visit www.puzzle-maker.com/CW. Print and distribute to students – split into pairs, and give hints if needed. You can also challenge students to make their own crossword puzzles and exchange them.
-

Relay Olympics

- **Preferred Class Size:** Smaller groups
 - **Best for:** Problem Solving
 - **Set up:** Groups of 2 or 3
 - **Procedure:** Have students do one step of a problem and then hand off the pencil to the next person. Have the teams race to see who can finish first.
-

Who Wants to be a Millionaire?

- **Preferred Class Size:** Smaller groups
 - **Best for:** Reviewing key concepts
 - **Set up:** Groups of 2 or 3
 - **Procedure:** Have a multiple-choice question over a key concept ready. Allow a volunteer to answer the question using 3 possible “life lines”
 - Phone the professor (i.e. notes)
 - 50/50
 - Ask the audience (poll the SI participants)
-

The Gallows

- **Preferred Class Size:** Any
- **Best for:** reviewing key concepts
- **Set up:** Groups of 2 or 3
- **Supplies:** Whiteboards, markers
- **Procedure:** Divide students into multiple teams. For each team, draw on the board the “hangman” gallows. As you ask teams questions, missed answers for the team means another “body part” is added to their gallows....

SI Sessions Before Exams

Team Experts!

- **Preferred Class Size:** Any is fine, the more the merrier however (around 20)
- **Best For:** (When they get a cheat sheet)
- **Set up:** Put the tables in your room into groups corresponding with each section that will be on the exam. (There are 6 sections that we are covering, i.e. 6 groups)
- **Supplies Needed:** Practice test, notes from class, book, and note cards
- **Procedure:** Assign each group one section. The groups are responsible for this section; this means they go through all of their notes on the section, possibly their homeworks, quizzes, and any other material they might have. When they compile all of this information they start to break it down and find equations, vocab/definitions, examples,... or anything they think would be useful to put on their cheat sheet. Then each group comes to the board transcribes what they wrote on their notecard. This turns the board into a "Giant Note Card". After this information is on the board, the students do the practice test using their groups and the board. If the students get stuck on a problem and need to add something to the "Note Card", they write it on the board. As people finish the practice test, the "Note Card" should be complete. Then the students can write their own note cards based on the board. Make sure you tell your students that they still need to continue to study using only their note card. That is the key to their success on the exam. The students who followed through with everything involved with this activity did very well on the exam!
- **Bonus:** Students could also take a picture of the Giant Note Card to take with them.

Not-So-Quick-Review

- **Preferred Class Size:** Any size group; with students in pairs or small groups
- **Best For:** Preparing for exams
- **Supplies:** Prepared questions from each unit in the class
- **Procedure:** Identify the sections that have been covered in class and that will be on the next exam. Make a single question for each section. Because your students will be working together on these problems, try to make them difficult so that the students have to use each other. The reason this is called a "Not so quick review" is because it takes anywhere from 20 to 30 minutes. You are covering important material so it is okay to spend this much time on this activity.
- **Example:** College Algebra: In the third section of the semester, one week before the third exam: In class we have covered sections: 2.5, 6.1 a/b, 7.1, 7.2, 7.3; because the exams are cumulative, I may add something from previous sections.

From 2.5

$$(y/x - x/y)/(x-y)$$

From 7.2

Give a formula for the graph

$a > 1$ "There is a graph"

$$0 < a < 1$$

From 6.1 a/b

Solve by graphing

$$2/(x+3) > 1/(x-5)$$

From 7.1

Solve

$$3^{(x^2)-4x} = (1/81)^{-1}$$

The remainder of the SI session will be an activity completely devoted to 7.3 (the last section covered in class and likely the least studied).

Make It Your Own

- **Preferred Class Size:** Any size group; with students in pairs or small groups
 - **Best For:** This works great if the professor gives out a practice test, or you can use it with questions from the book.
 - **Supplies:** Practice test or questions
 - **Procedure:** After the students have had these questions for a while and you have used them in a previous session, have the students rewrite the questions.
 - Put the students into pairs or groups.
 - Tell them to change the questions that they have so it is the same concept, but change the subject or style of the question. For example, a question asks, “What is the frequency of a blue sky that has the wavelength of 7.23×10^{14} nm?” The students can change the quantity or unit of the wavelength. They could even give a frequency and ask to find the wavelength.
 - Students should rewrite most of if not all of the questions depending on time.
 - Have them trade their new questions with their partner or within their group. They can then try solving the other person’s test question.
 - **Rationale:** Because students have already been remembering, applying, and analyzing with the professor’s practice test, the next step they can go to is creating their own. By creating students really own the material and now how complex topics work.
-

Divide And Conquer To The Max!

- **Preferred Class Size:** Varies depending on material (more material - more students)
- **Best For:** Covering a large volume of material in a short amount of time, encourages good study strategies by looking up concepts in their books and notes, encourages student involvement, group learning, and knowledge acquisition!
- **Supplies:** Worksheets
- **Procedure:** Come prepared with worksheets covering two or more (depending on size of session) difficult concepts. Include references to lecture notes and text book page numbers if possible.
 - Make enough copies for everyone in session
 - Divide students into groups, assigning each group a topic and have them complete the corresponding worksheet
 - After a period of time (you can decide this), students will present/teach concept to group (because there are enough worksheets for every student, activity goes quickly and many topics can be covered)

*Visual Aide: including pictures or blank diagrams into worksheets is helpful! Labeling diagrams, naming structures, fill in the missing component add to the activity

Pass the Question

- **Preferred Class Size:** Varies depending on material (more material - more students)
- **Best For:** Difficult/multi-step math and chemistry problems
- **Supplies:** Pencil and paper
- **Procedure:** **Divide your students into groups of four or more.** Every student writes a question they believe could appear on the test. The students write their answer on a separate sheet of paper, then pass the question to another person in their group. That person completes the questions. The writer and doer of the question then compare answers and procedure on how to solve the question
- **Bonus:** ask your instructor if one of these questions could appear on the exam, and if so, use it as a selling point to get more students to come your SI sessions!

Big Ideas on Big Paper

- **Preferred Class Size:** Medium
- **Best for:** Concepts review
- **Supplies needed:** Big pieces of paper (preferably colored, enough to cover the white board with 4 or 5 sheets), tape, markers, space to spread out the paper
- **Procedure:** Split class into groups corresponding to the chapters or sections that will be on the exam. (If four chapters are being covered, have four groups etc.) Each group should grab some markers and get creative with the markers and paper and write out important formulas, example problems, anything that they think is a “big idea” from the section. Give the students about 20-30 minutes to really work on their sheets and then tape them up around the room. Have each group tell the others what is on their sheet and collaborate together if there are any formulas or ideas that should be added.

This type of exercise is especially useful if the students are allowed a cheat sheet for the exam. The sheets the students come up with are a great start for those cheat sheets!

Developing Study Skills

Mnemonic

- **Preferred Class Size:** Any
- **Best for:** Memorizing groups of things
- **Set up:** Individual
- **Supplies:** List of large words or groups of words needed to memorize
- **Goal:** Have students come up with fun interesting ways to remember difficult words or groups of words.
- **Procedure:** Have students say the word out loud: sometimes it sounds like something else
Hippocampus, the part of the brain for memory. You would remember a hippo on campus!
 - Look at how the word is spelled
 - MNEMONIC [Many New Exciting Memories On Intense Curriculum]
 - Take first letters of things in a list and make a phrase
 - Planets, Cranial Nerves....any list will work

Reverse Taboo

- **Preferred class size:** Any size
- **Best for:** Helping to point out the importance of understanding vocabulary words
- **Set up:** Groups
- **Supplies:** Note cards
- **Goal:** Students define vocabulary words **in their words** and helps them really understand the meaning of those words
- **Procedure:** Find important vocabulary words and write them down on an index card
 - Under the word write a few key words that the students must use
 - Pass around the index cards and have students work together to define the term using the words listed on the index card
 - Facilitate a discussion (ask students why they think you chose these words and how the words relate to the lecture)
 - If students are familiar enough with the words play regular taboo

Saturated Fats
<ul style="list-style-type: none">• Animal• Solid• Unhealthy



Definition: Saturated fats are **unhealthy** fats made from **animal** fat that are **solid** at room temp.

YouTube

- **Preferred Class Size:** Any
- **Best for:** Integrating study skills in sessions
- **Set up:** Think-pair-share
- **Supplies:** Find a YouTube video for what your class is going over, make a PowerPoint and hyperlink the URL or email the website to yourself so it is easily available.
- **Goal:** Have students watch the video and then discuss and take notes, and even make exam questions from it.
- **Procedure:** Have students watch the video while taking notes. Then have students come together and discuss the video as well as what they wrote. Finally students can come up with possible exam questions from the movie they watched.

Student Made Worksheet

- **Preferred Class Size:** Any
 - **Best for:** Encourages interaction, develops study strategies, engages students with note
 - **Set up:** Divide students into small groups
 - **Supplies:** Paper and writing utensils
 - **Goal:** Help students to help themselves and others learn the material through creating worksheets to study from later
 - **Procedure:** Give each group a topic from their notes and have them create a worksheet. It can be matching, T/F, fill in the blank, labeling, multiple choice, etc.
 - Instruct them to make 2 copies. One to complete at the session and the other to turn in to the leader so he/she can upload it to the website.
-

Jack of All Trades

- **Preferred Class Size:** Any size group
 - **Best for:** Helping your session open and close smoothly and congruently
 - Use throughout a session and future sessions
 - Highlighting information that is most important to the student
 - **Procedure:** Have the students write down their biggest concern or continued concern from the day's class (or whatever topic you are focusing on) in question form
 - Once the students do this, tell them to hold onto the paper but move on in the session
 - When there are 10-15 minutes left in the session, have the students take out their papers and ask if their main concern from this class was addressed in the session. If not, this can help to tie up some loose ends for the students
 - After you address the problems from that specific session, the last few minutes can be used to answer some of the pressing questions from past sessions!
 - If you are pressed for time and do not have ample time to discuss all the questions, remember them and use those questions for another activity for a future session
-

Paper/Essay Review

- **Preferred Class Size:** Small
 - **Best for:** Written assignments
 - **Supplies needed:** printed copies of paper, writing utensils.
 - **Procedure:** Split students into pairs and have them trade papers. Each student reads their classmates' paper, and then writes/marks constructive comments on their classmate's paper. Students finish by discussing their changes with their partner.
-

Daisy Chain

- **Preferred Class Size:** Small
- **Best for:** Reviewing lecture notes
- **Supplies needed:** lecture notes from a previous class
- **Procedure:** Have participants take turns reading a portion of their notes aloud beginning with the start of the lecture. Students should pick up where their peer left off. Pause between switches and ask participants if the student missed anything. Give students time to add this to their notes before proceeding. The SI Leader can participate as well. Continue until you have a complete set of notes and have a short discussion in which participants share what note-taking strategies they find effective.

