SI Leader Training Manual

First in the World

Mission

The Department of Education (DOE) First in the World (FITW) Program funding has provided TAMUCC the opportunity to establish a new science, technology, engineering, and math (STEM) Online Supplemental Instruction Project (STEM-OSIP) that will provide online instruction to over 10,000 students over the course of five years. This project will focus on online Supplemental Instruction (SI) as the means to address global excellence through STEM graduates.

Welcome to First in the World

Congratulations and welcome to the First in the World (FITW) Program. As a Supplemental Instruction (SI) Leader, you are recognized as a very important part of our community, and we want to ensure that your work experience is a rewarding and positive one. Your work experiences at FITW will help prepare you for future career opportunities. You will learn skills in many areas such as time management, professionalism, and leadership. You will also develop strong work habits and job skills and have an excellent resource for future job references. The Supplemental Instruction experience enables you to explore career options, discover strengths and weaknesses, and apply your academic learning to the world of work. You are to treat college employment as a regular job and are expected to conduct yourself in a responsible and professional manner.

Student Employee Definition

A student employee is a part-time hourly employee who is enrolled at Texas A&M University-Corpus Christi with the primary goal of achieving a degree and therefore, must be degree seeking. Students may not perform any work or subsequently be paid for work performed before all steps in the hiring process have been performed. Student employees are limited in the
number of hours they work based on the position in which they are employed. Student employees may hold more than one position on campus as long as the combination from all positions does not exceed 29 hours per week. In addition, student employees are not eligible for overtime, paid holidays, vacation, sick leave, jury duty, unemployment insurance, medical benefits, or permanent status, but they are eligible for workers' compensation.

Communication

If you have any questions about your employment with the FITW Program you must consult your supervisor, which is the SI Program Manager, for clarification. The relationship between you and your supervisor should be open and honest, and you should feel comfortable discussing any work-related issues that you may have. Student employees are also encouraged to make suggestions that might enhance service to students. If there is a time when you and your supervisor do not agree, you are urged to discuss your work-related problem and/or complaint with them. Communication with your supervisor is an important job skill and most important in resolving differences. You are encouraged to adhere to FITW’s organized chain of command and discuss matters with your direct supervisor first to find a solution to the problem at hand. However, if discussion with your supervisor has not resolved any issues, student employees are encouraged to meet with the FITW Director to assist in finding a solution.

Email

SI Leaders working for the FITW Program are required to check their email account daily. The supervisor will utilize email as the primary way to communicate with SI Leaders. It is the responsibility of the SI Leader to check their email and respond in a timely manner. In addition, it is also the responsibility of the SI Leader to practice proper and professional etiquette when emailing students and/or faculty and staff on behalf of the FITW Program as required for their job duties. All SI Leaders should utilize proper speech, grammar, and word usage as deemed appropriate for an academic setting. In addition, when emailing you should identify the person you are emailing using their appropriate name and title (i.e. Dr., Professor, etc.). Your supervisor will train you more extensively on email etiquette as it is utilized in your specific job duties. If SI Leaders continuously do not check their emails for messages from supervisors or use inappropriate email practices, they will receive disciplinary action.
Professionalism

The FITW Program is committed to providing a work environment that is respectful, professional, safe, accepting of cultural differences, and free from inappropriate and abusive workplace behavior. SI Leaders must always conduct themselves in a professional manner and remain sensitive to students, supervisors, and other student employees. You are expected to exhibit a high degree of professionalism while working for FITW. You workspaces are within public view; therefore your conduct should always reflect positively upon you, FITW, and the university. Unprofessional behavior such as playing computer games, wearing headphones, sleeping, visiting with friends while on the job, unnecessary noise or inappropriate conversations, cell phone use, tardiness, repeated absences, and any other behavior that is not conducive to an academic setting will not be tolerated. In the event that these acts of unprofessionalism should occur, they must be corrected as soon as possible or they will result in disciplinary action.

Non-Discriminatory Conduct

The FITW Program strives to maintain a work environment free from discrimination. This commitment requires that no discrimination shall occur on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran’s status, or any other classification that precludes a person from consideration as an individual. This policy is in accord with Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, as amended, Sections 503 and 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, the Vietnam Era Veterans’ Readjustment Act of 1974, and related administrative regulation and executive orders.

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) set requirements designed to safeguard student privacy both of access to student records and to the release of such records. Confidentiality is a requirement of employment with the FITW Program. All SI Leaders must sign a Confidentiality Agreement stating that they will maintain confidentiality when it comes to the information they learn regarding the students they serve.
For more information, please see the following sites:

- University policy: http://registrar.tamucc.edu/ferpa/index.html

**Dress Code**

In order to create a positive and professional impression, SI Leaders are required to be neat and clean at all times. Appearances should not distract from student learning and your ability to lead.

*Appropriate attire to wear while on the job includes:*

**Jeans, Slacks, Pants, and Suit Pants**

- Nice-looking jeans (no rips, frays, etc.) are acceptable.
- Slacks that are similar to Dockers including cotton pants, wool pants, and nice-looking dress synthetic pants are acceptable.

**Skirts, Dresses, and Skirted Suits**

- Skirts, dresses, and skirted suits should be at or below the knee when standing. For split skirts, the split should also not extend above the knee when standing. Casual and dress skirts are acceptable.

**Shirts, Tops, and Blouses**

- Casual shirts, dress shirts, sweaters, blouses, and turtlenecks are acceptable.
- Collared polo shirts are appropriate, as are t-shirts with the university logo.
- If a unit adopts and provides a uniform shirt, student workers are required to wear it.

**Shoes and Footwear**

- Tennis shoes, loafers, clogs, boots, dress sandals, flats, dress heels, and leather deck-type shoes are acceptable for work.
- Shoes worn for medical reasons and approved by direct supervisor.

**Jewelry, Makeup, Perfume, and Cologne**

- These should be in good taste, with limited visible body piercings and tattoos.
- Remember, that some employees are allergic to the chemicals in perfumes and make-up, so wear these substances with restraint.

**Head Coverings**

- Head covers that are for religious purposes or to honor cultural traditions are allowed.
**Attire that is not acceptable and must not be worn while on the job includes:**

- Jeans with holes, sweatpants, exercise pants, leggings/jeggings, overalls, and any spandex or other form-fitting pants
- Shorts of any kind
- Short, tight skirts that ride halfway up the thigh
- Mini-skirts, sun dresses, beach dresses and spaghetti-strap dresses
- Tank-tops, any other shoulder-baring tops, midriff tops, halter-tops, t-shirts (unless on Casual Fridays/special circumstances), sweatshirts, and shirts with potentially offensive words, terms, pictures, cartoons, or slogans
- Clothing that is ripped, frayed, dirty, offensive, or clothing that reveals too much cleavage, your back, your chest, your stomach or your underwear, is never appropriate under any circumstance
- Flip-flops
- Hats

If your dress is not appropriate for work, you will be asked to leave and change clothes, which will result in disciplinary action in the event that you are asked to dress more appropriately more than once. Student employees are encouraged to bring a change of clothes in the event that the clothes they are wearing might not be appropriate for work. If you have any questions regarding the dress code or wonder if what you are wearing is acceptable, you should ask your supervisor immediately.

**Work Areas**

Regardless of the areas in which you are working such as the classroom or the Glasscock Building, all SI Leaders are required to keep the work area neat, organized, and presentable. At the end of your SI sessions please make sure to erase the boards that were used, put all tables and/or chairs back in their original arrangement, and throw away all trash. After office and planning hours are conducted, please make sure to erase all boards used, push in chairs that have been utilized, and throw away all trash. We are all responsible for maintaining a clean working environment and must make the effort to clean up our assigned areas of work on a daily basis.

**Equipment and Office Supplies**

Equipment and office supplies are designated for work ONLY related to FITW. This includes printer access, paper, office supplies, Surface Pro Laptops, textbooks, and anything else that has been purchased with FITW funds. Abuse of these policies will result in disciplinary action. All materials loaned to the SI Leader must be returned the last shift of their employment.
Failure to return the items such as the Surface Pro laptop and text books will result in an invoice for the cost of the items not returned.

**Phone Use**

Personal phone calls on business phones and/or cell phones are not permitted unless in the case of an emergency. If you do need to take an emergency call on your cell phone, please step out of the work area so as to not disturb the others that are working. Excessive personal use of phones, especially cell phones, will result in disciplinary action.

**Work Schedules**

All work schedules will be created in a collaborative effort between the SI Leader and the SI Program Manager and/or the SI Graduate Assistant.

**SI Course Meetings**

SI Leaders are required to attend all SI course meetings in the rooms in which they are assigned as listed on the online class schedule.

**SI Sessions**

All scheduled SI sessions must vary in times throughout the week, which means that you are expected to schedule morning, afternoon, and evening sessions. This is done to provide students with a variety of session times to choose from that are beneficial to their schedule. You are responsible to bring to your supervisor’s attention all requests for a change to your session schedule within the first week of school. Schedules are finalized after the second week of school and cannot be changed again unless a change to a face-to-face session is required due to a room conflict. The only exception is in regards to online sessions. If an online session time does not have attendance and students request a change in the session time or day, then the SI Leader can request a change.

SI Leaders will conduct three 50-minute, face-to-face sessions per week. Face-to-face sessions are to be conducted in the room in which you are assigned. In the event that you have an issue with your room and you have to leave, then put a note on the door to inform late students where you have moved to so they can find your session. If there is not a known empty room near
your scheduled room, then you can bring your students to the common area of the Glasscock Building on the PASS side to conduct your session. Or, you can speak to the SI Program Manager or SI Graduate Assistant and see if there is an extra room available for your session.

SI Leaders will conduct three 50-minute online sessions per week. Online sessions are to be conducted in the best place possible according to your schedule. SI Leaders should keep in mind that space is limited on campus and online sessions need to be conducted in a quiet room with little background noise. Therefore, it is best to schedule online sessions during a time when you can conduct the session in your own home as your schedule permits.

**Double Sessions (Test Reviews)**

- SI Leaders may schedule a double session right before an exam.
- SI Leader must email the SI Graduate Assistant at least a week in advance in order for a room request to be made and approved with plenty of time to announce the session day, time, and location.
- Email must include the day and time of session and the size of room needed.
- Once the room is requested and approved, the SI Graduate Assistant will contact the SI Leader with the approved information.
- SI Leader will announce in class, sessions, and on the Blackboard sites the time, dates, and locations of the double session.
- Please note that if you schedule a double session for the students assigned to face-to-face sessions, then you have to schedule a double session for the students assigned to the online sessions.

**Office and Planning Hours**

Office and Planning Hours are set at times according to what works best with your schedule.

Face-to-face Office Hours and Planning Hours are conducted in the common area of the Glasscock Building on the PASS side. You must sign in and out of the Office Hour Binder located at the front desk.

Online Office Hours are conducted in the best place possible according to your schedule.
Training Meetings

All training meetings are MANDATORY, and you will be paid for the hours that you attend a training. If you are unable to attend a training meeting, then it is your responsibility to contact your supervisor as soon as possible with your reason for not being able to attend. In addition, you need to schedule an individual meeting time with your supervisor to review the information covered in the training meeting. Failure to receive an excused absence to the training meetings will be documented and reviewed during employee evaluation. Excessive absences to these events will result in disciplinary action.

Punctuality

You are required to arrive at least five to seven minutes early to all SI course meetings and sessions so that you are able to prepare for the meeting and talk with the students who are attending. You are required to be punctual to all office and planning hours. Contact your supervisor as soon as possible if you anticipate being late to any sessions or office hours so that the supervisor and/or SI Graduate Assistant can inform the students of the tardiness. In addition, inform the professor if you are going to be late to any course meetings so they are informed of the tardiness. Finally, inform your supervisor and/or SI Graduate Assistant if you anticipate being late to any planning hours so they are informed of the tardiness. Frequent tardiness will result in disciplinary action.

Time Off Work

All requests for time off from your regular work schedule must be submitted to your supervisor via email as soon as you are aware of the needed request. The email must include the dates you are requesting off and the reason for the request. The supervisor will respond to the email with an answer to the request or with questions if more information is needed. Once the request is approved, then the SI Leader is responsible for informing the professor and the students of the approved absence. In addition, the SI Leader must reschedule all sessions missed because of the absence and must inform the students of the new times and locations before the absence takes place. In the event that a conflict arises such as an emergency, illness, car trouble, or a death in the family and you are unable to work, please contact your supervisor as soon as possible. All time off is unpaid. Three unexcused absences will automatically result in the
student employee being placed on probation for the remainder of the semester. Once a student employee is placed on probation, a subsequent unexcused absence will result in termination of employment. Excessive absences can be deemed excused if paperwork is provided that warrants the absences.

**Canceling/Rescheduling Sessions**

*Canceling Sessions*

Cancelled sessions affect everyone involved with the SI course and must be prevented as much as possible. Please remember that no matter the reason for the cancellation, SI Leaders are always responsible for scheduling a make-up session and informing the students and professor accordingly.

Sessions cancelled without the approval of the SI Program Manager, or in violation of the following policies, may result in termination of employment.

- SI Sessions are automatically cancelled when they overlap with the TAMUCC holiday schedule or when all campus classes/events are canceled due to situations such as bad weather. In the event that this occurs, then the SI Program Manager will notify SI Leaders and initiate rescheduling.

- If a SI Leader’s illness and/or emergency dictates cancellation of a session, then the SI Leader must contact the SI Program Manager via phone or email ASAP. Emergency is defined as a death in the family, documented accident or illness, or other extenuating circumstances, which will be evaluated on a case-by-case basis by the SI Program Manager. Making up sessions will be determined by the SI Leader in conjunction with the SI Program Manager on a case-by-case basis.

- In all other cases such as vacation, attending a conference, organization meetings, make-up exams/test review sessions, field trips, or any other school-related function, the SI Leader must submit a **Session Cancellation Request Form** to the SI Program Manager via email at least a week prior to the start of the scheduled session. The SI Leader must also provide written documentation from the event they attended, which required cancelling a session.

- NO cancellation will be approved without a suggested date and time for rescheduling the session(s).
Please note that advanced notice is not for the SI Program Managers’ convenience, but rather for the purposes of securing a room through the campus reservation system.

- SI Leaders must inform the students of the session cancelation as soon as possible.
  - Remind students of the cancelled session before class and session, and post it on your Blackboard site.

**Rescheduling Sessions**

- SI Leaders will complete the Session Cancellation Request Form with dates and times to reschedule the cancelled session.
- The SI Graduate Assistant will check the room reservation site to see if any requested dates and times that the SI Leader requested are open.
- Once a room request is made and approved, then the SI Graduate Assistant will inform the SI Leader of the day and time that the rescheduled session is set.
- The SI Leader must then:
  - Announce the change in class and on their Blackboard site.
  - Post a sign on the door of the regular session location with updated information.
  - Make note of the change on the Session Sign-In Sheet and/or Online Session Attendance Log.

**Time Reporting**

Every SI Leader is responsible for completing and submitting a timesheet and TimeTraq every other Wednesday by 5 p.m. in accordance with the university’s bi-weekly pay periods. Student employees are paid every two weeks. The pay period lasts two weeks, beginning on a Thursday and ending on a Wednesday. You will receive your paycheck for the previous two weeks on the Friday following the close of a pay period. Late or incomplete timesheets or TimeTraq submissions will result in a delay in receiving a paycheck. You are responsible for making sure that your timesheet and TimeTraq submissions are complete, accurate, signed, and on time. To be paid, TAMUCC requires that you sign up for Direct Deposit through the university’s Single Sign On (SSO) system (https://sso.tamus.edu/Logon.aspx?ReturnUrl=%2f). You can update and access all of your information electronically including copies of your W-2 form in SSO, and will be given instructions as needed by your supervisor. No SI Leader shall
knowingly submit inaccurate or untruthful information for or on any FITW record, report, or document, including TimeTraq.

- Paper timesheets must be completed using blue or black ink.

**Observations, Performance Evaluations, Rehire, and Resignations**

**Observations**

All SI Leaders working for the FITW Program will be observed at least four times per semester, which will include two observations for face-to-face sessions and two observations for online sessions. Observations are conducted to ensure SI Leaders are performing job duties and conducting sessions according to the standard UMKC model and principles of Supplemental Instruction as discussed and demonstrated in training meetings. All observations will be discussed with the SI Leader after they are conducted to provide the SI Leader with feedback about the observed session. Training will be provided as needed in the areas that the SI Leader needs improvement.

New SI Leaders will observe one seasoned SI Leader’s session and complete a Peer Observation Form and discuss the observed session. This will assist the new SI Leader with increasing their knowledge as to how to conduct a session and work with the students. In addition, it will provide the new SI Leader with a point of contact to assist them with issues or questions they might have.

All observations will be discussed in the SI Leader evaluation conducted the end of the semester.

**Performance Evaluation and Rehire**

Each SI Leader is eligible for rehire each semester and will be evaluated to determine continued employment. The SI Leader will complete a Self-Evaluation Form to assess their own performance and then meet with the supervisor to discuss the completed evaluation and receive feedback and assessment from the supervisor. Many factors such as GPA, work performance via observations, duty compliance, absences/tardiness, and professionalism will be considered when deciding if a SI Leader will remain employed. You are encouraged to discuss your performance with your supervisor at any time that you deem necessary. Evaluations can be very educational and helpful in securing future employment.
**Resignation**

If at any point you choose to terminate employment, you should notify your supervisor at least two weeks prior to your intended end date. All SI Leaders are required to complete a resignation letter which should include your name and your last date of employment. You should also ask your supervisor for permission to list them as a reference or request a letter of recommendation for future employment.

**Disciplinary Action**

Disciplinary action is designed to identify and correct problems that may affect a SI Leader’s work performance or the overall performance of the FITW Program. This process provides you and your supervisor the opportunity to talk about specific problems, determine when and how to correct these problems, and agree to set goals and follow-up dates.

**Dog House**

The “dog house” is utilized to ensure that all SI Leaders are submitting and signing all required documents and links every week. These documents and links include but are not limited to Session Sign-In Sheets, Lesson Plans, Office Hour binder pages, and WebEx Links. The SI Graduate Assistant monitors the submission of each of these items on a daily/weekly basis. If a SI Leader does not have an item submitted when the SI Graduate Assistant checks the materials, then the dog house is compiled and emailed to all SI Leaders and the SI Program Manager. The “dog house” will be sent out once a week and will include the names of the SI Leaders and the items they are missing. The SI Leaders have two days from the release of the “dog house” list to submit the missing items to avoid disciplinary action.

**Strike Sheet**

The Strike Sheet is utilized in the event that a SI Leader does not submit a document or link in a week’s time of its due date. In the event that the SI Leader has not submitted the required documents or links, they will be required to sign the Strike Sheet. The supervisor will schedule an appointment to meet with the SI Leader, explain the issue, and have the SI Leader sign the document in the appropriate place. The SI Leader still must submit the documents they are missing or will be required to sign the Strike Sheet again. In the event that the SI Leader has
to sign the Strike Sheet in one area more than three times, then they will be placed on probation. Termination of employment will occur if the Strike Sheet has to be signed in one area more than four times.

**Progressive Disciplinary Action**

Progressive Disciplinary Action will be utilized by your supervisor in the event of excessive absences, neglect of assigned duties, failing to attend mandatory staff meetings and trainings, insubordinate behavior, inappropriate behavior that is not conducive to a productive academic setting, and anything else that is deemed unprofessional and detrimental to your position as a SI Leader. Each case is considered on an individual basis. A SI Leader who receives three notices of disciplinary action will be immediately terminated from employment.

Progressive Disciplinary Action refers to the following steps:

- Step 1 – Counseling and/or Verbal Warning
- Step 2 – Written Warning
- Step 3 – Probation
- Step 4 – Termination of Employment

Depending on the situation, steps 1, 2, or 3 may be repeated, skipped, or not followed in sequence.

**Termination of Employment**

The FITW Program has the right to terminate your employment at any time for any reason not prohibited by law without prior notice. In the case of serious infractions, you may be discharged on the first offense. Serious infractions include, but are not limited to the following:

- Insubordination
- Academic dishonesty
- Neglect of assigned duties
- Unauthorized possession or concealment of weapons while on the premises
- Possession, use, sale, or purchase of non-prescribed drugs and intoxicants on the premises and/or working under the influence of alcohol or illegal drugs
- Fighting
• Theft
• Destruction of property
• Sleeping on the job
• Sexual harassment
• Falsification or improper alteration of records, including but not limited to timesheets
• Disclosure or misuse of confidential information
• Misuse of the University’s electronic information systems
• Unprofessional conduct such as the use of vulgar language, participating in inappropriate conversations, creating a hostile environment, and/or discriminating on the basis of sex, color, race, religion, national origin, or disability
Hurricane/Tropical Storm
Student Action Plan

Hurricane Season officially begins on June 1 and runs through November 30. In the event a tropical storm/hurricane threatens the Coastal Bend area and Texas A&M University-Corpus Christi, the campus will be evacuated. The following plan outlines procedures and steps that will ensure the safety of the campus community. The Public/Student Information Hotline, 361-825-0000, will be set aside as a weather and campus information source during storm conditions. Should you have any questions about this plan contact the Office of Student Affairs, ext. 2612.

BEGINNING OF HURRICANE SEASON, JUNE 1
- Review the Student Action Plan for Hurricane/Tropical Storm.
- Update list of necessary phone numbers and information needed in case of evacuation.

BEGINNING OF SUMMER/FALL SEMESTER
- Students obtain a copy of the Student Action Plan for Hurricane/Tropical Storm at the New Student Orientation or from the Office of Student Affairs.
- Plan and prepare for an evacuation should a storm threaten to make landfall in the Corpus Christi area.
- Your preparations should include the following.
  1. Make travel arrangements and refer to the attached Corpus Christi area map for evacuation routes.
  2. Have an out-of-area point of contact that family and friends can call to learn your evacuation plans.
  3. If you do not have a car, arrange for car pooling with friends and/or roommates.
  4. If you do not have a car or cannot arrange for personal evacuation, contact the Office of Student Affairs at 825-2612.
- Students residing at the Miramar, Driftwood and Sandpiper Apartments to be evacuated by the University should contact the Office of Student Affairs (825-2612) at the beginning of the semester.