Testing Understanding

Find the Error

- **Preferred Class Size:** Medium- Large
- **Best For:** Problem
- **Set up:** Small groups
- **Supplies Needed:** White board, willing students, paper
- **Procedure:** Begin by writing a problem on the board (generally a more difficult problem), have students begin working on it, only reveal the first segment of the problem. Once students begin to finish have them reveal answers, if each group arrives at the same answer continue the problem until two groups arrive at different answers. Once there are conflicting answers have students show their work on the white board, once up there have other students attempt to find where they went wrong and how to fix it as well as how to avoid this problem in the future.
- This activity shows students common errors and gives them experience identifying potential mistakes as well as how to correct them. Although similar to simply working problems on the board taking the approach of highlighting common mistakes shows a student they aren't the only one that may be having issues with the problem as well as what to check in the event they cannot come up with the correct answer for a homework problem and what to double-check on tests.

Know your !@#%

- **Preferred Class Size:** Medium-Large
- **Best For:** Lecture review and problem solving
- **Set up:** Divide the students into groups of 4-6 so group work is still easy
- **Supplies Needed:** White boards and problem sets
- **Procedure:** Assign each group a different problem on the board. When they solve the problem have each group write out the answer to their problem on the board. Then rotate each group by one problem. When you go to the board make each group explain the problem they have been rotated to instead of the one they answered. This will ensure that each group has to explain another group's work to the class.

Problem Solving board Organizer

- **Preferred Class size:** Any size
- **Best For:** Makes students go through the process and write everything out without skipping steps. Also gives the students something to take back to study with on their own.
- **Set up:** Have the students in pairs and the board set up as described.
- **Supplies needed:** A selection of types of problems that the class has been working on.
- **Procedure:** Divide the board into organized sections to encourage step wise and organized thinking. Set the board up: Problem | What is given? | What is needed? | Steps | Solution
- Write down problems on the board, in the problem section, according to how many pairs there are. Then assign each pair a problem. After an allotted amount of time, have each pair come to the board and present their problem. (Meaning, fill out each section of the board while explaining their process to the other students)

Snowball

- **Preferred Class size:** Any size
- **Procedure:** Student writes down question they have or something they don't understand crumples paper and tosses across room (Looks like snowball fight). One student volunteers to read the question on the paper and students chime in with responses (Can take turns reading tossed questions)

Think Aloud!

- **Preferred Class size:** Small or medium group
 - **Best for:** Problem based classes and when there isn't a lot of material to cover (can also be used as an opener) and to increase student to student interaction
 - **Set up:** Pairs
 - **Supplies:** Paper
 - **Goal:** Students think through a problem step by step
 - **Procedure:**
 - Assign partners (give groups blank paper)
 - Ask a problem based question from the material
 - One student explains how to do it while the other person writes it down
 - Then they switch
 - Once they have both had a turn get back into a larger group with all the students and have them share their answers as well how they arrived at the answers
 - Can repeat with new partners
-

Switch It!!!

- **Preferred Class Size:** Any size group
 - **Best For:** Encouraging student-to-student interaction and study strategies
 - **Supplies:** Blank paper, and writing
 - **Procedure:** Pass out a note card to each student and ask them to write down one thing that they don't understand or that they want to go over.
 - Collect the cards and separate them into similar topics. Then split the students up into groups by numbering them off into the number of topics you have from the notecards.
 - Give each group a piece of computer paper and a topic from the notecard to go over. Each group has the responsibility to make a worksheet, quiz, study guide, or something that will help them organize and remember the information. Give them about 20 minutes to do this (circulate to help answer questions they may have).
 - Then have each group, one by one, go up to the board and present and explain their topic to the rest of the class - fill in the blanks where necessary. This should take the remainder of the session with possibly some extra time to answer lingering questions.
 - Collect the sheets they made and post them on the SI website for them to use as study tools for their next quiz or exam. These sheets come from their peers and therefore give them a better understanding of the material.
-

Dumb SI Leader

- **Preferred Class Size:** any, small group is best
 - **Best for:** thinking critically about material
 - **Set up:** Divide the students into groups if there are more than 5 students
 - **Supplies:** any problem, concept, idea, or topic that students need to think through
 - **Procedure:** Play dumb, keep at it. Make mistakes on purpose. Play devil's advocate. Challenge your students to think critically about the material and catch errors.
-

Team Expert

- **Preferred Class Size:** any
- **Best for:** cementing concepts
- **Set up:** Divide the students into groups if there are more than 5 students , prepare concepts for each group
- **Procedure:** Split into groups and assign each group a concept where they come up with the main idea and important ideas for their concept. Then, each group teaches the rest of the class about their concept.

Name that Bone!

- **Preferred Class Size:** large
 - **Best for:** Vocab (this activity uses a physical anatomy model, but could be adapted to any subject where a physical model of something can be used or an object/scenario can be described)
 - **Set up:** Groups of 4 or 5
 - **Supplies:** Whiteboards (one whiteboard per group)
 - **Procedure:** The SI leader holds up a bone model or describes something and then the groups collaborate to come up with an answer. The answer can only be right when the spelling is correct.
-

Gallery Walk

- **Preferred Class Size:** large
 - **Best for:** Problems
 - **Set up:** Split up students into groups- # of groups depends on # of problems prepared
 - **Supplies:** Multiple large whiteboards/chalkboards (or large poster boards), markers/chalk, problems
 - **Procedure:** Develop a number of problems that are a bit more difficult than the homework. Separate the students into groups, depending on the number of problems you have ready. At each whiteboard/chalkboard, have a group work through the problem together. Students can move between groups and visit another board if they want to, or stay at their problem and help explain it to others. This allows students to either work on types of problems they struggled with, or see how others have solved them.
-

Poster Design

- **Preferred Class Size:** any
 - **Best for:** understanding concepts
 - **Set up:** Split up students into groups- # of groups depends on # of concepts to be covered
 - **Supplies:** poster boards/butcher paper, markers, glitter, etc.
 - **Procedure:** Assign sections of material to groups. Ask groups to create a poster explaining the material in their groups. You might give them a checklist of all the concepts they need to include. After presenting their posters to the rest of the session, students may lay out their posters and take pictures with their phones to study later.
-

Rainbow Brain Dump

- **Preferred Class Size:** any
- **Best for:** understanding concepts
- **Supplies:** colored markers
- **Procedure:** This activity does a quick review of the lecture and at the same time gets the students up and actively involved. As the students are coming in, put 4-5 main topics from the lecture on the board. Give different colored markers to each student and ask everyone to write anything remembered from the lecture about each topic. They should be allowed to “feed” off of information written by others. A rainbow of colors should result. When everyone sits down, start the discussion from what is on the board.

Informal Quiz

- **Preferred Class Size:** Any size group
- **Best For:** checking for learning and/or understanding
- **Supplies:** scrap paper, questions prepared in advance
- **Procedure:**
 1. Use scrap paper or half sheets.
 2. Write questions on the board beforehand, or use document camera so you don't have to write while students are watching or repeat yourself.
 3. Ask a majority of questions requiring short multiple answers; e.g., "Name one of the three ways to...."
 4. Focus on current material but include two or more concepts the instructor will want the students to understand.
 5. If there are students who aren't writing answers, say, "If you don't know the answer, write the question so you will remember what it was you didn't know."
 6. Ask "Who would like to answer a question?"
 7. Call on the weaker students first, whenever they have raised a hand.
 8. Restate the question before the answer is given. Restate the answer once given.
 9. If possible, find something complimentary to say about wrong answers. "That's a very good guess. If I weren't sure, I might have guessed that." Don't let wrong answers stand.
 10. Keep it light and short. Ask a maximum of ten questions.

Quiz" is a misnomer. The focus is on learning rather than grading.

This is a nonthreatening activity because:

- ✓ everyone is writing, even if they do not know the answer since they can write down a question instead
- ✓ uses scrap paper; which makes the quiz feel more informal
- ✓ paper is not turned in or seen by other students.



Skills

The intent of the following content is to share with your students, emphasizing more of the **how-to-learn** aspect of SI.

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Getting the Most out of Attending Class

Four Rules of Success:

1. GO to class.
2. Go to class prepared (assemble appropriate supplies, complete homework assignments/readings, prepare a list of questions you may have).
3. Participate in discussion and ask questions!
4. Change your habits

Review your notes¹

- **First review should be immediately after class.** Reviewing your notes immediately after class will help you consolidate your understanding of the material and produce notes that are more useful when studying.
- **Second review should be before the next class meeting.** Take advantage of the 5-10 minutes of dead time while you're waiting for class to start to review your notes. This will help you remember more of the material and help you prepare for the next lecture. Actively rehearsing your notes involves more than simply looking them over. You will remember more if you test yourself at the end of every rehearsal session.
- **Continue to review the material on a regular basis between the class and the exams.** Set a schedule for reviewing your notes. During these periodic rehearsals concentrate on connecting new material to what you already know and to the course structure.

Create your optimum classroom environment

- Make sure that you sit in a seat close enough to the front so that you can hear the instructor and easily see any material that the instructor writes on the board or projects.
- If there are classmates who are a distraction - even if they are friends - choose a seat away from them.
- Have all of your note-taking supplies easily accessible. Bring extra pens so that you do not have to search around if ink runs out.
- If you are using your laptop, do not let it distract you. Disconnect (or disable) your wireless access. If you need PowerPoint slides to follow the lecture, download them to your computer before class.

Create a structure for every class meeting

- You will get more out of your time in class if you plan ahead. Material covered in a lecture will make more sense to you if you can make connections to the structure and patterns of the course as you take notes. To prepare for class, follow these strategies.
- At the very least, prepare for class by reading the assigned readings and thinking about the key ideas.
- You will get even more out of class if you come to class prepared with an outline of the main ideas you anticipate the instructor will cover.
- If the instructor provides an outline or PowerPoint slides before class, print them and use them to organize your notes. If you are going to follow along on your computer, download the slides to your hard drive. You can use the note taking field in Power Point to add your notes.
- If the instructor does not provide a structure, develop one from the readings, course syllabus, and previous lectures. Do not simply read through the headings in the text for suggestions of the main ideas. Develop a written outline of the main ideas that you anticipate. If you find yourself unable to develop an outline of the main ideas, talk to the professor for his or her perspective on the course structure.

¹ Adapted from University of Michigan, <http://www.umich.edu/~lsastudy/classtime.html>

Taking Notes

Students often say after a few semesters at UW, “I finally figured out how to take good notes!” These students also frequently say, “I wish I’d known this when I first came to college.” The tips below are meant to give you a jump in tailoring your own approach to note-taking, and come mostly from research on effective note-taking as well as tips from advanced students. Maybe the most important suggestion, though, is to think of note-taking NOT just as a “recording activity,” but rather as a method (tailored to your needs) for improving learning. Strong note-taking takes a willingness to try new strategies, practice, and flexibility for the demands of different courses.