HURRICANE/TROPICAL STORM CONDITIONS
- President’s Office notifies Administration/Decision Team of the decision to evacuate the campus.
- Vice President for Students Affairs communicates campus evacuation decision to students and begins evacuation of residential students who require assistance.

IMMEDIATELY AFTER THE STORM DO NOT ATTEMPT TO RETURN TO CAMPUS UNTIL AN OFFICIAL ANNOUNCEMENT INSTRUCTS YOU TO RETURN.
- Listen to radio/TV for announcements of when to return to the campus or contact the University via the Public Information Hotline, 825-0000.

Note: Radio Station KEYS (AM 1440), KZFM (95.5), KNCN (101.3), are the Emergency Alert Systems (EAS) stations for the Corpus Christi area, NOAA Weather Radio (Corpus Christi 162.44 MHZ).
- Students that are calling from out of the Corpus Christi area can call the Public Information Hotline at: 1-361-825-0000 or the Toll Free 1-888-234-4887.
STUDENT HANDBOOK
HELPFUL HURRICANE INFORMATION

HAZARDS:
Storm Surge: Storm surge is a dome of water often 50 to 100 miles wide that sweeps across the coastline along and to the right of where the eye crosses the coast. In general, the stronger the winds in the hurricane, the higher the storm surge. If the hurricane makes landfall during high tide, the impact will be even greater.

WIND:
Hurricane force winds of 74 mph or more can destroy buildings, mobile homes, trees and power poles. Debris, such as signs, roofing material, siding and small items left outside, become flying missiles in a hurricane. The strongest winds occur in a region of the hurricane called the eyewall. Wind gusts in the right side of the eyewall are the most destructive. Hurricane force winds can be felt as far at 150 inland from the coast.

INLAND FLOODING:
Flooding from tropical cyclones is a major threat to people well inland from the coast. Very slow moving tropical storms and hurricane can produce tremendous rains of 20 to 30 inches or more, resulting in disastrous flooding.

TORNOADOES:
Tropical cyclones can produce tornadoes adding to the storm’s destructive power. Tornadoes are most like to occur in the right front quadrant of the tropical cyclone in the eyewall region or in the outer rainbands as far as 150 miles away from the center.

PRE-STORM PREPARATIONS – Are you ready for Hurricane Season?
➢ It would be a good idea to make a detailed inventory of all your belongings. A photographic record of all items is very valuable when it comes to fast settlement of claims.
➢ Identify with whom you will stay in the event an evacuation is necessary.
➢ Make arrangements for transportation in the event you evacuate. Make sure your transportation can accommodate any equipment or other supplies that need to be taken with you.
➢ The following is a list of some items that could be stored in advance:
   ■ Extra copies of your prescriptions in case your physician’s office is damaged and not operational.
   ■ At least 1 one-month supply of medications.
   ■ Identification
➢ DO NOT STAY IN A MOBILE HOME NEAR THE COAST UNDER ANY CIRCUMSTANCE.

AFTER THE DISASTER – What should you do?
➢ Dispose of damaged property which presents a health hazard or which may hamper local clean-up operations. Be sure to adequately document discarded items by saving your
receipts, photographing the items and by compiling a room-by-room inventory of missing or damaged goods.

- If you perform any of the clean-up activities yourself, consider your safety and the safety of others in performing these tasks.
- Move personal property to a protected area.
- Remove the water and wet items. Try to leave it as well ventilated as possible to help in the drying out process.
- Clean and dry wood furniture as soon as possible. Be careful not to rub in abrasives such as soil or plaster that may have fallen on the surface.
- Try to dry bedding and upholstered furniture that is saturated with water. Don’t store other possessions near these items.
- Dry radios, televisions and other electric devices. Have all electrical equipment exposed to water professionally serviced before using them.
- Caution! Do not attempt to start a flood-damaged car before it has been inspected as they may cause additional engine damage.

PORTABLE EMERGENCY DISASTER SUPPLY KIT: (goes with you)
- 7-day supply of non-perishable food and a manual can opener. (can tuna, beans, granola bars, etc.)
- 7-day supply of water (one gallon per person)
- Portable, battery-powered radio or television and extra batteries.
- Flashlight and extra batteries.
- First Aid kit and manual.
- Sanitation and hygiene items (hand sanitizer, moist towelettes, and toilet paper)
- Matches in waterproof container.
- Whistle
- Extra clothing, blankets, and sleeping bags.
- Kitchen accessories and cooking utensils.
- Photocopies of identification, insurance, prescriptions, household inventory and credit cards.
- CD or photocopies of important documents (birth and marriage certificates)
- Cash and coins
- Special needs items such as prescription medications, eye glasses, contact lens solution, and hearing aid batteries.
- A good Texas map showing county roads as well as highways.
- Tire repair kit, booster/jumper cables, pump and flares.
- White Distress Flag
- List of family phone numbers and addresses outside the area.
- Don’t forget to review your emergency plan information and update your communication plan; including home, work, school, and cell phone numbers as well as your “Out-Of-Town” contact person’s number.

FINAL CHECKLISTS:
- Actions to take when Storm is in the Gulf:
- Listen for official bulletins on local television, radio and NOAA weather radio.
- Fill your vehicle’s tank with gas and check fluid levels.
✓ Obtain adequate supply of prescription medicines.
✓ Get Extra cash.
✓ Double check your Disaster Supply Kit.
✓ Follow instructions issued by Campus Administration or local officials
✓ EVACUATE IMMEDIATELY IF ORDERED TO DO SO.

FINAL ACTIONS IF LEAVING:
✓ Unplug small appliances
✓ Completely empty your refrigerator and freezer.
✓ Notify family members or other contact outside of the warned area of your evacuation plans.

EVACUATIONS:
Evacuees need to consider the travel path of the hurricane and your destination in choosing evacuation routes. Listen to local authorities and emergency broadcasts about weather and highway conditions. It takes between 18 and 30 hours to evacuate the coastal counties in advance of tropical storm force winds. Prepare to stay at your evacuation destination for a week or more, as reentry into the affected region may be restricted. I-37 cannot handle all traffic evacuating from the Corpus Christi area. Alternate evacuation routes are encouraged.
TXDOT Road Conditions 1-800-452-9292
TXDOT Corpus Christi office 1-361-808-2300
TXDOT will have courtesy patrols along hurricane evacuation routes to assist motorists.

RETURNING HOME:
✓ Restrict your driving to emergency only as initial road conditions may be unsafe until road debris is able to be cleared.

**Whether you live off campus or at Miramar Student Housing you are not to return to the campus until instructed to do so by the TAMUCC Vice President for Student Affairs."
EVACUATION ROUTES:

The Texas Department of Public Safety has worked out a system to ease traffic flow problems when great numbers of people leave the city, as they did during Hurricane Allen. The following highway are recommended depending upon your destination:

- Houston – U.S. 77, 77A to U.S. 59
- San Antonio or Austin – Interstate 37 or U.S. 81
- West of Corpus Christi – FM 624 west from Corpus Christi and I-35 North from Cotulla.

Remember to listen to Channel 6 on radio station 87.7 FM while enroute.

**NOTE:** Texas Highway 35 along the coast is very often impassable due to high tides pushed in front of a hurricane. This route is not recommended. Consider a route which will take you directly away from the coast, not parallel to it.

Road Map of Major Highways From Corpus Christi to Neighboring Cities
Supplemental Instruction Overview

SI Program Definition

Supplemental Instruction (SI) is a non-traditional form of academic assistance that utilizes peer-assisted study sessions to help students understand material learned in difficult courses while increasing their learning strategies and study skills.

SI Program History

The program was developed at the University of Missouri-Kansas City by Dr. Deana Martin in 1973. Learning strategists were asked to determine why a high percentage of students in the school of medicine, pharmacy, and dentistry were failing and dropping out of their programs. Students identified disconnects between course lecture and laboratory practical experiences. Therefore, Deana Martin was hired on a $7000.00 grant to assist with researching and remedying the situation. She proposed a plan to implement peer-led study sessions utilizing a student who had previously made an A in the courses to assist students with understanding the material and bridge the gaps in the learning process.

Dr. Martin successfully pilot tested the first Supplemental Instruction course, which was Human Anatomy in the UMKC School of Dentistry. The SI sessions proved successful as data results showed that grades increased and D, F, W rates decreased. As a result, the program increased and was implemented at the undergraduate level in 1981. In addition, UMKC received its certification as an Exemplary Educational Program from the Joint Dissemination Review Panel in 1981. Today, the SI program has spread worldwide, and the UMKC International Center for Supplemental Instruction has trained faculty and staff from more than 1,500 institutions in more than 29 countries.

SI Program Goals

- To increase retention within targeted historically difficult courses, which are courses that have a consistently high rate of D or F grades and course withdrawals
- To improve student grades in targeted courses
- To increase graduation rates of students
- Assist students with developing study strategies such as thinking and reasoning,
responsibility, and reflection so they can successfully complete the targeted course and future courses

**SI Program Logistics**

- SI a non-remedial approach and does not identify high risk students, but rather identifies historically difficult classes.
- SI provides regularly scheduled, out-of-class, peer facilitated study sessions.
- SI provides an opportunity for students to learn how to learn while learning what to learn and focuses on both course content and study skills.
- SI Leader assistance and support for students and faculty begins the first week of the semester.
- Sessions begin the second week of the semester after session assignments have been determined, surveys have been completed, and session schedules have been created.
- Student participation in SI is voluntary and free of charge.
- SI sessions are open to all of the students in the course and not just to the students who are struggling.
- SI sessions are comprised of students of varying abilities, and no effort is made to segregate students based on their academic ability.
- SI Leaders are key to the program. They are students who have demonstrated competence in the course and as a student overall. As such they present an appropriate model to thinking, organization, and mastery of the discipline.
- SI Leaders are trained at the beginning and throughout each semester on topics such as learning styles, conflict resolution, session strategies, study techniques, and group facilitation methods.
- SI Leaders attend all class meetings, take notes, read assigned material, model effective in-class behavior.
- SI Leaders conduct study sessions and office hours every week to review all material from the course with the students in attendance.
- SI Leaders meet with their professor on a weekly basis and assist them with maintaining high standards and expectations for the course.
- SI Leaders utilize techniques that involve the students in discussing, exploring, and
understanding the course matter. They demonstrate, model, and involve students in critical thinking and practicing effective study strategies. They encourage the group to process the material together rather than acting as an authority figure re-lecturing to participants.

- Students who attend SI sessions discover appropriate application of study strategies such as note taking, problem solving, and test preparation as they review content material.
- Students have the opportunity to become actively involved in the course material as the SI Leaders use the text, lecture notes, and supplementary readings as the vehicle for refining skills for learning.
- SI participants earn higher course grades and withdraw less often than non-SI participants. Also, data shows higher re-enrollment and graduation rates for students who participate in SI sessions.

**SI Program is NOT**

- Tutoring.
- Teaching or re-teaching.
- Remedial or make-up instruction.
- TA or clerical assistance for the professor.
- A replacement for other support services.