Common Mistakes in Note-taking

- Trying to write down everything the instructors says
- Leaving no space for editing, adding, and reflecting on notes
- Failing to do the reading before class
- Re-copying notes (an efficient system should eliminate the need for re-copying)
- Stopping note-taking during class discussion (even if the instructor writes material on the board)

Best Practices

- ✓ Use a three-ring binder rather than a spiral bound notebook (this gives flexibility to add, copy, or re-organize pages)
- ✓ Give a heading and date for each class period’s notes
- ✓ Take notes while you read your textbook. Incorporate these notes into your lecture notes.
- ✓ Leave generous space in the margins and at the bottom of pages for adding and summarizing points
- ✓ Quickly develop a system for abbreviation in the first few weeks of class. If your instructor has his/her own system of abbreviation, make yourself a key so you remember what abbreviations mean
- ✓ Develop a way to identify key points that the instructor hints (or directly says) are important (for example, highlighting or starring)
- ✓ Mark vocabulary words by highlighting, underlining, or bracketing/boxing
- ✓ Keep notes as concise as possible
- ✓ Be able (and ready) to change your note-taking style from course to course
- ✓ Use sticky tabs or post-its to mark important sections in your notes that you’ll need to come back to (for referencing in papers, studying for exams, memorizing information)
- ✓ Review your notes for a few minutes before class, and a few minutes after class
- ✓ Visit the instructor in the first month of class, share your note-taking and request suggestions
- ✓ Make copies of helpful tables or graphs from your textbook and tape them onto blank pages in your notes
- ✓ Consider using the “Cornell Method” (next page)

Student Voice: *It’s probably obvious advice, but the two biggest things that helped me were showing up for class and being confident that the material was worth learning...even in classes I didn’t love.*

Student Difficulties

I can’t write as fast as the instructor talks. Insert blank lines in your notes whenever you miss information—and then talk with friends or the instructor to fill in missing components. Try using a laptop to take notes if you have one available to you.

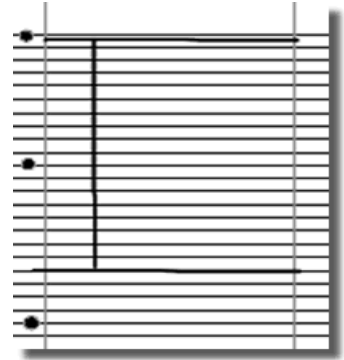
I try to listen harder when I’m confused and then I stop writing. Just keep writing, even if you don’t understand something the instructor says. The more information you have in their notes, the more you will have to “work with” later when you’re processing your notes.

I can’t read my handwriting after I take notes. Read your notes out loud as you go back over them. Reading aloud helps to “trigger” memory and also aids in connecting concepts.

Cornell Method

Divide the paper into three sections.

- ✓ Draw a dark horizontal line about 5 or 6 lines from the bottom. Use a heavy magic marker to draw the line so that it is clear.
- ✓ Draw a dark vertical line about 2 inches from the left side of the paper from the top to the horizontal line.
- ✓ Write course name, date, and topic at the top of each page.



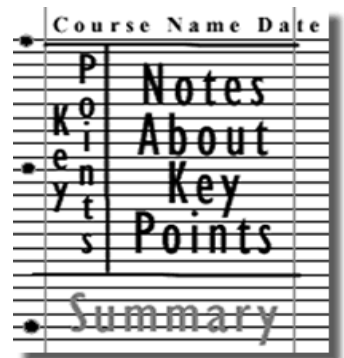
Write notes.

- ✓ The large box to the right is for writing notes.
- ✓ The box to the left is for capturing key ideas, concepts, and vocabulary during your review.
- ✓ Skip a line between ideas and topics.
- ✓ Review the notes as soon as possible after class.



Summarize.

- ✓ Write a summary of the main ideas in the bottom section (during your daily or weekly review time).
- ✓ Spend most of your time studying the ideas in the left column and the summary at the bottom. These are the most important ideas and will probably include most of the information that you will be tested on.



Time Management

Create an Ideal Study Space:

- Somewhere comfortable without distractions, and minimum requirements (chair, table, plenty of light, and plenty of space)
- Minimize interruptions, stay away from email, and phone

Study at the same time of the day, every day. This is good for studying for a test but also very helpful in just everyday homework and studying. A good way to accomplish this is to create a study/homework schedule for yourself. When doing your homework and studying, always visual the end goal (usually an exam or paper). Start studying for the end goal while you are doing your homework by creating; outlines, test questions, flash cards, concept maps, etc...

What to do in your scheduled study time:

- Set goals for yourself to stay on track with your work
- Create a to-do list - what needs to be done?
- Break large tasks (such as a large reading) into small parts. Get feedback on your progress as you check off each task (for example, complete the problems at the end of chapter to test your learning).
- After you finish a task, decide on what you will do next then take a short break rewarding (10 min) before starting on it.
- Do not study for more than a few hours at a time.
- Annotate your text to manage the large volume of information you need to read (have read). (more on annotating on page 67).

Create a study group. In a successful group, everyone comes prepared and everyone can talk through a difficult idea with the group. Members of the group should be classmates but not necessarily friends. Groups should meet at a location that is conducive to studying and have clear goals and structure.

Studying Effectively

1. Treat college like a full-time job.

- You may only be in class for 15 hours a week, but another 25 hours (4-5 hours each day) should be spent outside of class studying, reading, and preparing for class.
 $15 + 25 = 40$ hours/week.
- Schedule your study time and keep to it. In the first few weeks of class you may not have as much to do, but develop your study time habit and stick with it.
- Unlike a full-time job, you have control over when you schedule your courses and study time. You don't have to "work" an 8-5, but schedule your time when you are most alert and at your mental peak.

2. Look at the whole chapter before you start reading, chances are it's more than you think it may be. Time yourself on each of your textbooks to find how much you can read in 10 minutes. This will help you estimate how long it will take you to complete your reading.

3. Make a Reading/Studying Schedule

- Add up the number of pages you need to read in the next week (you will need your syllabus) and divide that number by 5 (5 days out of the week).

Example:

Political Science	Chapters 2-3	65pgs
Algebra	Chapter 5 Do 15 practice problems	27pgs
Psychology	Chapter 4	39pgs
English	Chapter 6	90pgs
Biology	Chapters 8-11 Mastering Biology homework	29pgs
		250pgs

a pretty intimidating number

- 250 pages a week is pretty average for most students – and pretty intimidating. But by dividing the pages over five days you can see that each day, you would only need to read:

POLS	13 pages
MATH	6 pages
PSYC	8 pages
ENGL	18 pages
LIFE	6 pages

→ which is a breakdown much less intimidating and much more manageable.

- Don't fall behind! If you fall behind one week and have another 250 pages of reading next week, you can see how the work will snowball quickly.

Reading Effectively

1. Don't be a quick and "glossy" reader (i.e. reading your text like a novel). Many students do not adapt their speedy reading process for more complex material. They often have difficulty focusing because they read while multitasking with television, internet, and texting.
2. Look for the underlying organization of a text (where is the main argument presented? Where is the situating context, the evidence, the opposing view?)
3. Students (like all people) try to mold what they read into familiar paradigms and experiences, and in the process they may radically misinterpret the nuances of the author's meaning.
4. Work to recognize the rhetorical context or political bias of texts. Be aware that there may also be a wider conversation that authors are responding to, the historical place of the text, or even the reputability of different publications.
5. Try not to get frustrated with sentence structure and vocabulary of primary sources and scholarly articles – take your time with it, make notes of your questions, and be sure to ask them!

Annotating

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.
7. **Organize facts and ideas under categories.**

Items within categories are far more easily memorized than random facts and ideas.
8. **Try cross-referencing.**

For example, if you find an idea on page 64 that has a direct bearing on an idea back on page 28, draw a little arrow pointing upward and write "28" by it. Then turn back to page 28 and alongside the idea there, draw an arrow pointing downward and write "64" by it. In this way you'll tie the two ideas together, in your mind and in your reviewing.
9. **Be systematic.**

There are many ways to mark the text: single and double underlines; the use of asterisks, circling, boxing for important items; and the use of top and bottom margins for longer notations. If some of these ideas appeal to you, work them into your marking system, one or two at a time. But use them consistently so you will remember what they mean at review time.

Reading Efficiently

External Environment:

1. Read in a spot that is comfortable for you and gets you in the "schoolwork" mood. Try blocking out time between classes, during daylight, and finding a place in the library.
2. Decide ahead of time the length of time you'll read in one session (30 min., 45, 1 hour, etc.). Stop reading when you are no longer concentrating, even if you haven't finished out the session (you will slowly increase this time over a period of weeks).
3. Eliminate distractions for the amount of time you've planned, including cell phone, internet, visitors, and TV. If you are working several hours, reward yourself between work sessions with a small chunk of time for relaxing stuff.
4. Break up readings over more than one day or one sitting.
5. Read every day.

Internal Approaches:

1. Keep a few guiding questions in your mind as you read, especially the questions outlined by the instructor. Sometimes narrowing complicated questions to few words or catch-phrases will help you focus on several specific ideas.
2. Annotate your reading (see previous page). Some of the ideas you'll want to capture in your annotations include:
 - *Main ideas. Note these in the margins in one-to-three words. Pay attention to what you see as the "big" argument or idea of the reading as well as the most important details or evidence.*
 - *Connections to other stuff in class, or to your own knowledge of the topic.*
 - *Thoughts or knee-jerk reactions that come up as you read (try using symbols for reactions such as agree, disagree, have a question, this is important, etc.)*
 - *Words or concepts you are not familiar with. Look these up as often as possible.*
 - *Examples, data, and other evidence: What do they explain or clarify, and how do they do it?*
 - *Outside sources: Who are they? What is their credibility? Are the sources biased?*
 - *Organization and Structure: How does the writer set the essay up? Why?*
 - *Unanswered questions: What does the writer avoid or omit? Why?*
 - *Tone: What is the writer's attitude about the topic? What emotions is he or she trying to evoke? Why?*

After Reading:

Research shows that spending even a few minutes of time after reading can help readers solidify major ideas in their mind.

1. Discuss the reading. Talk with friends and family about what you are reading. This will make the reading spread into other parts of your brain and inspire deep thinking--not to mention sparking some good discussion!
2. Review the material. Complex readings often become more clear when you leave the reading for a while and then return to look again at your own notes and important parts of the reading. If possible, get a head start on the readings, give yourself time to absorb the information, let your subconscious work, and then put the pieces together. Try spending 20 minutes or so reviewing a reading 1-2 days after finishing it.
3. Visually map out important information. Another way to increase understanding of a reading is to create a visual of key ideas immediately after you've read it. If you've ever studied for a memorization exam or tried to get around an unfamiliar city without a map, you know two things: (1) repeating or "playing back" something immediately after you see or hear it will make it much easier to remember, and (2) having a visual is often the best way to understand complicated material. There are many ways to "map" a reading, but the common parts include:
 - Summarizing the biggest ideas and arguments in a central place on the page
 - Capturing sub-ideas and important evidence with branches out from the top-level ideas, and using arrows to trace connections among them
 - Inserting your own thoughts, responses, and connections to other readings using bubbles or other highlighting technique

Preparing for Exams

By actively reviewing new material throughout the semester, you will store it in your long-term memory, which will give you a strong base from which to begin your final preparation for the exam. Use the strategies for Getting the Most Out of Attending Class (page 62) to develop a strong understanding of the material.

Each week, actively review new material in short study sessions. After you are confident that you understand the new material, set it aside and go on to something else.

The next day, test yourself to see how much you remember. If you are not comfortable with your recall of the material, actively review it again.

The following day, come back and test yourself. As you learn the material, gradually increase the time between study sessions.

Start studying at least a week before an exam/paper is due. One of the biggest mistakes students make when it comes to studying is trying to study the night before. One night of studying—even two—will not be enough to do well on an exam. Instructors are often looking for two things when they give exams: your ability to store information, and your ability to apply information to brand new scenarios. Storing information involves starting one-to-two weeks in advance, and studying material in chunks (rather than trying to study everything every time you study). Studying far in advance will also help you to internalize the concepts, so that when you encounter a new kind of question, you can better apply the material.

Keep the following 7-day study plan in mind (although some exams will need more than one week of preparation). Study a **maximum** of 2 hours at a time per subject, and attend any review sessions offered during the week.

Day 1:	Organize all your notes, handouts, and materials you'll need to cover. Check to see if anything is missing. Prioritize what will be most important to study through what is least important to study. Divide your study materials into at least <u>three sections</u> (sometimes the teacher does this automatically through the course units—you might divide by date, topics, etc.). You can also break this down by "lecture notes" and "book notes." *Some students re-write or re-type their class notes at this point; others find this strategy unhelpful.
Day 2:	Study/review all the materials for the <u>first section</u> you identified, both in the course book(s) and in your own notes. (If you are breaking things down by lecture/book, study one or the other).
Day 3:	Study all the material in the <u>second section</u> .
Day 4:	Study all the material in the <u>third section</u> (if relevant).
Day 5:	Meet with a partner or small group to compare notes, formulate possible test questions, and quiz each other. Review ALL material.
Day 6:	Study/review your weakest sections.
Day 7:	Study/review ALL material, possibly with a group.

Tips: Think positively! Get a full night's sleep the night before an exam. Eat light, and eat healthy (choose something like oatmeal and fresh fruit, not cold pizza and Gatorade) before the exam to keep the blood circulating to your brain. **And, most importantly, spend 5-10 minutes after difficult classes reviewing your notes, and 30 minutes each week reviewing the whole week's notes.** This will make a BIG difference in your ability to ace the material and study effectively.

The Study Cycle

The Study Cycle: Strive for understanding and application; not simply remembering or memorizing

Preview: 10-15 minutes

Before class, skim the chapter which will be covered in lecture, noting headings and subheadings, boldfaced words and diagrams to gather a general idea of what will be covered in lecture. Briefly skim the past lecture's notes to provide a review of what was covered previously. Make connections with new content

Attend Class: 50 minutes+

Go to every class! Sit towards the front. While in class put away all electronic devices. Pay attention by taking meaningful notes and asking questions when confused or desiring clarification.

Review: 10-20 minutes

Review lecture content as soon as possible after class. If you surpass the 24 hour mark you will have lost a significant portion of what you recall from lecture, which could be used to fill in the gaps of your notes. Place questions on content in the sidebar of your notes. Go to your instructor's office hours for clarification and enhanced understanding of content.

Study: 1 hour blocks

Shorter, more frequent study sessions are key to mastering content. *Repetition* is the key when trying to learn large portions of material. Incorporate the "Intense Study Session" and the "Weekend Review" below.

Assess: time will vary as this is an ongoing process

After you complete the 4 cycles above, perform an assessment of what you have learned. If you are still confused you must start from the beginning and continue to review the content until you have *understanding*, not simply memorizing the material.

Intense Study Session: 1 hour

Put away all electronic devices

- 1-5 minutes: Set a goal for the hour – determine what you want to accomplish in the next hour
- 45 minutes: Study only what you have determined to complete in the current hour. Study for understanding, not simply to memorize for a test or exam. Make personal connections to the content, if possible. *Study to learn!*
- 5 minutes: Take a break and reward yourself. Grab a snack, check your phone, etc.
- 5 minutes: Review what you've studied in the past hour. If you cannot summarize what you've learned, you will need to go back and study the content again until you have understanding.

Weekend Review

Review what was covered in each class from the past week. Perform "Intense Study Sessions" for each subject. Repeat as necessary for understanding and mastery, not simply memorizing for a test or exam.

Develop a Study Plan

Set study times aside throughout the day and week and stick to them. The general rule is that for every hour you spend in lecture, you will need to spend 2-3 hours for study time. Understand that being a successful college student is a full-time job.

Other Study Strategies

Utilize various methods of learning until you discover what works best for you. Some methods are: studying with a partner or group; mind mapping where you draw the concepts out in a chart formation, which greatly enhances making connection with a variety of information; study some every day – do not cram for tests. Get plenty of rest, especially prior to a test or exam as your brain needs time to rejuvenate. Perform a brief review of test or exam material just before going to bed as this helps the brain process the content while you sleep. Eat healthy foods. Stay away from excessive amounts of processed foods. Food is fuel for the brain – feed it well. Performing mild exercise within a few hours of a test or exam is also helpful as it increases blood flow to the brain.

Minimizing Test Anxiety

Every student experiences some anxiety in the face of preparing for and taking exams – it's a normal response to any performance related activity. If you find that anxiety is hindering your performance on exams, there are a number of steps you can take to help alleviate your difficulties. It is helpful to first understand the nature of destructive reactions to the stress of exams.

Remember: Preparation Beats Anxiety. The most common cause of test anxiety is under preparation. The more effectively you prepare for an exam, the less anxiety you will feel. If anxiety is making it difficult for you to prepare effectively for an exam or if you are experiencing destructive anxiety despite your preparation, there are a number of strategies you can use to overcome the anxiety.

How to Reduce test anxiety²

Analyze instead of personalize - The key to overcoming anxiety is to train yourself to focus on tasks by analyzing what needs to be done in the here-and-now instead of personalizing negative feelings and worries.

Correcting this can take a bit of practice, because you have to police yourself and counter negative thoughts with positive thoughts focused on what you can accomplish.

When you feel negative thoughts creeping up, you have to alert yourself to make a change and then follow through on changing your thought process.

Use positive, supportive self-talk to counter negative feelings and negative internal talk. Instead of saying to yourself, "There is no way I can learn all of this material" say "I need to organize the material into chunks to make it easier to learn." Instead of expressing doubt in your ability, "I always do poorly on essay exams" say "I can use new strategies for achieving success on this exam." If you are confronted with an exam item that you cannot immediately answer say to yourself "That's just one item, I can go on to others and come back to it" instead of "I knew this test was going to be impossible!"

Remind yourself that you have the ability to succeed. Thinking "I'm just not smart enough to pass this exam" or "I don't think I belong here" can lead to giving up the effort of trying to learn the material. Instead, remind yourself about why you came to UW and tell yourself that you have the skills to learn the material and focus on the next task. If you are just getting started with studying for an exam, that task might be a study schedule. Establish concrete goals for each study session so that you can mark your successes.

Excessive worries can be destructive. Thinking "If I don't do well on this exam, I'll never get into med school" over emphasizes the importance of the exam and places your focus on something far in the future, which hinders your ability to focus on the immediate task. Turn your thoughts around to the positive by reminding yourself why your goals are important and how the task of preparing for the exam is part of how you are progressing toward your goal.

Do not judge yourself. When confronted with difficult material or looking at the results of previous exams, do not react by judging yourself, as in "I'm just not smart enough to understand this!"

Analyze the task or results for clues as to how you can improve or how you will prepare for what comes next. Look at previous exams to see what you did correctly. Were there any particular kinds of problems or questions that you did well on? Did you make similar mistakes throughout the exam? Can you make a plan for improvement simply by analyzing the exam? When looking at the material to study for the next exam, use your analysis of previous exams and experiences to develop a plan for studying.

² Adapted from University of Michigan, <http://www.umich.edu/~lsastudy/tests.html>

Techniques for Minimizing Test Anxiety

Deep muscle relaxation: Tense individual muscles for 10 seconds and then release them. As you release each muscle, concentrate on relaxing it as far as possible. Successfully move from one muscle group to the next until you have relaxed your entire body.

Deep Breathing: concentrate on your breath as you take deep breaths, filling your lungs and then exhaling slowly.

Guided imagery: Choose a scene that you find relaxing and imagine yourself there. Focus on the sights, sounds, and feelings you experience there.

Counteract anxiety once you are relaxed.

Use the strategies listed above to shift your focus on the tasks you need to accomplish.

After you are relaxed, **imagine yourself going calmly into the exam.** Talk yourself through the strategies for succeeding on the exam. See yourself effectively reacting to an item you had not anticipated.

Use **exercise to help reduce tensions and help you relax.** Although you obviously cannot not get up and jog around the classroom during the exam, exercise can help you relax during study sessions and exercising immediately before an exam will relax you and give you time to clear your mind of worries.

Additional Resources on Campus

The UW Counseling Center will meet with students experiencing test anxiety:

University Counseling Center

Hours of Operation:

Monday - Friday

8:00 am - 5:00 pm

341 Knight Hall

Phone: 307-766-2187

TTY: 307-766-2187

Email: uccstaff@uwyo.edu



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UNIVERSITY OF WYOMING

Human Resources/Payroll Office
Dept 3422 • Wyoming Hall 139 • Laramie, WY 82071
(307) 766-2217 • fax (307) 766-5607 • www.uwyo.edu

DIRECT DEPOSIT AUTHORIZATION

Please complete the form by providing the appropriate information and attaching a **voided check** or other document* verifying the correct routing number and account number. The form **MUST** be signed in the presence of either a University of Wyoming department representative OR a notary public.

- Affix check here -- Affix check here -- Affix check here -- Affix check here -- Affix check here -Affix check

JON SMITH
1234 8th ST. S
FARGO, ND 58102

DATE _____

1200

PAY TO THE ORDER OF

VOID

\$ []

MEMO

⑆ 0123456789⑆ 68590134⑆ 1200

Routing Number Account Number

*If a voided check is unavailable, please ensure the document provided (deposit slip, photocopy of account card, etc.) includes the correct routing and account number. If necessary, contact your financial institution for this information. For example, Wells Fargo, US Bank, Bank of the West and others DO NOT have the correct routing number on deposit slips- a voided check is needed to obtain the correct routing number.

NAME _____ SSN _____

EMPLOYEE ID NUMBER _____

Select one: NEW Agreement CHANGE of Agreement CANCEL Agreement

Name of Bank _____

Routing Number _____

Account Number _____

Deposit Start Date _____

Select one:

Checking Savings

I have read and understand this form and the information provided is accurate. I understand that in signing this form, I authorize the University of Wyoming to issue payment to the specified account until the University of Wyoming receives written notice from me to change or cancel this agreement.

SIGNATURE _____ DATE _____

I hereby certify that on this date, the above named individual appeared before me and signed this document in my presence.

UW Department Representative/Notary Public

Date

Supplemental Instruction Sign-in Sheet

SI Leader _____ Course _____

Date _____ Day: M T W R F S U

Time Session Began _____ Time Session Ended _____

Is this the final session before an exam? NO YES. Which exam? _____

Please print clearly.