**SI Program Benefits**

*Students*

- Earn higher course grades. Data show that students who regularly participate in SI sessions can earn up to a letter grade higher in the course than those who do not attend.
- Promotes assimilation into university life
- Learn time management skills
- Pro-active academic assistance
- Build friendships and study partners
- Develop study and test taking skills
Institution

- Reduces attrition and raises course grades
- Supports faculty as they maintain high expectation and standards
- Enhances classroom experience
- Evaluation is based on actual student performance and not perception of services
- Cost effective

SI Leader

- Increases knowledge of course content
- Improves learning strategies and study skills
- Improves communication skills

SI Leader Tasks

SI Leader Training

- Attend training at the beginning and throughout the semester.
- Meet with the SI Program Manager regularly.

Attend the Targeted Class

- Support classroom instruction in every way.
- Introduce SI to the class and administer Beginning-of-Semester Surveys.
- Continually announce in class SI session and office hour schedule and room locations.
  Write session dates and times on the board in the classroom where lecture is conducted.
- Inform students of times and locations of double sessions.
- Administer End-of-Semester Survey.

Support Faculty

- SI is offered only in classes in which the faculty member understands and supports SI.
- Meet with professor regularly to understand requirements and contents of the course.
- Review created handouts and/or exam reviews for feedback.
Support Students

- Answer questions asked in class, sessions, or office hours.
- Respond to emails received or messages sent via Blackboard Discussion Board.
- Listen to students and offer assistance or refer as needed (SI Program Manager, campus resources).

Conduct Sessions

- Schedule SI sessions with the SI Program Manager.
- Conduct three face-to-face sessions and three online sessions per week.
- Review content to discuss in SI sessions.
- Plan activities for SI sessions.
- Prepare handouts to utilize in sessions.
  - Print handouts for face to face sessions.
  - Upload handouts to Blackboard site for online sessions.
- Gather necessary materials for sessions (dry erase markers and erasers, chalk, pens, papers, etc.).
- Wait at least 30 minutes for students to show up for SI sessions.
- Organize the SI sessions with built-in flexibility to adapt to the needs of attendees.
- Pass out the Session Sign-In Sheet or complete Online Attendance Log.
- Create an opening to each session (ice breaker, syllabus review, note review, etc.).
- Plan strategies to review course material (games, study/test tips, etc.).
- Provide closure (quizzes, info. summary, suggestions for future study, etc.).
- Inform students of upcoming session and office hour times.
- Integrate content and learning skills.
- Redirect questions and discussion to the entire group.
- 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.
- Consistently implement new collaborative learning strategies to increase student-to-student interaction.
• Schedule and conduct double SI sessions or extra SI sessions as needed for test reviews.
• Inform and remind students of double or extra SI sessions times and locations.
• Upload WebEx link to Blackboard once sessions are completed and recorded.

**Conduct Office Hours/Planning Period**

• Conduct one face-to-face office hour and one online office hour per week.
• Assist students when they attend the office hour.
• Plan sessions.
• Prepare handouts and/or test reviews.
• Complete Lesson Plan document and upload to Blackboard.

**Collect Data and Submit Paperwork**

• Complete student attendance at every SI session (Session Sign-In Sheet, Online Attendance Log).
• Submit all of the following required documents on time.
  o Beginning-of-Semester Survey
  o Session Sign-In Sheet
  o Online Attendance Log
  o Lessons Plans
  o Professor Meeting Notes
  o Peer Observation Sheet
  o Self-Evaluation
  o End-of-Semester Survey
  o Timesheets
• Administer the End-of-Semester Survey/questionnaire.

**SI Leaders may NOT**

• Grade assignments
• View or discuss grades
• Proctor exams/assignments without the professor being present
• Independently create exams/assignments in which students receive a grade
SI Leader Roles (Dos and Don’ts)

SI Leader in the Classroom

Do:

- Be the model student.
- Attend every class.
- Show up to class early.
- Sit in different locations so that you can meet new students in the class.
- Talk to students before and after class.
- Write session times and locations on the board before each class.
- Check in with the professor and assist as needed.
- Take notes.

Do Not:

- Miss class.
- Show up late to class.
- Blend into the background.
- Ignore the students.

SI Leader and the Professor

Do:

- Treat the instructor as your ally, never your adversary.
- Be professional at all times and treat him or her with respect.
- Meet with the course instructor prior to the first class day. Develop the positive working relationship that is critical for a successful SI experience. Obtain the syllabus and other materials needed.
- Meet with the professor on a regular basis to discuss course content and clear up any uncertainties you may have regarding material discussed in the SI sessions or the lectures.
- Email professor if you have any questions or if you are going to miss a class due to illness/emergency.
• Provide the instructor with feedback about how the sessions are going. If you professor wants to understand how SI works, then schedule a time for him/her to attend one of your sessions. However, the professor should only observe and not interact or be involved with presenting information or answering questions.

• Show the professor the handouts you plan to share with the students attending SI sessions. He or she can help make your handouts more appropriate to the course material.

• Work with your professor to promote SI sessions and make announcements in each class. Be creative about how you motivate students to attend.

• Be helpful to the professor whenever possible. You do not have to assume the role of being the professor’s assistant but offer to assist the professor in tasks such as offering to help with computer equipment, distributing materials, etc.

• Refer the professor to the SI Program Manager regarding any questions or concerns that are outside of your responsibilities.

Do Not:

• Criticize the professor or the course during a SI session. Students will report this to the professor and it is not helpful. Students are responsible for their academic performance, regardless of the professor’s style.

• Miss a class without informing the professor and SI Program Manager first.

• Attempt to cover material beyond what is being covered in the course lecture.

• Grade papers or tests or be involved in constructing exam items.

• Set yourself up as a teacher. Your purpose is to facilitate the learning of the material, not to do or evaluate the teaching.

• Do not use previous course exams or instructor-created study guides for any SI sessions without direct approval from your course professor.

• Answer questions the professor poses to the class or involve yourself in class discussions unless the professor directly invites you to do so.

• Hesitate to refer the professor to the SI Program Manager if he or she requests anything about which you are uncertain or with which you are uncomfortable.
SI Leader and the Student

Do:

- Maintain confidentiality.
- Be professional at all times.
- Have concern and show concern about their progress.
- Get to know their names.
- Keep the relationship informal. Attempt to treat all students as you would treat a friend.
- Be encouraging.
- Provide your Islander email address to students so they can contact you with questions.
- Provide straightforward, truthful responses to student inquiries.
- Maintain frequent communication with your students, which includes regular class and email announcements and prompt responses to student questions.
- Recognize the limits of your role as a SI Leader. You are a peer who is competent in the course material, trained to assist students in learning and understanding it. Your course professor is the “expert.”
- Acknowledge when you do not know an answer and work with your professor to provide the information.
- Refer students to appropriate campus resources when they share issues that are outside your expertise. Use the Campus Resources information provided.

Do Not:

- Give students copies of your lecture notes.
- Cancel a session or office hour without informing the students and SI Program Manager first.
- Enter into a dating relationship with any student in your SI course during the time you are an SI Leader for the course.
- Tutor students individually outside of your SI sessions. Refer students to CASA in the event that they need a tutor to further assist them with the course material.
- Give out your personal email address or phone number.
- Make a Facebook/Twitter account for the SI course.
• Allow yourself to be drawn into an argument with students for any reason.
• Demand that students have to defend themselves to you. For instance, if they miss a session, then act concerned but don’t demand an explanation.
• Say anything that would make you sound like a parent, teacher, judge, or authority figure of any kind.
• Feel obligated to fix problems that students create and can solve for themselves. Just remember to be diplomatic when you decline the invitation to get involved.
• Allow yourself to become involved with assisting students with personal issues outside your expertise.

SI Leader and the SI Program Manager

Do:
• Check email daily for important announcements or messages from SI Program Manager or professor.
• Email SI Program Manager requests for time off, questions, reminders, and needed recommendations. Email is the best way to communicate a need.
• Communicate on a regular basis regarding progress of sessions and course or any other matter/question that needs to be discussed.
• Immediately communicate problems with professor or students so issues can be resolved.
• Immediately report any conflict that occurs with rooms, schedules, faculty/staff, technology, etc.
• Immediately report a need to miss a class, session, office hour, or planning hour so arrangements can be made to reschedule the session and/or obtain the information missed in class.
• Check email daily for important announcements or messages from SI Program Manager or professor.
• Request materials needed for sessions.
• Share suggestions for improving the program as appropriate.
• Handle yourself with professionalism, learn from your mistakes, and balance all roles well.
• When in doubt...ask the SI Program Manager! Communication is the key to your position!

Do Not:

• Act on behalf of the SI Program Manager in any matter.
• Make changes to your SI session schedule/locations without consulting with the SI Program Manager.
• Cancel a session or office hour without discussing it with the SI Program Manager first.
• Hide mistakes. Owning up to and learning from errors is better for everyone involved.
• Lay things on the SI Program Manager’s desk without it being discussed first.
• Assume the SI Program Manager can read minds. Communication is key!
SI Leader Semester Responsibilities

Beginning of Semester

- New SI Leaders must attend the SI Leader training.
- Returning SI Leaders must participate in the refresher training.
- All SI Leaders must:
  - Meet with the SI Program Manager to schedule online and face-to-face sessions.
  - Meet with professor and discuss expectations and needs.
    - Ask to be added to the professor’s Blackboard site.
    - Ensure the professor has your contact information.
    - Ask if the professor prefers you to sit in a specific seat for the semester.
    - Obtain the seating chart if applicable once completed.
  - Obtain and read class syllabus.
    - Provide a copy of syllabus to SI Program Manager.
    - If test dates aren’t listed on syllabus, then ask professor and provide them to the SI Program Manager.
  - Obtain and become familiar with roster and session (face-to-face and online) assignments.
  - Create “Tips and Tricks” document for students regarding the course they are taking.
  - Become familiar with Blackboard and WebEx sites.
  - Become familiar with the workings of your assigned Surface Pro.

During First Class

- Arrive early and remind the instructor of your First Day Speech and surveys, and sit near the front.
- Write your name and Islander email on the board.
- Conduct your First Day Speech, pass out surveys and information letters, and answer questions.
Immediately After First Class Day

- Collect surveys and organize them by preferred times.
- Meet with SI Program Manager to turn in surveys and create session schedules.

Monday, August 31st

- Pass out envelopes to inform students of their session (face-to-face/online) assignments and session schedule.
- Pass out “Tips and Tricks” document, post class syllabus, and submit test dates if not already submitted.

Wednesday, September 2nd

- Begin conducting SI sessions.

In-Class Responsibilities

General Classroom Behavior

- Arrive five to seven minutes early to every class
  - Walk around the room, talk to students, and remind them of sessions.
- Sit in different places if possible to get to know the students.
- Be attentive and alert.
- Do not talk during lecture unless invited by the instructor or to ask a question for clarification.

Every Class

- Write your name and all SI session days, times, and locations on the board every class.
- Take notes appropriate for session planning.
  - SI Leaders are NOT allowed to share their notes with any students.
- Actively recruit students to attend your sessions through a variety of promotions.
- Ensure that the professor knows you are present in the class and ask if anything is needed.