- | | |
|-----------|-----------|
| 1. _____ | 14. _____ |
| 2. _____ | 15. _____ |
| 3. _____ | 16. _____ |
| 4. _____ | 17. _____ |
| 5. _____ | 18. _____ |
| 6. _____ | 19. _____ |
| 7. _____ | 20. _____ |
| 8. _____ | 21. _____ |
| 9. _____ | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ | 26. _____ |

Please fill out only the side of this questionnaire that applies to you.
(This information is for research purposes only, and will in no way influence your final grade.)

**If you ATTENDED SI (even one session),
please fill out this side.**

What was your primary motivation for attending SI?

- Better understanding of material
- Getting help on content in CLASS
- Peer interaction
- Other _____

Please provide any comments you have about SI.

What worked well in your SI sessions?

Handwritten text: CLEAR ONLY

What are areas that could be improved in SI in this class in the future?

Any comments you'd like to leave for your SI Leader (NAME)?

**If you DID NOT attend any SI Sessions,
please fill out this side.**

(This information is for research purposes only, and will in no way influence your final grade.)

Please indicate the reason(s) you didn't attend any sessions.

- Wasn't interested
- Didn't know what I'd gain
- There was no incentive to attend
- Lack of time/Time conflict
- Didn't know where or when SI met (or time/place was too inconsistent)
- Other _____

Any comments you'd like to leave about SI?

(additional comments can be made on back of survey)

Handwritten text: RAC

IRB Participation

Purpose of the Project

The purpose of this project is to evaluate SI Leader's responses to four key areas of additional training contact. These key areas are: *Team Meetings, Certificate of Student Leadership in SI, Mid-Semester Training, and/or POSSE workshops (Planning Outstanding SI Sessions).*

Project Time-Line

Fall Semester SI Leaders: August – December, 2013 and 2014

Spring Semester SI Leaders: January – May 2014 and 2015

Inquiry Design and Methods

We will assess SI Leader's responses to the program by analyzing weekly homeworks (Team Meetings), logs (Certificate), discussion transcripts (Mid-semester Training), and informal responses (POSSE workshops).

Participant Identification

Participants will be identified by their first name and the first letter of their last name (e.g. Melissa M. or Jonathan R.), unless you request to remain completely anonymous. You must be 18 years of age to participate in this project.

Risks and Benefits to the Project Participation

This project presents minimal risk. The project indirectly benefits students as knowledge learned will be applied to future SI Leader training and shared with other people and institutions that utilize Supplemental Instruction with the intent of furthering a positive experience for SI Leaders.

Risks and discomforts are minimal and represent the range of emotions to be expected a position working with other students in a peer leader model: excitement, elation, and occasional discouragement and disappointment.

Data Storage

When materials are collected, the data will be assembled and stored in the LeARN program office. In this location, the SI Supervisor shall maintain all records relating to research which is conducted for at least three years after completion of the research.

Contact Information

Jessica Willford directs the project. If you have any questions or seek more information, please contact her at the LeARN Program, Coe 219, 307.766.4322 or email jwillfo1@uwyo.edu. If you agree to participate in the project described above, please sign and date this informed consent after reading the following statement.

If you have questions about your rights as a research subject, please contact the University of Wyoming Institutional Review Board for Human Subjects administrator at 307.766.5320.

Statement of Informed Consent

My participation is voluntary and my refusal to participate will not involve penalty or loss of benefits to which I am otherwise entitled. To insure that I will not be penalized by choosing not to participate, I am sealing this signed and dated consent form in the envelope. The envelope will not be opened by the instructor until the course is completed and final grades are assigned.

Mark one

___ YES, the SI Supervisor may use my written work in SI or audio from discussions

___ NO, the SI Supervisor may not use my written work in SI or audio from discussions

___ I would like my name (first and last) to be omitted from any publications or public presentations about the project

your printed name

your signature

today's date



Team Meetings

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Homework #1 – Due at Team Meeting #1

1. Think about an area in the class you are SI'ing for that either you struggled with, or an area that you know students will struggle with. Develop a THINKING QUESTION for this subject that would help facilitate discussion or deeper thinking.

2. In your subject, how do you envision setting up Groupwork in the first week of your SI sessions?

3. List four elements of a positive learning environment that you can do to make your SI sessions a good experience for yourself and your students (there are more than four, but four is all I'm asking for!):
 - 1)
 - 2)
 - 3)
 - 4)

4. A student asks you a question – and you have no idea what the answer is. What should you do? (give an example)

5. Order the following steps into a potential SI session:
 - Visit each group to answer questions, discuss the material, and touch base
 - Greet students, and introduce yourself and the SI program
 - Split the students into groups
 - Do an icebreaker
 - Assign each group a portion of the study guide or practice exam to work through
 - Give the students a reasonable amount of time to complete the assigned portion
 - Close the session
 - Thank them for coming by name when possible, and invite them to the next session
 - Bring the students back together, ask each group to share their portion of work, the answers they got, and why
 - Facilitate a conversation among the students to resolve any conflicting answers or address any remaining questions

6. List three useful tips you would share with your students from the “Skills” section (pages 62-72)
 - 1)
 - 2)
 - 3)

7. List one tip that you have used yourself that was not in the “Skills” section

8. What is POSSe?

9. Above all, students should always feel _____, _____, and _____ by the SI Leader.
10. What difficulty might you encounter in a Super Session? What would you do to counteract it?
11. The handout you have created for your SI Session is on the reading that was required for the last class session. No one in the group has done the reading. What should you do?
12. Why do we push icebreakers so hard?
13. You ask a question and receive a volunteered response from a new student in your SI session. The response is completely, utterly wrong. What do you say to the student, and how do you get the group back on track for the correct answer? (use an example if you would like).
14. A student begs you to meet with them outside of class to help them figure out a problem they are struggling with. She's been coming to every SI session and your office hour, but wants more. What would you do?
15. Why should SI integrate how-to-learn with what-to-learn?



Team Meeting #1 - Planning Your First SI Session

Design an activity for your first SI session, using suggestions from pages 46-58 or designing one on your own. What kind of time do you need for this session? Materials?

Content to be covered:	
Ice Breaker:	
Main Activity:	
Closer:	
Flex Plan:	
Notes/Comments	

Homework #2 – Due at Team Meeting #2

Part I - Reflect on your SI session during week one.

What went well in your first session?

What didn't go well? How will you improve for next week's session?

One area where you need help or want to improve your SI sessions:

Part II - Why Won't They Talk? What to Make of Student Silence

Student silence, though frustrating, is rarely personal! Look through this list of possible causes of student silence. Decide which are inherent to student behavior, and which are the SI leader accountable for? Then, brainstorm ideas of how **you** would approach the situation. Hints and possible responses are on the following page!

Situation	Cause? SI Leader/Student	How would you resolve?
Students are thinking but need time to formulate a response.		
Students didn't hear the question.		
Students don't understand the question.		
Students understand the question but don't know the answer.		
Students haven't read and therefore are unprepared to answer.		
Students are bored.		
Students weren't paying attention when the question was posed.		
Students didn't understand the concept in lecture.		
Students are uncomfortable volunteering answers in front of people		
Students fear the risk of giving a wrong answer.		
Students are reflective thinkers who don't synthesize best "on their feet."		
Students understand but prefer not to talk in public.		
Students are not challenged by the question.		

Why Won't They Talk? What to Make of Student Silence Hints:

- Avoid the temptation to answer your own questions, and engage in some diagnostic thinking instead.
- How could “becoming a student of your question” change this situation?
- What can you do in your SI session to encourage participation?
- Also note that “they should be better students” is not really a resolution to the problem

Possible responses to the situations on the previous page include the following:

- Waiting.
- Repeating or rephrasing the question.
- Prompting for an answer
- By giving a hint.
- By asking a simpler question.
- By modeling the reasoning involved in answering a similar question (then asking them to apply the same logic).
- Inviting them to use a support for a moment to help them answer like:
 - Notes, text, or a peer
 - Varying
 - Vocal tone, pitch, volume.
 - Amount of visual support accompanying discussion (Like a PowerPoint).
 - Varying the type of student response requested
 - Volunteer, randomly chosen by name (individual response).
 - Choral response, show of hands, gesture (whole group response).
- Investing time in developing a sense of classroom community by means of introductions and icebreakers
- Giving students a moment to write about the topic before continuing
- Having students discuss the answer with a partner or in small groups.
- Increasing the difficulty of the questions (move up Bloom's taxonomy).
- Making sure you are responding well to *all* student contributions, including the inaccurate ones.

Team Meeting #2 - Session Management

Crowd Control: Rules of Engagement

1. Group deliberately
2. Assign late-comers to specific groups
3. Group activities last **no longer than 20minutes**, followed by large group discussion.
4. To get maximum benefit, mix it up: Have students change groups during the session.

	Strategies that worked for me	New ideas I will try
List strategies to group students in sessions		
List strategies to insure students work together in their groups		

Session Management

Keeping Them Awake

1. List games you have used or could use in your session to make it more interesting
2. List strategies that helped students buy into games in SI
3. List your best 2 games and 1 best buy-in strategy to share with large group

Game Ideas	How to get Buy-In

Homework #3 – Due at Team Meeting #3

Session Plan – Write up a session plan for either your last SI session or one you want to do in the near future (in the next couple of weeks). Keep in mind what you just learned/reviewed in Team Meeting #2 – Session Management.

Content to be covered:	
Ice Breaker:	
Main Activity:	
Closer:	
Flex Plan:	
Notes/Comments	

Team Meeting #3 - Redirecting & Groupwork

During an SI session, a student says the following to you. Keeping the goals of SI in mind, how should you respond?

Respond:

1. I don't know how to diagram this chemical compound.
2. The answer is 73 grams (assume the student is wrong).
3. Okay...I get it...(face is scrunched and shoulders are hunched).
4. Could you show me how this problem works?
5. I've memorized all the definitions in bold so I think I'm ready for the exam.
6. What's going to be on the exam?

When SI is going well, it will seem like a group of people studying together, with you acting as a facilitator, creating a **TASK-ORIENTED** group.



Homework #4 – Due at Team Meeting #4

Difficult students, though rare, can really throw SI leaders off their game. It's important to find a balance of establishing an atmosphere of respect and maintaining a friendly environment.

What would YOU do in these situations?

1. When one person dominates the conversation of the group.
2. When students are having side conversations.
3. When all of the interactions in the SI sessions are between you and the students. There is no student to student interaction.
4. Every time you ask a question over the course content, the group becomes very quiet.
5. You have one student in the session who rarely talks.
6. If a student becomes confrontational and suggests the sessions are a waste of time.
7. Students who typically do not show up for sessions are being shunned by those who do.

Students should be respectful to you and to each other. Maintain professionalism and composure, even if you're frustrated. **NEVER call out a student in front of his/her peers.** Never tell a distracting student to "shut up."

☆☆ SI should always be a welcoming environment ☆☆

Team Meeting #4 - Working with Difficult Students

Sink or SWIM: Confronting Disruptive Students

What to remember:

- Ask the student to stay after SI
- Do not sit face to face
- Pause and breathe
- Use the "pass the butter" voice
- Keep it brief! some thoughts are best left unsaid.
- Every situation is unique - there are not bulletproof templates for conflict resolution
- Go easy on yourself. Don't get consumed with a student problem; be aware of your own emotional response.

The SWIM Method

Strokes

first, positive stroke; then, negative...

Dwight, I think it's great that you come to SI so regularly, but I am worried that the other students never get the chance to participate when you answer all the questions

Want

Kevin, you and I both want you to pass this class

Idea

Kelly, what do you think about sitting in the front row where you are less tempted to chat and you will probably learn a lot more...

Dwight, how's this: I promise to call on you at least 3 times in the session if you will not interrupt. That way others will have a chance...

Angela, what if we agree to talk about your concerns after sessions instead of during it?

Kevin, what if you read ahead and bring your notes to SI next session...You will get a lot more out of the sessions if...

Toby, what if I introduce you to some of the regulars...By next time you will feel right at home

Creed, I know you will get a lot more from these sessions if you participate...

Making a Decision

Good, we both agree you/I/we will_____.

If you suspect substance abuse, personality disorder, life trauma, or other influences beyond your ability and authority to address, contact the Dean of Students Office in Knight Hall 128 (766-3296).

Name _____

Homework #5 – Due at Team Meeting #5

Reflection is KEY to learning. Students need the opportunity to step back and see the "big picture" (which is why closing is so important!) This homework assignment asks that you reflect on your experience as an SI leader to date, and identify goals for your future SI sessions.

The skill or technique I worked to improve this week was...

What steps did you take to incorporate this skill into your SI session(s) this week?

Were you successful using this skill in your session(s) this week? Why or why not?

What is one thing you can continue to improve on as an SI leader?

How many students attended your sessions this week? _____

Was this same/more/less than last week? What do you think changed (if anything?)

What marketing techniques* did you implement...

This week? _____

Next week's plans? _____

Do you have any student concerns?

Did you meet 1 on 1 with your SI course instructor this week? How is this going?

Questions/Concerns for the SI coordinator or Senior Leader

Team Meeting #5

Turn this debrief in at the end of your Week 5 Team Meeting with your Homework #5. Please be specific! For example, use “Camille had her students write down how what they were learning was relevant to the real world” instead of “useful Closer.”

The topic we covered today:

What did you find useful about today’s Team Meeting?

What did you take away from this Team Meeting that you will use in your SI Sessions? (can be practical, like an icebreaker, or an idea that another SI leader shared).

NEW SI LEADERS - Peer Observation

New SI Leaders will attend a peer's SI Session to observe another student's session in action. This observation **may be done any time before October 3rd**, but is due by October 3rd at 5:00 pm to Jessica. Please fill out the form below.

The SI Leader I observed was _____ on _____ (date)

The SI Leader:

- Had open and friendly body language
- Conducted the SI session in such a way that a passer-by may not be able to recognize which student was the SI leader
- Did not interrupt students' questions or train of thought
- Encouraged students to work together
- Utilized Groupwork
- Maintained a friendly, welcoming, and fun atmosphere
- Introduced herself/himself
- Did an icebreaker (or identified student by name as they entered)
- Posted an agenda, or discussed what the SI session would hold
- Did a game or activity
- Did not seem like a teacher
- Did an appropriate closing
- Encouraged students to come back

4. What were some things you observed in this session that you would like to incorporate into your own SI sessions?

5. What are some things you would do differently in your SI session?

6. List 3 ideas you got observing this session:

ALL SI LEADERS - Self-Assessment

Assessment! The key to growth. Please fill out this SI Leader Self-Assessment and no earlier than October 15th (it's due October 31st) and turn it into Jessica (scanned & emailed is fine, or torn from the manual and brought to the office is fine (though you may want to make a copy for your own records).

Great at it!	I'm working on it.	It's a problem!	
			1. I attend all class sessions
			2. I arrive on time for class and for SI sessions
			3. I exhibit excellent student behavior in class
			4. I bring all materials I need to sessions
			5. I involve newcomers and latecomers in collaborative activities
			6. I monitor the time lengths of activities so that all students remain engaged
			7. I incorporate at least 2 collaborative activities in every session
			8. I show patience when students are confused
			9. I establish a positive, no-risk environment in my session
			10. I have clear boundaries when working with students both in and out of SI sessions
			11. I teach study techniques in my sessions that students can apply in other courses
			12. I use students' ideas when providing explanations
			13. I promote independent learning in sessions
			14. I consistently and purposefully assign students to specific groups
			15. I achieve a productive balance between listening and talking
			16. I incorporate a variety of activities during the semester
			17. I regularly implement creative ideas when planning my sessions
			18. I use a variety of ways to assign students to groups
			19. Activities in my session appeal to a variety of learning styles (visual, auditory, kinesthetic)
			20. I utilize my SI peers and Senior SI Leader when I have questions or concerns about my sessions
			21. I insure that my session include critical thinking questions and activities rather than just "what, who, when, and where" questions
			22. I regularly promote SI in class
			23. I have a plan that works consistently for test reviews
			24. I insure that every student attending my sessions have multiple opportunities to participate in discussion of material
			25. I consistently inform Jessica of schedule changes
			26. I regularly confer with my instructor
			27. I maintain friendly, approachable, and open demeanor
			28. I demonstrate a solid understanding of subject material
			29. I look forward to hearing ideas for improving my sessions from SI Senior Leaders
			30. I enjoy leading SI

Homework #6

You may email this homework to Jessica!

Part I - Activity

Share an activity you've done in your SI session. Even though a good general activity is to have students come to the whiteboard to work problems, that activity is not the intent of this homework (as we accept most SI leaders do this). Use pages 46-58 examples (or even to use those activities directly) for your assignment.

Name of Activity _____

Preferred Class Size: _____

Best for: _____

(lecture review? vocab?) _____

Set up: _____

(whole group? pairs? individuals?) _____

Supplies Needed _____

Procedure: _____

Part II – Mid-Semester Check

Do a "check in" survey at the end of your next SI session. Have the following questions written on your whiteboard or document camera:

1. What's going well in SI?
2. How can I improve SI?

Have students write answers on a piece of scrap paper. No names! Do not look at survey until session is over and all students are gone.

What is the most common response(s) to question 1?

What is the most common response(s) to question 2?

Letters From Former SI Leaders

Dear Future SI Leader,

Congratulations on your decision to join the program and work as an SI leader this semester! The first semester of being an SI leader comes with many challenges that can be intimidating but DON'T PANIC; you can handle it and the experience is certainly rewarding. In my time so far as an SI leader I have picked up a few things that I would like to pass on to you:



1. Make a plan for every SI but don't expect to stick to it.

If you don't make one and think you can just wing it I promise you'll wish you had as soon as you start your session and have nothing to say. That being said if you try to write yourself a script you will quickly find yourself off of it.

2. Don't get stuck to one way of running your sessions.

I know it can be easy and comfortable to just make a worksheet and go through it every session but try to explore other options because you never know what students will respond best to unless you try a variety of things.

3. Communicate with your professor.

They know exactly what your students need to know for tests, you don't.

4. Use Jessica and the SI handbook.

Jessica and the handbook might not have specific information about your subject or an activity tailored to it but she and the book have a lot of ideas for activities that you can twist into something you can use.

5. Steal idea from other SI leaders.

Are you terrible at coming up with creative activities? Me too! Turns out some people don't have that problem, weird right? But you can take their ideas and then "Shazam!" you have a better SI session.

Of course always keep in mind that your job is the students and as long as you are trying to find ways to help them understand the material I'm sure everything will work out fine.

Go get 'em tiger!

Geoffrey Carr
ECON 1010/1020

I think a key thing to remember is that we are not only there to help with the course material. Some students do not have good study skills or homework habits. Often, it's more important to focus on how to study a topic rather than the concept itself. One of the biggest things I've noticed is students struggling to transition to a more independent academic life. Many students are too used to getting their hand held through many subjects, especially mathematics.

This means that usually the most valuable skill you can help them develop is their independence. This can be done by encouraging more group work. Many students are under the impression that math is a loner subject that must be mastered on your own, but in reality some the greatest learning strides happen when students are collaborating with each other. It is also important to encourage students to ask more questions. Too often students think that they need to understand things right away and if they don't it means that they're stupid or bad at math. Help

them to realize that it's okay not to understand concepts right way. Learning is a process that takes time. Very rarely do mathematicians know the answer right away. It may seem that way when they're your professor but that's in a topic they've probably taught a dozen times or more already!

Math can be difficult to be creative with in terms of planning sessions. That is okay! I have found that more students appreciate some structure and consistency in my sessions. Not all professors present material in an organized and straightforward way. This results in many students struggling to organize concepts for themselves. I made worksheets for each week which not only gave students structure but also helped students that were unable to attend every week.

Occasionally I added in activities but all problems used were still given in a worksheet. This gave every session a kind of structure regardless of what we were doing. It also made it easy to adjust the session plan if an activity didn't seem to be too successful.

Share your own experiences with students. Share what has worked for you and what hasn't. Failure often can be a better teacher for success. The most important thing is to have fun. You may be nervous for your first session but try to relax. You don't know everything and neither do they. Show them how to utilize their resources. Never be afraid to say that you're not sure about something. That can be the most valuable thing to admit to students! Explaining something you don't understand the wrong way can do more damage than not doing it all. This is especially true in mathematics!

Don't be afraid to be yourself or be a nerd. Crack jokes, laugh at yourself, and make mistakes. They already think you're a nerd, so don't worry about what they're going to think of you. Get excited about concepts. They may look at you a little weird at first but they also might realize that they get excited about some concepts too. That excitement is what fuels further learning and discovery and that what SI is all about!



Reggie DePiero
MATH 2200

Dear future SI leader,

Every new semester is exciting. This semester will be even more exciting because you get to help others succeed in their classes. There are plenty of things I have learned as I have participated in the SI program multiple times and I'd like to share these with you in order to hopefully help you be more successful in your SI sessions.

First, don't feel unqualified for the job. Since you are reading this and have received the job you are perfectly qualified for your role as an SI leader. There will be times where you may not be able to answer all of the student's questions, but anything you help them with is more than they have had before coming to your session. So take pride in that! You are helping them even if you aren't an expert in the subject.

Second, relax!! Everyone has a more enjoyable time if you create an environment that is comfortable. One way to do this is provide music throughout your whole session so you can avoid those awkward silences. Also, keep yourself approachable. You aren't a professor, nor do you have to pretend to be. Just present yourself as a peer. Take interest in the student's that come to your SI sessions and make an effort to learn their names. It will make a difference!

Third, take time to reflect on past SI sessions. I have done SI for two semesters and this semester I took the time each week to reflect on my session and write a short log about it. I included things that went well and things I could improve on in the future. This helped me improve my sessions each week as well as giving me the time to reflect on the things that were going well for me.