Throughout the Semester

- Introduce yourself to every student in the class.
- Meet with the professor at least once a week to discuss course content, sessions, tests, etc.
• Support classroom instruction and faculty.
  o Assist professors with tasks such as passing out documents or helping with exams.
  o SI Leaders are **NOT** allowed to teach any classes or grade any assignments/tests.

**Face-to-Face Session Responsibilities**

*General Session Behavior*

• Arrive five to seven minutes early to every session.
• Acknowledge the students coming to the session and get to know their names.
• Promote student involvement, group acceptance, and learning.
• Keep the room clean and organized.

*Every session*

• Pass out Sign-In Sheet and ask students to sign in.
  o Ensure that late students sign in on the Sign-In Sheet.
  o Turn in a Sign-In Sheet regardless of attendance.
    • If no one attends the session, then write “no attendance” on the Sign-In Sheet and submit it.
• Check rosters and ensure no online students are attending the session.
  o Inform online students who attend that they are allowed to stay in the session but if they desire to change their session assignment, then they need to contact the FITW Director.
• Wait in scheduled session room for at least 30 minutes to ensure that no late students show up to attend a session. If no students show up after the 30-minute mark, then you are free to leave the room.
  o Put your name, course, and next session day and time on the board just in case someone shows up after you leave.
• Conduct a 50-minute session with students who attend.
  o Wrap up sessions starting at the 45-minute mark to answer last-minute questions and clean up room.
• Utilize Lesson Plan to facilitate a discussion of course content and study strategies.
• Promote future attendance by reminding students of other session and office hour times.

Throughout the Semester
• Schedule Double Sessions (test reviews).
• Email SI Graduate Assistant all room requests for test review or rescheduled sessions.
  o Include in email the date, time, and room size needed.
  o Inform students of test review/rescheduled session day, time, and location once it is confirmed by the SI Graduate Assistant.
• Create and pass out handouts/reviews to be utilized during sessions.
• Remind students of current, cancelled, and/or rescheduled sessions and/or office hour times and locations.
• Answer students’ emails.

Online Session Responsibilities
General Session Behavior
• Log in three to five minutes early to every session so you are ready to start on time.
• Acknowledge the students logging into the session.
• Promote student involvement by asking students to participate.

Every session
• Turn on camera and connect to audio.
• Ensure students can see your face on camera during the session.
• Write all attendees’ names down on the Online Attendance Log.
  o If no one attends the session, then write “no attendance” on the Online Attendance Log and submit it.
• Conduct a full session (no less than 30 minutes) regardless of attendance.
• Utilize Lesson Plan to facilitate a discussion of course content and study strategies.
• Record the sessions and upload recorded links to Blackboard site.
  o Session recordings must be saved as the date they occur and must include a brief explanation of topics discussed.
Throughout the Semester

- Schedule Double Sessions (test reviews).
  - Post the test review session day and time on Blackboard site.
- Create and upload handouts/reviews to be utilized in sessions.
- Post reminders of current, cancelled, and/or rescheduled sessions and/or office hours on Blackboard and remind the students in class.
- Answer student emails or posts on the Blackboard Discussion Board.

Office Hour Responsibilities

- Assist the students who attend and answer all questions that they have.
- Request a room if you anticipate a large number of students attending a face-to-face office hour.
- If students do not attend the office hour, then work on lesson plans or handouts.
- Be respectful to those working around you.

Planning Hour Responsibilities

- Plan sessions – work on Lesson Plans or handouts/reviews for sessions and upload to Blackboard.
- Be respectful of those working around you.

Training Meeting Responsibilities

- Attend and actively participate in all training meetings.
- Contact supervisor ASAP if unable to attend training meetings.
  - Schedule an individual meeting with supervisor to receive the information covered in the meeting.

End of Semester Responsibilities

- Remind students to complete the End of Semester Survey that was emailed to them. You will be informed of the date when the surveys will be emailed to the students, so you can frequently remind them to go to the link and complete the survey.
November 16th

- Confirm final exam day and time with professor and decide when to conduct at least one final review session for students assigned to face-to-face sessions and one for the students assigned to online sessions.
- Email SI Graduate Assistant the room request for face-to-face final review session(s).
  - Include in email the date, time, and room size needed.

November 23rd

- Schedule an evaluation meeting with the SI Program Manager.
- Complete a Self-Evaluation Form and bring it to the evaluation meeting to be discussed.

December 2nd

- Stop conducting sessions, office hours, and planning hours.

December 9th

- Submit all Sign-In Sheets and Logs immediately after final sessions are completed, no later than 5 p.m. on date listed above.
- Return all equipment and textbooks checked out to you by 5 p.m. on date listed above.

December 11th

- Submit last timesheet of the semester no later than 5 p.m. on date listed above.
SI Leader Administrative Responsibilities

The following is a list of administrative responsibilities that each SI Leader is accountable for throughout the semester in which they work. Every item discussed is a legal document and very important to the FITW Program. SI Leaders must thoroughly complete and submit all paper documents and online submissions on time to avoid disciplinary action. All submissions will be assessed and discussed with SI Leaders as needed in the case that something needs improvement.

- Please note that all paper documents must be completed in blue or black ink only.

Blackboard

FITW SI

Every SI Leader is assigned to the course in Blackboard titled “FITW SI.” SI Leaders will save Lesson Plans to the site as well as have the ability to print needed Session Sign-In Sheets, Online Session Attendance Logs, and timesheets. In addition, there are training videos posted for SIs to watch who have questions about topics such as using WebEx or the Surface Pros.

SI Course Site

Every SI Leader has a Blackboard site, which is identified by the SI course name and is used for the students assigned to the online sessions. The SI Leader must post links to online sessions, which are provided by WebEx once the sessions are recorded. In addition, SI Leaders must upload all handouts/reviews created for the students. Finally, SI Leaders must respond to any posts on the Discussion Board and post changes to their session/office hour schedule.

- Please note that no SI Leaders are allowed to change the format of their Blackboard page for any reason.

SI Course Roster

Every SI Leader is responsible for the class roster that they receive for their SI course. The rosters are divided by students assigned to the face-to-face sessions and students assigned to the online sessions. In addition, the rosters contain the Islander emails for each student so that SI Leaders can email them as needed. The rosters are important documents, and SI Leaders must have them in their possession any time they are working. They must acquaint themselves with
the names on the roster and meet as many students listed as possible to encourage them to attend their assigned SI sessions.

SI Leaders must also compare the names of students who attend face-to-face sessions and sign the Session Sign-In Sheets with the roster to ensure that students assigned to the online sessions are not attending face-to-face sessions. In the case that this does occur, inform online students who attend that they are allowed to stay in the session, but if they desire to permanently change their session assignment, then they need to contact the FITW Director to explain the reason for the desired change. Finally, SI Leaders are required to inform the SI Program Manager in the event that a student registers for the class late and needs to be added to the roster as well as receive a session assignment.

Lesson Plans

- Lesson Plans are located and submitted on Blackboard.
- All Lesson Plans are due in Blackboard Fridays by 5 p.m. for the sessions being conducted in the upcoming week.
- Upload the blank Lesson Plan document from the “SI Documents” folder.
- Answer the questions provided to assist you with planning the SI.
- Thoroughly complete the document with concepts to cover and strategies to use in your SI sessions.
- Use one Lesson Plan for all of your sessions.
- Save the document, and title it with the dates of the week in which they occur.
- Upload the completed document in the folder that is titled with your personal name, which is located in the folder titled “Lesson Plan Folders.”
- Email the document to the professor so they know what material you plan to cover in the upcoming sessions. Also, make sure to include the SI Program Manager on the email so they are aware that the email was sent. The email is due Fridays by 5 p.m.
- Lesson Plans will be reviewed and approved. Incomplete Lesson Plans will be discussed in a meeting between the SI Leader and the SI Program Manager. The meeting will determine if training is necessary to ensure that the document is completed according to UMKC SI standards.
Session Sign-In Sheets and SI Online Session Attendance Logs

Session Sign-In Sheets and Online Session Attendance Logs are important to our program. The FITW SI Data Manager relies on these documents to assist with collecting and reporting data, which is the sole purpose of the research grant. Therefore, we expect all SI Leaders to thoroughly complete the documents and turn them in as soon as possible so that all data can be updated and assessed regularly.

- Blank Sign-In Sheets and Online Session Attendance Logs can be found on the rack next to Glasscock #149. SI Leaders are encouraged to keep a small stack of these documents with them to ensure they have them for all sessions. Notebook paper cannot be used as a Sign-In Sheet or Log, the legal document must be used.
- Blank Sign-In Sheets and Online Session Attendance Logs are also located in the “SI Documents” folder on the Blackboard site for printing purposes only.

Session Sign-In Sheets

- Thoroughly complete and submit Sign-In Sheets in box outside Glasscock #149 right after each session and no later than Fridays by 5 p.m.
- Submit one for every session regardless of attendance, just note “no attendance” on the document and turn in.
- Compare names on the Sign-In Sheet to your roster to ensure that only students assigned the face-to-face sessions are in attendance. If you do find a name that belongs to someone assigned to the online sessions, then inform the SI Program Manager of the name. In addition, talk to the student listed to see if their attendance was a misunderstanding or if they desire to change their session assignment. If the attendance was a misunderstanding, then inform them that they are only able to attend the online sessions. If they desire a change in assignment, then encourage them to give the assignment a bit of time to see if they are able to adjust successfully. However, if they are adamant about changing, then inform the student that they need to contact and inform the FITW Director of the desire to change session assignments, and they must provide a reason for the need to change. Once they speak to the Director, they will be informed of the decision. If the change is approved, then the student will be transferred in the system and able to attend the new sessions.
SI Online Session Attendance Log

- Thoroughly complete and submit in box outside Glasscock #149 right no later than Fridays by 5 p.m.
- Submit one for every session regardless of attendance, just note “no attendance” on the appropriate date and turn in.

SI Beginning-of-Semester Survey

- SI Leaders will pass out this survey to the students on the first day of class.
- SI Leaders will ask the student to complete the form and write all times that are good for them to attend an SI session.
- SI Leaders will collect the forms and organize them by time and bring them back to the SI Program Manager to create their session schedules.

SI End-of-Semester Survey (Online)

- The survey will be created online utilizing a program that is used by TAMUCC.
- The SI Program Manager will inform the SI Leaders once the surveys have been emailed to the students.
- SI Leaders will inform the students of the survey and the importance of completing it.
  - Remind the students of the survey until the site is closed.

SI Leader Peer Observation Form

- The form will be emailed to the new SI Leaders with a date on which the form must be completed and submitted to the SI Program Manager.
- New SI Leaders will attend one returning SI Leader’s session and observe the activities that occur in the session.
- The new SI Leader will complete this form while observing the returning SI Leader’s sessions and have a discussion to assist them with understanding the activities that occurred in the session.
- The new SI Leader will submit the form and discuss it with the SI Program Manager.
SI Leader Self-Evaluation Form

- The form will be emailed to the SI Leaders with a date on which the form must be completed and submitted to the SI Program Manager.
- The form will be used by the SI Leaders to evaluate their performance as a SI Leader throughout the semester.
- The SI Leader and the SI Program Manager will discuss the form during the SI Leader’s evaluation at the end of the semester.

SI Session Cancellation Form

- SI Leaders who have to cancel a session must complete this form at least a week in advance of the cancellation to reschedule the session.
- SI Leaders must upload the form from the FITW SI Blackboard site, complete it, and email it to the SI Program Manager.

Timesheets

- All paper timesheets and TimeTraq submissions are due every other Wednesday at 5 p.m. according to the university’s scheduled pay periods.
  - Please refer to the document located in your folder for timesheet due dates.
- Submissions must be filled out completely and must match each other or they will not be approved, which will delay your pay.
  - Please refer to the document located in your folder for thorough instructions on what needs to be included on each paper timesheet.
- Paper timesheets must be written in blue or black ink only or they will not be approved.
SI Leader: 
Course/Section: 
Week of Sessions: 
Have you (check Yes or No):
- Distributed Sign-In Sheet  Yes □ No □
- Prepared handouts/ready to distribute Yes □ No □
- Did you promote your sessions/office hours in class? Yes □ No □
  o If so, how?

<table>
<thead>
<tr>
<th>Content to Cover</th>
<th>Process/Strategy</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Higher-order Questions:</td>
<td></td>
</tr>
</tbody>
</table>

| **Objective 2:** |                  |
| Higher-order Questions: |          |

| **Objective 3:** |                  |
| Higher-order Questions: |          |

**Note how you stimulated each learning style in your session plan.**

Comments/Concerns about the sessions:
_____________________________________________________________________________________
_____________________________________________________________________________________

**How to run an Effective Session:**

**Step 1.** Get students ready to learn.
**Step 2.** Identify basic/core concepts to focus on.
**Step 3.** Understand/apply basic concepts and organize vital information.
**Step 4.** Focus on difficult concepts.
**Step 5.** Closure/session summary.
### Supplemental Instruction Sign-in Sheet

**SI Leader:** _____________________  **Course:** _____________________  **Instructor:** _____________________

**Date:** ____________  **Day:** (Please circle)  **M**  **T**  **W**  **TH**  **F**  **Time:** ____________  **Exam #:** ____________

**Please Print Clearly**

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<th>Professor</th>
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SUPPLEMENTAL INSTRUCTION SURVEY

SI Name: ____________________________  Semester: ____________________________
Professor: __________________________  Course: ____________________________

Weekly Supplemental Instruction sessions will be offered for students enrolled in this course. This questionnaire will determine the most convenient times to schedule these sessions.

Directions: Please complete this survey even if you are not planning to attend the SI sessions. Thank you.

1. How likely is it that you will attend SI for this course?
   - very likely  - likely  - neutral  - not likely  - very unlikely

2. Have you attended SI sessions before?
   - yes  - no

   If yes, how useful did you find the SI sessions to be for helping you succeed in the course?
   - very useful  - useful  - neutral  - not useful  - harmful

3. Check one or more of the following reasons you are taking this course:
   - This course is required for my major.
   - This course satisfies an elective.
   - I am interested in this subject matter.
   - I enrolled in this course because SI is attached to it.
   - Other ________________________________________

4. What grade do you expect to make in this course:  - A  - B  - C  - D  - F

5. What grade do you want to make in this course:  - A  - B  - C  - D  - F

Please fill out the schedule below to help us determine the most convenient times to schedule SI sessions.

Directions: Mark with an "X" the hours you are available to attend

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<th>TIME</th>
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## Supplemental Instruction Peer Observation Form

| Date: ____________ | Number of Students Attending: ____________ |
| SI Leader Observed: __________________________ | Course Observed: __________________________ |
| Session Time and Duration: __________________________ | Session Room: __________________________ |
| Was the S.I. Leader on time? | Yes | No | Time arrived: ____:_____ | Departed: ____:____ |

**Please Note:**

If the SI Leader is not present, you should notify the SI Program Manager of the absence. Leader absence does not receive credit for an observation. If there are no students in attendance, discuss the following questions with the other SI Leader to see what things do or do not work for them. Observations should be thoroughly completed before they are submitted.

Please write complete thoughts/sentences.

1. Did the SI Leader get students involved? What techniques were used? Are the students interacting with each other as well as the SI Leader? (If there was no attendance, discuss what techniques work well for each of you and note them here.)

2. What formats were used (or can be used) to discuss course material with the students? (Q&A, open discussion, quizzing the students, etc.)

3. What effective techniques were used by the SI Leader to convey information (or what techniques do each of you use that work well)? (Handouts, flash cards, projector, etc.)

4. Did the SI Leader allow students enough time to answer questions before interjecting? Are questions redirected to other students?
5. Does the SI Leader encourage students to summarize and understand the major concepts of the course? How does he/she accomplish this?

6. What collaborative group study methods did the SI Leader use, if any? (Active group discussion, working on quiz questions, clusters, etc.) Is this effective? Why or why not?

7. Did the session feel comfortable and relaxed? Was humor used (effectively/ineffectively)? How was the pacing of the session (set by the leader, by the students, both)?

8. Did the SI Leader lecture from the front of the room, sit with the students, or do a mixture of the two formats?

9. Did the SI Leader encourage students to return for future visits? How did he/she accomplish this?

10. Does the SI Leader incorporate study/test-taking strategies into the session? How so? Which ones (test anxiety, note-taking, study habits, etc)?

11. What were the strengths of the session?
12. What suggestions or ideas do you have for the SI Leader?

13. What techniques would you like to incorporate into your session?

Other Comments:

__________________________________________________________________________________________
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Observed Leader’s Signature: ________________________________

Observer’s Signature: ________________________________

Date: ________________________________
SI Leader Self-Evaluation

SI Leader Name: ______________________________________  Semester: ____________________________

Course: ____________________________________________  Professor: _____________________________

Strategies used During Sessions: (Check all that apply)

- [ ] Informal Quiz
- [ ] Study Skill Tips
- [ ] Vocabulary Review
- [ ] Visual Aids
- [ ] Hand Outs
- [ ] Problem Solving Techniques
- [ ] Matrices
- [ ] Note Review
- [ ] Exam Review/Prep/Tips
- [ ] _____________________
- [ ] _____________________
- [ ] _____________________

Practices: (Check all that apply)

During sessions, I……
- [ ] Avoid lecturing to students
- [ ] Let students set pace of the session
- [ ] Encourage students to ask questions
- [ ] Encourage attempts at answers
- [ ] Control dominant students
- [ ] Encourage less verbal students to participate
- [ ] Speak loudly and clearly
- [ ] Control the room and stay on task
- [ ] Use open-ended questions
- [ ] Avoid leading questions
- [ ] Redirect questions back to the group
- [ ] Repeat questions and answers aloud
- [ ] Allow students to identify areas of need
- [ ] Let students do most of the talking (90%)
- [ ] Post a session outline on the board
- [ ] Practice “wait time” after asking a question
- [ ] Utilize the board to implement strategies
- [ ] Show interest and enthusiasm for content
- [ ] Use pairs or groups of 3-5 students
- [ ] Summarize material
- [ ] Check for understanding
- [ ] Hold sessions to prescribed time limit
- [ ] Remind students of next session time and office hour
- [ ] Act upon non-verbal cues indicating confusion
- [ ] Share my desktop to utilize for students online
- [ ] Utilize websites and or handouts
- [ ] Assign students problems or concepts to explain

To promote learning, I……
- [ ] Provide handouts that assist with learning
- [ ] Create and use review sheets
- [ ] Create and use informal quizzes
- [ ] Encourage students to review and compare notes
- [ ] Encourage use of study groups, tutoring, etc.
- [ ] Encourage learning skills and avoid “telling”
- [ ] Model use of study aides (notecards and outlines)
- [ ] Model use of strategies to assist with memory
- [ ] Model how to create steps and rules to learn info

In class, I……
- [ ] Encourage attendance to sessions/office hours
- [ ] Stay attentive
- [ ] Model good student behavior
- [ ] Communicate with and assist the professor
- [ ] Respect the professor and his/her lead
- [ ] Interact with the students

With students, I……
- [ ] Make an effort to learn names and use regularly
- [ ] Establish a rapport with students
- [ ] Use eye contact effectively
- [ ] Treat students equally
- [ ] Appear relaxed and confident
- [ ] Practice patience and understanding
- [ ] Represent FITW SI well
- [ ] Keep all information shared confidential
- [ ] Consistently remind them of my session schedule
- [ ] Promptly answer emails
Circle or underline the word or phrase that best describes the statement:

1. I understand the course material well.
   Always          Most of the time          Sometimes          Rarely          Never

2. I change my approach to a problem if I feel the students do not understand.
   Always          Most of the time          Sometimes          Rarely          Never

3. I help the students develop study skills and test taking strategies associated with the course content.
   Always          Most of the time          Sometimes          Rarely          Never

4. I help the student understand the use of course resources such as notes, handouts, and textbooks.
   Always          Most of the time          Sometimes          Rarely          Never

5. I explain the steps necessary to solving the problem.
   Always          Most of the time          Sometimes          Rarely          Never

6. I encourage the students to come prepared and to stay motivated.
   Always          Most of the time          Sometimes          Rarely          Never

7. I upload WebEx videos to Blackboard right after my online sessions for immediate viewing by students.
   Always          Most of the time          Sometimes          Rarely          Never

8. I consistently maintain my Blackboard site and upload resources for the students.
   Always          Most of the time          Sometimes          Rarely          Never

9. I attend and participate in SI staff meetings.
   Always          Most of the time          Sometimes          Rarely          Never

10. I accurately complete and submit my timesheets and TimeTraq by the deadline.
    Always          Most of the time          Sometimes          Rarely          Never

11. I complete and submit all paperwork (Lesson Plans and Sign In Sheets) on time.
    Always          Most of the time          Sometimes          Rarely          Never

12. I read and respond to all emails sent by the supervisor and assistants in a timely manner.
    Always          Most of the time          Sometimes          Rarely          Never

Please complete the following statements:

13. My greatest strength as a SI leader is:

14. My greatest weakness as a SI leader is:

15. Areas in which I would like additional training are:
Overall Evaluation Ratings

**Evaluation Ratings:**
4: Outstanding: Exceeds position duties.
3: Good: Satisfactory meets all position duties and at times exceeding them.
2: Needs Improvement: Does not maintain satisfactory performance.
1: Unsatisfactory: Consistently fails to meet position duties.

Using the ratings above please mark the score you feel accurately reflects your ability in following areas:

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<td>Dependability</td>
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<td>Communication</td>
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<td>Ability to maintain contact with FITW staff, faculty, and students, read and reply to supervisor and FITW administration emails.</td>
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<td>Session Techniques</td>
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<td>Ability to facilitate learning in an individual or group setting using various strategies to assist students to process information and better understand class content, homework, and/or assignments.</td>
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<td>Documentation</td>
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<td>Ability to complete and submit all paperwork by deadline: Sign In Sheets, Lesson Plans, marketing materials, TIME TRAQ, and timesheets.</td>
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**Overall Self Evaluation Rating:**

Comments:

________________________________________________________________________________________
________________________________________________________________________________________

I would like to be considered for employment for the next semester. ☐ Yes ☐ No

If yes, then list the course that you are interested in working:

If, no then please submit a letter of resignation to the SI Program Manager asap.