Fourth, be prepared. I had troubles this semester trying to keep my attendance up and there were times I assumed that no one would come to my session so I wouldn't take as much time to prepare myself for those weeks. Those were of course the weeks that I would have one or two kids come. So I cannot stress enough the importance of preparing yourself each week whether or not you think people will show up or not. You have a responsibility to help anyone that comes to your session so you owe it to them to make sure you are ready no matter what happens.

And last but certainly not least, get to know the other SI leaders. I found it extremely helpful to bounce ideas off of other SI leaders to see what they were doing that worked well. Plus I have created lasting friendships that I would not have found without SI. These people can be your second family. They all want you to succeed. There's nothing better than feeling like you made a difference in someone's life whether it was helping someone receive that A or teaching them good study habits.

Good Luck,



Shai Harnish
MATH 1400

New SI Leader,

Welcome to the other side of the classroom! You're not just a student anymore, you're a student leader. I learned a lot of things from my first semester working as an SI leader, and I'd like to share them with you so you can be as prepared as possible.



1. **Be yourself.** The most important part of establishing a rapport with students is letting them know you're a real human being with real, non-academic interests. If you want them to see you as a funny person, start off each SI session with a joke or comic, ideally having something to do with the subject. For example, as an SI leader for statistics, I started off one week with a fortune cookie: "42.7 percent of statistics are made up on the spot." We got a kick out of that.
2. **Have fun.** Closely related to being yourself is the necessity of enjoying what you do. If you get a rush out of successfully completing a difficult equation, don't hide it! You chose to be an SI leader for your subject because you are good at it and probably because you like it.
3. **Prepare.** Time will go quickly if you have a plan, but if you go into an SI session thinking, "I'll just answer their questions," then it'll be a long, boring session where they look at you blankly until you start going over something with them to ease the tension. My favorite form of preparation is making a worksheet to help them practice the things they're learning in class.
4. **Do not teach.** In the introductory paragraph, I specifically called you a "student leader" rather than a teacher. The professor already taught them the subject matter; our jobs as SI leaders include letting the students work through the information, incorporate it for themselves, and teach each other. Since you already did your work in the preparation, each session should be a breeze as you sit back and let the students share what they learned with each other. There is no better way to learn than to teach others.
5. **Communicate clearly.** There are a lot of confusing things in these classes that students may not understand. Some concepts need clarification. Your duties as an SI leader may need clarification. I had to tell my students a lot, "I don't have anything to do with your grades." People still asked me if points would be taken off for this or that.

Those are the key points that I learned in my first semester as an SI leader. Take what you can, and good luck!

Johnathan Hoopes
STAT 2070

Dear new SI leader,

It is easy to see how SI applies to being a teacher, but for many of us that isn't our chosen career path. I have always been drawn to medicine, but throughout my life I have been told that I had a gift for teaching. Over the course of my two years doing SI, I have really tried to see how that gift could be applied to my future career in medicine. At first I thought maybe it was just being able to put it on the resume, but over time, I came to understand the program and myself so much more. I decided to make SI applicable to my career, and just like we tell the students, it is what you make it. I determined that I could make SI a practice ground for patient interactions. It has taken me two years of doing SI with three different professors, and three years of sitting through the same class to learn carefully.



the following, so read

1. Don't go into SI thinking you have all the answers. By my second year I learned that sometimes you and the students learn more if you take a little extra time to solve or reason through problems together.
2. Trolling your students can be a good thing. If you can establish a very open, fun relationship with your students you can use it to push them to do more on their own. I frequently would intentionally tell them wrong answers, or question their right answers, or tell them they were wrong, so they had to really justify their answers.
3. Third, trust yourself, you know more than you think you do, and you are capable of leading them through answers. More than that, you are capable of answering difficult questions.
4. Don't be afraid to be someone they can talk to about future classes, and what to do to get the career they want. Sometimes it consumes all your office hours, but you will gain a most loyal group of students, who sometimes give you flowers and cake.
5. The most important thing you will ever learn as a leader, look at things from different perspectives. Let students teach you the way they see it, it may be the answer you need to make it clear to other students.

So, how does all this fit into clinical practice? In medicine, you don't have all the answers, and allowing the patients to be part of the search for the answer builds trust when it comes time for treatment. You probably shouldn't lie to your patients, I think there are some ethics laws against that, but you can help people find a confidence in themselves, even in difficult times dealing with a difficult diagnosis, or just Organic Chemistry. No one else can take responsibility for your actions in medicine, so that trust in yourself, to make the right call, and to be the right kind of doctor is essential. Sometimes patients just need to talk, and if you are someone they trust with the details of their lives, then they will trust you to be their doctor. It also means you might learn something essential about them that allows you to relate things to them in the future. Finally, assume your patients are intelligent and can teach you things. The way they see the world might be the way you need to explain things to the next patient.

SI is an amazing opportunity to grow, and it is applicable to any field, if you let it teach you.
Signing out for the last time,

Aislinn Lewis
Organic Chemistry I & II

Dearest SI Leaders to be~

This semester as an SI Leader was a very unique and wonderful opportunity for me. There were many factors that made my experience incredibly special. The ones that are noteworthy are: I am a graduating senior and this was my first semester as an SI Leader. Sitting back and reflecting on this time, there are a few special things I want to share with you.



- ❖ **You are a student as well and make sure your students know that:** I was an SI leader for Life 1010 and it was in the first few sessions I made it crystal clear, I am not a biology Jesus! It elicited some laughter from the students when I said that. But being honest with them and with you alleviates the pressure of knowing every answer. Because honestly, you aren't going to always know the answer and that's okay. I always respect when professors say in class, I don't know the answer but I will look it up for and get back to you. It demonstrates that you are learning too and that everyone is all in this together with no hierarchy. We are all working towards a common goal and that's to learn, grow and share ideas!!
- ❖ **Learn students' names:** If you have a large class size, it is a lot more difficult to remember everyone. But I cannot stress how much it had impacted my sessions and relationships with the students. I had a group of students who consistently came and we all became really good friends. I think this is a really important concept in life to understand, building rapport. People love when you remember their names. It makes them feel special and also slightly accountable. Now that they know you know who they are, that may make them think you'll notice their absence. When some students didn't attend a session, I would approach them in lecture and say, "missed you in SI the other night!" It never failed that they would be in the next session 😊 It makes it more personal for them and shows you care about them and their success. I truly did. My last SI session was quite sad! Saying goodbye and good luck to them on their final, was much harder than I thought it would be.
- ❖ **Put yourself in their position:** One of the most beneficial things in preparing SI session material for me was reflecting back on when I was in their position and was taking the class. It helped me to devise ways that I remember helped me throughout the class! Obviously you are well-versed in the topic but there was a time when you weren't. And you were just seeing the material for the first time! Take a second in retrospect, it truly helps 😊

Another thing worth noting is, you learn by doing. I can share my stories and pieces of advice that will help you recognize that certain scenarios and feelings are normal but you will have your own unique stories and lessons you'll only learn when you're in that situation. That may be the scariest part but it is also at the same time, the best part. We can't live life fearing making mistakes or being wrong, especially when we are brand new to a situation. We can't expect ourselves to know exactly what to do in every scenario. If you don't know, you figure it out. Do not be afraid of taking chances and trying something new because the chances you take that are outside of your comfort zone and where you have no prior expertise, are the ones where you grow the most as a person. And they are usually the most worthwhile 😊 Good luck, you will be just fine! You will be great if you give yourself the chance to be!

Emily Lindly
LIFE 1010

Dear SI Leader,

Congratulations on deciding to become a SI Leader! It is quite an opportunity and learning experience. The first thing I can tell you is do not become discouraged. Even if you announce in class multiple times about your sessions you may not have large attendance, or maybe you will. If you don't have any one come, or if only a couple show up, still be enthusiastic about what you have prepared.

You were selected to be an SI because you have proven yourself to be an extraordinary student in the classroom – remember this. On the flip side if you have a LOT of students show up, just breathe and relax. This is especially important before super sessions when many students realize that they need to prepare for the exam. At times it could be overwhelming but you have prepared the session and know what you want to talk about. Also, your senior SI leader is always there for you, rely on them and ask them questions. They are excellent in leading you and encouraging you.

Another piece of advice is to utilize group work. It may seem hard to get a bunch of college students to work together in small groups, but this is the best way for them to learn. They discover what they do not know and are excited when they find an area that they know really well.

Third, be creative with ice breakers and closers. Since I did astronomy, I like to put a twist on classic questions so that they related to space. For example, “if you were stranded on the International Space Station, what would you bring with you?” The ice breakers are a good opportunity for you and your students to get to know one another; do not skip it! The closers are harder to be creative with but they are important to finishing a session. It is a good time to summarize what you went over in the session as well as talk about what to expect in the future lectures or sessions.

Finally, talk to your instructor as well as Jessica. Both are crucial to being a good SI Leader. Your instructor can help you decide what is important to discuss in sessions as well as give valuable important on what you do during the session for activities. Jessica is always there to help you and give you guidance if you do not know where you are going with your session or if you are struggling with something, like attendance. Utilize your resources and people so you ensure that you have a great semester ahead of you.

Have fun and good luck this semester!



Mackenzie McCoy
ASTR 1050

Dear New SI Leaders,

First off, congrats on becoming an SI Leader! It's an amazing accomplishment to achieve in your college career, so you should be proud of that! Shortly, you will have the opportunity to experience what it's truly like to be on the other side of the spectrum for SI in terms of now being the leader instead of the student. I've had the privilege of being an SI Leader for 3 semesters now. During this time, I was able to lead SI for both Organic Chemistry and General Biology. I had many wonderful experiences and learned many vital concepts from SI, and as such, I would like to briefly share a few of those things with you.



1. **Learn to prepare your sessions in your own unique way.** Though some SI classes/sessions will take more time to prepare for than others, you will still have to prepare for your sessions eventually (and trust me, you won't want to be doing it a couple hours before your session). I found that one of the best and most efficient ways to prepare for my sessions was to prepare for them *during lecture itself!* Don't just take lecture notes that you think are important about what the professor is saying to the class. Instead, make the most of your time then and there by also making your SI worksheets or coming up with SI problem sets while the professor is lecturing. I found that when I did this, my worksheets and problems were of better quality and more closely reflected the lecture material for the students.
2. **Come up with unique ice breakers that will benefit your students.** Instead of doing the usual "your favorite animal, etc." icebreaker, do something different that your students will actually benefit from, and yet that will still break the ice. An example of what I did is I would ask each of the students to come up with at least one thing that they thought was important from lecture that week and might show up on an exam. Another thing I would do is we would go around and share study tips and tricks of how students were studying the material. In the end, this proved to be much more beneficial, because the students were able to learn from each other and from different perspectives. It was also a very nice way to transition into the worksheets and problems too.
3. **Be yourself, and be confident!** Probably the worst mistake for you to make as the SI leader is to not be confident in yourself. Realize that you were previously successful as a student in the class and that you know the material, otherwise you wouldn't be leading SI in the first place. To go along with the confidence part, it's also totally OKAY to let your students know that you don't know the answers to everything and that you're not a "walking answer key" or a "Biology Jesus." Moreover, don't be afraid to be yourself. If you're naturally a goofy and somewhat crazy person, then let that personality show in your sessions! It makes the sessions more enjoyable all around.
4. **Make SI fun and enticing for your students.** Figure out some fun ways of how you can incorporate activities into your sessions to make the learning process come alive. I always enjoyed doing speed races or jeopardy games to help spice things up. I would also try to bring in food/candy for many sessions as well; food always works! As far as making SI enticing for your students, see if your professor would be willing to take one of your SI problems and put it on the next exam. Not all professors will do this, but many might. It worked many times for me, and it also helped increase attendance of my sessions when students started realizing that...
5. **Understand that your SI sessions will likely change throughout the semester.** What I mean by this is two-fold: 1.) You will see yourself change as a leader and in how you conduct your sessions, and 2.) You will see many of your students that frequently attend stop coming midway through the semester. If you see this 2nd part happening, don't get discouraged! Just because people have stopped coming doesn't mean that you're an awful SI leader! It could mean that you were doing a great job initially and that now the students are able to do fine on their own without your additional help and support. Regardless of whatever the situation is, just be ready to wear your "flexible pants" when needed and be ready to go with the flow!

All in all, I can definitely say that SI has changed my life for the better...and I know it will change yours too if you let it! I've acquired many skills that I wouldn't have received otherwise, and the impact you can have on your students can never be replaced with anything else! I wish you a very successful semester and hope you enjoy being an SI leader as much as I did. You're in for an awesome ride!

Peace out,

Trevor Skinner
LIFE 1010

To the World's Future SI Leaders!

Hello, Friend. Yes, friend. I know we probably haven't met, but we're a part of the same SI family now, and so without even really knowing you, I want to be your friend. Cool, right?!

First of all, I want to say congratulations on being selected to be an SI leader. You have obviously impressed someone with your knowledge and work ethic, in addition to showing Jessica that you possess the leadership qualities necessary to succeed in this position. This next semester will push you in new ways, help you grow socially, and likely change the way you view education. Get ready for an incredible experience!



Having just completed my first semester as an SI Leader, there are definitely plenty of things I wish I'd known and/or quickly learned from leading my sessions. Learn from my mistakes, and keep the following concepts in mind when leading your sessions; I can personally guarantee that they will make your SI sessions run more smoothly, excite your students, and add a fresh, dynamic spin to your interactions with students! You're welcome.

Numero One: Plan ahead! If you're like me at all, speaking easily probably comes naturally to you (especially when you're passionate about the subject matter in question). However, no matter how well-versed in public speaking you are, I guarantee that leading an SI session is a different experience than what you'll expect. Having a **detailed list, back-up plans**, and a handful of **activities up your sleeve** (for those just-in-case moments) will ensure that you're successful from day one. Even if you're not like me and tend towards the 'hyper-organized' Type-A side of the spectrum, be even more detailed than you think might be necessary. You can never be too prepared!

Numero Two: Maintain a **flexible and positive attitude**. News Flash: at some point during the semester, something **will** go wrong. The projector bulb will go out, the copier will stop working when you try to copy your SI session worksheet, or a student will be disruptive during the big study session preceding an exam. No matter what happens, life goes on. In addition to that, there's almost always an easy solution. Following 'rule numero one' listed above helps with this; it's easy to be flexible when you have a back-up plan!

Numero Three: Remember what it's like to be in the student's shoes. In other words, try your best to help them in the same areas that you wish you'd had more assistance with! If students don't seem receptive to your lesson plan—even if it's your best ever lesson plan and you had that super cool activity planned—don't be afraid to call an audible and work on something they need more help with. The short version here is **be creative**. Try new things, find activities students like doing, and 'mix it up' regularly.

Most of all, never stop having a good time. Learning should always be fun, and students learn better when having a good time anyway... Embrace being an SI Leader for what it is, and enjoy the ride! I guarantee that if you put hard work into it, SI will pay off huge dividends in your own life.

Go Pokes!

Stephen Wadsack
RELI 2040

Dear New SI Leader,

I have been an SI leader for three semesters now and am excited to be starting my fourth. Many people may think that I have everything set in stone, what I am going to say and do, how my session is going to go, and I surly know EVERYTHING by now. That is far from true. Every session is unique in its own way. Even though we are covering the same material, my sessions almost never come out the way I planned them, and that's ok. This is the reason SI stays interesting and keeps challenging me to adapt everything to the students in front of me, not the students from the past. There are a couple of things that have been very important and impacted the way I do SI, some I learned this semester and some from the past. First, being flexible is a must, second, not knowing the answer is ok, and third, a closure is much more necessary then it seems to be.



During my first semester, it was extremely hard for me to change my SI plans that I had previously worked so hard to make. It was scary for me to go off track from what I had specifically written and do what the students actually needed. Finally, I gained the confidence I needed to believe in myself and see that working on problems, even ones I didn't have the exact answer to in front of me, was ok. Once I started being more flexible, I saw an increase in student involvement and excitement for SI. They know what they personally are struggling with better than I can assume, and this made my SI sessions more effective and helpful to each and every student. Being flexible and realizing that things may not go exactly as you have planned will make for a better SI session fit to your specific group of students.

Not wanting to change my plans and be flexible came largely with the stress of not knowing the exact answer. My biggest fear before every session, even to this day, is that I won't know the answer to a question. I have found out during the past few semesters that this is ok! Of course you will hear this from everyone before you start your first session, but it doesn't really make an impact until you are actually standing in front of the student with no answer. Once you finally tell them you don't know and maybe make the offer to get back to them, you will see that their reaction is almost always understanding. They understand just as much as you do that you are not a teacher and you may not know every answer.

Finally, this semester I learned that closing your SI is extremely important. In the past, I struggled with making the time to have a closure and would only have a minute or two to squeeze one in. They weren't always great, but at least I had something to end on. The beginning of this semester I had a session run a little long and I didn't even get that minute to reflect on what we had gone over. After that session, I couldn't help but feel as though something was unfinished. This is when I realized that even a small closing review or asking what the main points we cover today was, is very necessary and will really leave an impact on your sessions.

Being an SI leader makes you do a little extra work, but that doesn't even compare to what you get out of it. I have gained so much self-confidence and knowledge by being an SI leader, and not to mention the new friendships I have made over the past few semesters. This truly is an experience that you will never regret. Relax, have fun, and be confident!

Adar Westling
MATH 2205

Student Leadership in Supplemental Instruction Certificate

SI Leaders interested in refining their skills as student leaders, engaging in best practices for facilitating group learning, and gaining familiarity with research and theories on working with peers should consider this certification process.

SI Leaders who've done the Certificate:

"I grew from this experience"

"I really thought the weekly reflections were very beneficial. It forced me to sit down and think about what I had done, and what I want to do differently in my next session"

To receive the Certificate, SI leaders must complete the following:

1. Weekly Log
2. Final Reflection
3. Compile Portfolio

Weekly Log

Throughout the semester, make time to reflect on SI and jot down a few thoughts on how your session went, thoughts from your time in class, and experiences in office hours or one-on-one interactions with your students. You might plan to spend about 20 minutes each week this semester writing about the week's events and positive or negative scenarios (try to schedule the same time every week to write if at all possible). The log can be emailed to Jessica weekly (or you can create a blog and update it weekly).

The log topics and content can be open to your experiences, but the following focuses may help shape your weekly reflections:

- Your interactions with students and overall rapport during SI sessions (what seemed to promote strong interactions and what didn't go as well?)
- Activities, ice breakers, group or individual work, or other curricular elements that you believe made a positive difference in student learning. In addition to describing the activity, highlight the reasons you believe the activity or approach made a positive impact on students. These reminders of strong activities will help you create a full description of one helpful activity at midterm.
- In general, how students respond to the instructors' teaching style, exam or assignment approaches, and class structure (what approaches help and hinder students' learning/engagement in the course?)
- What you are learning from SI and your relationship with students about your own personality, academic habits, academic goals, etc.
- All other observations or thoughts that relate to your experiences as an SI leader and student mentor this fall.

Log Expectations

- ✓ Write a paragraph each week (5-7 sentences minimum). Use complete sentences. Type or print legibly. Label each entry "Week 1, Week 2," and so on.
- ✓ Give specific examples in each entry. General, broad comments do not show much about your growth or experiences in SI.
- ✓ Keep up with the log! You will likely find this time reflecting and writing to be some of the most helpful to your experience as an SI leader and development as a peer leader.

Final Reflection

1-2 pages (typed and double-spaced, standard font and margins). Your Final Reflection will be submitted in your Portfolio.

Overview

For the final reflection, take some time to glance back over your log for the semester and your paper from the reading you did. Summarize 5-7 key points that you believe capture your learning over the semester and your growth as an SI leader.

Format

Write your final summary as letter with a set of “take-aways” for a new SI leader just beginning his or her experience. Compose a traditional letter giving the new SI leader your reflections as tips or advice. Feel free to use headings or numbered items.

We will ask your permission to share some of your final thoughts with future SI leaders or faculty. You can certainly say no!

Portfolio

Your portfolio will help future first-time SI Leaders learn and returning SI leaders hone their experiences. Your portfolio will include:

Item	Note
1. Worksheets (any worksheets you've created, modified, or used in your SI Sessions)	Minimum of 4 (more are welcome!)
2. Lesson Plans and Reflection <ul style="list-style-type: none">Any lesson plans you've committed to paperBrief Reflection on your lesson plan after the fact (what worked? what you would do differently in the future? (this reflection can also act as your log for that week)	Minimum of 2 (Should include plan from Team Meeting #1 and Homework #3, but any others you've created as well)
3. Word to the SI's* Five tips or tricks you've used that helped you create positive learning environment, explain a difficult concept, or generally run a good SI Session	Sample is on page 122 Email Jessica if you'd like to use the same template.
4. Additional Activities Any activities you've created, developed, or modified for your SI sessions, including games, worksheet activities, etc. This CAN include your Homework #6.	Minimum of 2 (more are welcome!). Should be in the same format as Homework #6.
5. Final Reflection	

Fall 2014 Due Dates

Certification components should be emailed to Jessica Willford (jwillfo1@uwyo.edu) no later than midnight on their due dates.

Item	Due Date
Logs	Weekly (by Friday of each week)
Portfolio	Friday, December 19th

*I feel compelled to point out: this is a play on “Word to the Wise”

CLASS: LIFE 1010

1

When discussing saturated and unsaturated fats, bring butter and olive oil to class to show physical representation of how the differences in structure change the physical properties of the fats

2

When the group is too big for you to learn everyone's names, at least take a minute to have them introduce themselves to the people around them. That way the ice is broken for group work.

3

Use iClickers to quiz students at the beginning of the session and find out what they know. Most of them will have an iClicker with them. It really helps for checking understanding.

4

Stations with blank outlines at at them work really well fro exam review. That way, everyone can move at their own pace and focus on what they really need to know.

5

Offer tips to your students to help them be successful in class, like printing out their Mastering Biology homework and on Monday and working on it all week. That way, they have plenty of time to think about the material and find answers before it's due.



Five tips or tricks you've used that helped you create positive learning environment, explain a difficult concept, or generally run a good SI Session



**Helping put the
pieces together**