SI Leader Signature: ____________________________ Date: ____________________________
SI Session Cancellation Form

SI Leader: ____________________________       Today’s Date: ____________________________
Professor: ____________________________       Course: ________________________________

Cancelled Session Information:
Session Date: __________________________ Session Time: ____________________________
Reason for Cancellation:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Rescheduled Session Information:
Possible Session Dates/Times:
1) ____________________________
2) ____________________________
3) ____________________________

I have attached the appropriate supporting documents for the cancellation of the SI session.
I will contact the professor and students once the session cancellation is approved.

_______________________________________     _______________________________________
SI Leader Signature                       Program Coordinator

Date: ____________________________       Date: ____________________________

For Program Coordinator Use only:
Appropriate Notice Time Given:_________ Valid Excuse Provided:_________ Documentation:_______
Session Cancellation Approved: _________ Rescheduled Session Day/Time: _________________
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**CODES:**  
1=F2F SI sessions, 2=F2F Office hours, 3=Online Sessions, 4=Online Office Hours  
5=Attending lecture, 6=Meet w/Students 7=Meet w/Professor, 8=Training, 9=SI Logistics

Total Hours
Conducting a Session

Session Logistics
10-minute Warm-Up
30-minute Work-Out
10-Minute Cool Down
=50-Minute SI Session

Introduction (10 minutes)
- Remind the students of your name, course, contact information, and session schedule.
- Open the session with activities that get the students motivated to learn.
  - Review what was discussed at last SI session.
  - Summarize lecture/main points.
  - Conduct an informal quiz over lecture or reading material.
  - Lead a note review.
- Reinforce the purpose of Supplemental Instruction.

Middle of the Session (30 minutes)
- Utilize strategies and games that review course material.
  - Utilize a Vocabulary/Concept Matrix.
  - Review formulas important concepts using games.
- Keep the students involved and engaged.
- Utilize “Wait Time” and “Redirecting Questions” strategies.
- See the “Session Strategies” section for new ideas.

Ending the Session (10 minutes)
- Summarize the material reviewed in the SI session.
  - Conduct an informal quiz.
  - Predict test questions.
  - Orally summarize what was learned at the SI session.
o Identify the “big idea” or most important points.
o Create study guide (SI Leader will keep copy to use as a study guide for exam).

- Check for student understanding.
- Remind the students of the next SI session.

**SI Session Basics**
- Personally invite students to the sessions. Don’t act insulted if they offer an excuse for not attending.
- Maintain eye contact.
- Arrange furniture to promote group interaction.
- Explain why we take attendance and distribute a Sign-In Sheet at the beginning of the session. If students enter the session late, greet them, give them the attendance sheet, and involve them in the session. Always make the students feel welcome.
- Introduce yourself and the SI Program to students. Encourage them to introduce themselves.
- Make use of the language of the particular discipline, course, and instructor.
- Be assertive: If you want them to work together, put them into groups. You need to take charge of your session and do not let students dictate control of a session.
- Direct students though the entire activity. Explain what you want them to do, who they should work with, how long they have, and what will happen when they finish the task.
- Do not lecture to the students. Avoid standing in front of the room and writing on the board yourself. Involve the students in every step of the session.
- Wait for students to volunteer an answer before answering, even if it takes an uncomfortable amount of time. It takes time to provide a well-developed answer, so after asking a question the SI Leader should:
  o Wait 15 seconds for student to think and/or respond.
  o Wait 30-60 seconds before directing students to their notes or book for answers.
- 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. **Do not simply provide answers!**
- Encourage students to summarize the major concepts of the lectures. Let other students fine-tune the responses. If the information is incorrect, ask students to find specific references in the text or notes that will clarify the correct answers.
- Encourage and support students during sessions. If they get the answer incorrect, try not to make them feel inferior.
- 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.
- Refer to the syllabus regularly. Check that students understand the requirements and dates of reading assignments, projects, and tests.
- Use the board to involve the students in the session. Write large enough for everyone to read. Prepare boards before the session begins.
  - When you work problems on the board make sure the students explain how they worked the problem. Do not just let a student write the answer, ask them to explain the steps.
- Sit with the students during the session as much as possible to show them that you are a peer actively involved in the discussion and not an authority teaching them.
- If your group has more than six students, divide students into groups. Provide discussion topics/problems that the groups can explore, and have them write answers or work problems on the board. Have each small group report back to the large group.
  - Move from group to group, participating from time to time, reassuring the group that you are still there for them. Do not just sit in the back of the room away from the group. You must always be involved with the students!
- Encourage the students to form small study groups outside of SI to perpetuate learning.
The Core Principles of Supplemental Instruction

Redirecting Questions

Redirecting questions can be considered the process most central to the Supplemental Instruction program. The process itself is fairly simple to understand but difficult to practice without a context to do so. The goal of this process is to encourage more and better student-to-student interactions in the sessions. It is based on the concept that we all learn better when we have to explain something to someone else. The natural tendency for anyone is to answer questions asked; this process requires the leader to suppress that tendency and redirect questions back to the group. Perhaps it is easier to illustrate this process with a few examples.

Sample Interactions:
Student to Leader: Who came up with the law of relativity?
Leader: Does someone have the answer to this question?
[Resist the natural urge to provide a quick answer, so you can go on with more complex questions. Redirect back to the group to avoid a Question & Answer session.]

Student to Leader: What is the derivative of a constant?
Leader: Can anyone find an answer to that in your notes or text?
[Use the resources that students have. Useful when it is obvious that students don’t know the answer. Makes students think for themselves and process the material in a way that will be helpful for them.]

Student to Leader: I don’t understand how temperature affects a chemical reaction.
Leader: I’m glad you brought that up! Why don’t we analyze #5 on the handout to see if we can understand how temperature affects different reactions? Let’s see if we can come up with the reasons by the end of the session.
[Remember to use responses that offer positive reinforcement. Leaders often will anticipate problem areas and have sample problems on a handout. A useful handout may structure the answers and list steps.]

Student to Leader: I don’t know how to do this problem.
Leader: What part(s) of the problem do you understand?
[This will help narrow the question and divide it up in more useful parts.]

Student to Leader: I understand how to get the derivative, but I don’t know what to do next.
Leader: Would someone please go to the board and scribe as we work the problem out together? Or: Would someone please put what you have for this problem on the board?
[Note: This interaction demonstrates that there may be a two- or three-phase process. SI leaders get questions redirected back to them, for example. In that case, help the students to structure the problem, redirecting as you go.]
The Inside Scoop on Redirecting Questions

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

Questions that require students to think – It’s all in the verbs!
- Level 1 (Knowledge) – define, repeat, record, list, recall, name, relate, underline
- Level 2 (Comprehension) – translate, restate, discuss, describe, recognize, explain
- Level 3 (Application) – interpret, apply, employ, use, demonstrate, sketch,
- Level 4 (Analysis) – distinguish, analyze, differentiate, calculate, test, compare
- Level 5 (Synthesis) – compose, plan, design, arrange, collect, create, prepare
- Level 6 (Evaluation) – judge, evaluate, compare, value, score, revise, assess

Directing Discussion Back to the Group

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

- What is this question asking for?
- Why are you thinking of it in that way?
- Can you think of another way to think about this?
- Let’s write down everything we know about this topic/problem/theory.
- How can you relate this to everyday life?
- Okay, that’s the book definition, but how do we define that (i.e. in your own words)?

So, how do you think you can redirect questions?

**Practice Exercise**

1. Have each participant write down a question that could be asked in a session for his/her discipline.
2. Make sure that the group is in a circle to avoid even this practice exercise’s evolving into a mini-lecture.
3. Select one participant to take the role of an SI leader.
4. Have the participants ask the questions they have written down.
5. Have the leader redirect the questions to the group. Group members should answer as naturally as possible.
6. After several exchanges, change who is taking the role of the leader and repeat the process.

**Discussion and Debrief:**

1. How does this process attempt to break the *Dependency Cycle*?
2. Map the interaction patterns that occurred during this exercise. Discuss how effective the interactions were in promoting student learning.
3. What would you do if the response by the student after the leader’s redirect were “If I knew how to do this problem, I wouldn’t have to come to SI”?
4. Make sure you are redirecting the right questions. Can you give an example of a redirection that shows that the leader misunderstood the question?
5. Are there some questions that should not be redirected? Give an example.
6. Give an example of an additional sample phrase for redirecting questions.
Wait-Time

Definition:

Wait-time is the time that elapses between an SI leader-initiated question and the next behavior (student response or the leader talking again). There are two kinds of wait-time:

1. The time the leader waits after asking a question, and
2. The time the leader waits after a response.

Rationale:

Wait-time is an important factor in successful SI sessions. Extensive research has demonstrated that the quality and quantity of students’ verbal responses increases significantly if teachers (SI leaders) regularly utilize at least three seconds of wait-time. Wait-time (2) seems to be even more significant than wait-time (1). So, once again, if SI leaders resist the natural temptation to jump in too quickly to answer or rephrase, student learning improves. Increased wait-time probably allows the brain more opportunity to consolidate information, which allows for deeper processing of information. According to de Jong and Ferguson-Hessler, deep-level knowledge is associated with comprehension, abstraction, critical judgment, and evaluation. Deep-level knowledge “has been thoroughly processed, structured, and stored in memory in a way that makes it useful for application and task performance.”

Research Findings:

For Students:

1. More students answer
2. More accurate answers
3. Answers are more elaborate, reasoned, and supported
4. Students listen to each other more
5. More speculative responses
6. More questions asked
7. More participation by poorer students
8. Increase in use of logical consistency in responses

For SI Leaders:

1. Asks fewer questions
2. Connects questions better
3. Asks more higher-order questions
4. Demonstrates greater flexibility
5. Expects more from poorer students
A 1987 study showed amazing results when the amount of wait-time after a question is asked was increased from one to three seconds.

<table>
<thead>
<tr>
<th>Wait 1 second</th>
<th>Wait 3 seconds</th>
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<tbody>
<tr>
<td>3 responses</td>
<td>37 responses</td>
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<tr>
<td>7 words/response</td>
<td>28 words/response</td>
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</tbody>
</table>

When Students Don’t Respond:

SI leaders may worry about what to do if no one responds. After waiting 5-10 seconds with no responses, they may want to try one of the following:

- Repeat the question
- Rephrase the question
- Simplify the question
- Ask a student to attempt to rephrase the question
- Break down the question into its component parts
- Make the question more specific
- Ask students what it is about the question they do not understand

*After each alternative, wait an additional 5-10 seconds.

Practice Exercise:

1. What can you as an SI leader do if no one answers a question?

2. Write one possible question from your discipline to actually demonstrate the technique. Write down several anticipated responses.

3. Use the Think-Pair-Share technique with the others in the group using the question you just wrote down in #2. [See Think-Pair-Share in the Collaborative Learning Techniques.]

4. What are some ways you can remind yourself to wait? (Examples: take a drink of water, look at each of the students, etc.)
Checking for Understanding

Definition:

The learning strategies that SI leaders use in their sessions are designed to promote student-to-student interactions. We cannot automatically assume, however, that the students are gaining understanding from their interactions. Instead, we must check for understanding by asking the students to confirm that they have learned the content.

Rationale:

The most common method of checking understanding is to ask the students a closed-ended question like, “Do you understand?” This question can be answered with a simple yes or no. This is not effective because students are sometimes uncomfortable admitting that they still do not understand a concept, especially if considerable time has just been spent on it during the session. Instead, questions that check for understanding should be open-ended and require higher-order thinking skills.

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Connection to Bloom’s</th>
<th>Example Questions</th>
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<tbody>
<tr>
<td>Close-Ended Questions</td>
<td>Helps you and students confirm their understanding and quickly identify knowledge gaps.</td>
<td>“What is the definition of reward power?”</td>
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<td>Appropriate for Knowledge level of learning.</td>
<td>“Is this a homozygous or heterozygous plant?”</td>
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<tr>
<td>Open-Ended Questions</td>
<td>Requires students to “dive deep”: explain, make connections and associations, and develop deeper understanding of concepts.</td>
<td>“When would an aligning action be detrimental?” “What disease would create the bone deformity that you see in this picture?”</td>
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<td>Appropriate for Comprehension through Evaluation levels of learning.</td>
<td>“Why are diamonds not considered scarce in economic terms?”</td>
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</table>
It is essential that students can explain the discussed topic in their own words so the leader knows that students understand before proceeding to the next topic. If there is any doubt that the students have not “got” it, the concept should be discussed again. The leader should make sure that the students get a chance to demonstrate their understanding so that demonstrating understanding becomes a part of the SI sessions. This will improve student preparation and learning.

“Which one” questions ask students to collect information and make informed decisions.
Example: “Which serious public health issue most deserved research funding from NFS?”

“How” questions ask students to understand problems, weigh options from different points of view, and propose solutions.
Example: “Propose a solution to a specific environmental problem in Utah. Explain how your proposal will work, and why it is the best option.”

“What if” or hypothetical questions ask students to use the knowledge they have to pose a hypothesis and consider options.
Example: “What if unique censorship laws were enacted for the internet that are different than print media?”

“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 abuse children?”

Possible Ways to Check for Understanding:

1. Always maintain eye contact with the students during the SI session. By making eye contact, you will likely see when a student is confused.

2. Ask a student to summarize the concept just covered. If he or she struggles, ask the group to help him or her.

3. Ask for a volunteer to write the main points of the discussion on the board.
4. Ask a question that requires the student to understand in order to answer correctly. For example, if you just covered the difference between the logical rules of interference, Disjunctive Syllogism and Modus Ponens, ask the group, “So I can use Disjunctive Syllogism on this argument, right?” when you cannot, based on the discussion. When they reply, “No, of course not”, ask them why not.

5. Once in a while, intentionally make mistakes on the board. The students will catch you if they understand. If no one notices, probe the group about the content on the board until they discover the mistake. (Frequent use of this strategy may confuse students.)

6. Ask the students to rephrase the question you asked originally or the summary another student gave.

7. Ask for real-life examples or applications of the concept.

8. Ask for a similar problem, metaphor, or analogy.

9. 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 in the Strategies Section.

10. Predict Test Questions
    Divide students into groups of two or three. Have them write a test question for a specific topic, ensuring that all major topics have been covered. Ask students to write their question on the board for discussion. This technique requires more time but the benefit is that students see additional questions which focus on the specific material that has just been presented.

11. Identify 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.” This technique can be useful if you’re nearly out of time. If there is sufficient time, have students organize the selected topics into more generalized concepts. We know that students frequently feel overwhelmed by the sheer volume of information that they have to deal with during the term. They need practice with organizing all of the information presented.

12. Predict the Next Lecture Topic
    Have students predict the next lecture topic. See if there are connections between the last lecture and the next one. This activity helps to prepare them for new material, especially if it can be connected to information they have just mastered in the SI session.

13. Summarize the Procedure/ Steps/ Etc.
    Sometimes it is more important to go over how an answer was arrived at, rather than reviewing the process itself. Remember to give time to the process of learning.
The Board-Work Model

Definition:

Well-organized board work in SI sessions is crucial to helping students understand how to solve specific problems. The Board-work Model is a method of organizing board work in order to facilitate an understanding of problem-solving strategies as a process. It requires four types of information to be collected for each problem: (1) prerequisite knowledge, (2) mathematical steps, (3) a narrative of the steps, and (4) identification, solution, or construction of a similar problem. SI leaders use this model when (1) students don’t know how to solve a problem, (2) students are stuck within a problem/solution or (3) to check student understanding of how to solve each type of problem, or (4) to help organize and “chunk” different types of problems.

Rationale:

Problem-solving courses like chemistry, physics, or mathematics are major obstacles for many students. Students often don’t know how to begin to attack a problem or do not know what to do when they encounter difficulty in the midst of finding a solution. In general, SI creates a “safe haven” for students to learn general problem-solving skills. In SI sessions, attendees help each other by actively exchanging strategies for problem-solving. Students need to become part of a collaborative, mutual-help team, attacking a common problem and solution together by pooling resources. When students get stuck, the manner in which SI leaders handle the situation determines whether the student gains an understanding of the process or merely gets a right answer.

Procedure:

1. Arrive early and organize the board into four columns. Label like the diagram on the next page. Allow enough room for two people to write at once.
2. Ask for a volunteer to write on the board. If you encounter reluctance, reassure them that the group will tell the scribe what to write (they don’t need to know what to do already).
3. As a group, brainstorm all formulas, equations, rules, etc. required to solve the problem.
4. Ask for another volunteer to scribe.
   a. The first volunteer will list the mathematical steps in the solution; the second will write out the narrative of the steps in the solution. This should be done simultaneously, and the steps in each column should be numbered. The narrative is very important because students need to verbalize the steps in their own words.
   b. Encourage students whose skills are verbal to try their hand at the mathematical steps and vice-versa. Remember, the group will help them.
   c. Depending on the ability level of the group, identify, solve, or construct and solve a similar problem. Generally, weaker students should begin by identifying similar problems, but do not underestimate their ability to or how much they will benefit from constructing a problem. If they can get inside a problem enough to construct another one, it will help them understand problem-solving more thoroughly.
**Board-Work Model Examples**

*Example 1*

This is the standard *Board-work Model*. The model can be adapted to fit various problem-solving disciplines.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Mathematical Steps in the Solution</th>
<th>Narrative of Mathematical Steps</th>
<th>Similar Problem: Identify, Construct, Solve</th>
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<tbody>
<tr>
<td>Include relevant equations, formulas, charts, and general rules for solving the type of problem. Include the source of this information (notes, text, previous course)</td>
<td>Solve the problem step-by-step.</td>
<td>Describe what is happening in each step of the solution. Try to introduce students to the language of the discipline.</td>
<td>Check understanding by asking students to identify, construct, and solve similar problems. Provide the answer and the source of any problems used.</td>
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<tr>
<td>Number each step:</td>
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<td>3.</td>
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<tr>
<td>3. % yield = ( \frac{\text{actual}}{\text{theoretical}} )</td>
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</table>
Below is an example of how the *Board-work Model* may be used in a computer science programming course. Notice that the columns serve a slightly different purpose here than they do above. However modified, it is always important to include the narrative of the steps taken to solve the problem.

**Example 2**

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Narrative of Mathematical Steps</th>
<th>Rules</th>
<th>Similar Problem</th>
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</thead>
</table>
| 1. While (condition) | 1. **While** is a word reserved for a loop. The **condition** determines when the loop will end; in other words, which condition will be checked for “true” every time the loop runs.  
2. This step(s) will be repeated every time the loop runs.  
3. The **increment** increments the variable used in a determined loop to avoid an infinite loop. | The condition must follow valid logic. | 1. While (x<10)  
{  
2. cout<<”Hi”;  
3. x++;  
} |
**Study Skills**

Study Skills are the tools SI Leaders teach and reinforce in SI sessions to help students learn to study more effectively. Given the knowledge that many students come to college without the necessary study skills, the job of teaching students how to study becomes even more vital. Our goal, as SI leaders, should be to build up students’ study skill “tool box” with a variety of study skills that will be of benefit throughout their college careers. SI leaders should make it a point to not only introduce and demonstrate various study skills, but to also reinforce their use during the semester. Sharing those that have worked especially well for a particular class in the past is a huge bonus, and using these “favorites” repeatedly in sessions is encouraged.

The idea is not to introduce a new study skill each session just for the sake of doing something new. Rather, the idea is to introduce several that are useful to the course (and other courses) and then to give plenty of opportunity to practice this skill. You may even repeat a skill a few times because one is more effective for the course content than others. This constant exposure is what helps students learn how to effectively use the study skills and to be convinced of their effectiveness. As a suggestion, try introducing a new study skill during one session of the week and then practice using it at the next session. On another note, test review sessions are a great time to not only review content to be covered on the test but to also review the study skills presented since the last test to remind students to utilize them.

As a point of distinction, activities in SI sessions are different than study skills. Study skills are techniques that can be effectively utilized when individual students study at home. Activities, on the other hand, may be used to practice a study skill and are generally planned to be done in session with the whole group. Examples of activities are: 1) playing Jeopardy, 2) having a competition with flashcards to see which team answers the most correctly in the shortest amount of time, 3) for subjects that have multiple parts of an object/organism to be learned, hand out pictures with the parts indicated but not labeled – divide into groups and have each group determine the appropriate labels, 4) do group problem solving – send as many people as possible to the board and have them work on the same problem – compare answers and discuss with the whole group why the problem was worked that way. As you notice, each of these activities include study skills, but they are utilized in a way that allows the group to participate.
Group Work

Collaborative learning, better known as group work, is a critical SI technique that encourages students to learn from each other. This is one of the reasons why we call SI peer-assisted group study. Not only do we have peers leading the sessions, but we also have session attendees learning from each other.

There are a number of different ways to utilize group work in a session, and below are just a few of those:

a. Group Discussion – a general discussion of an issue or topic by the group where individual members are free to contribute as they wish. Ideally, everyone is equally involved, and the SI leader should pay close attention to encourage everyone to participate and to not allow any one member to dominate the discussion.

b. Clusters – group participants are divided into smaller groups for discussion. You may allow them to self-select their small group sometimes whereas you mix it up purposefully at others. After discussion has occurred in the cluster, remember to allow each cluster to report their ideas back to the large group. Another way to utilize clusters is to assign different parts of the same problem or issue to different groups. After they’ve had time to work on their components, have everybody share with the larger group.

c. Turn to a partner – group members work with a partner on an assignment or discussion topic. Once time has been allotted for partner discussion, the leader should bring everyone back together to hear and share ideas from each pair.

d. Think/Pair/Share – group members work on an assignment or project individually and then pair up to share their ideas. The intention here is to give individuals the chance to think about a topic or problem before they discuss it with a partner. Research shows that answers differ dramatically when people are given time to contemplate. Announce a specific amount of time to thin and then have participants turn to their partner and share their ideas. Ask for volunteers to share with the whole group.

e. Create teams to compete in games

f. Pair stronger students with those struggling to work cooperatively on problems.
Online Sessions

WebEx

Logging In

1. Open a web browser and go to [https://tamucc.webex.com](https://tamucc.webex.com), click log in in the upper right corner, and then type in your username and password to access the system.

2. Once logged in, you can schedule meetings, attend other meetings, view your old recorded meetings, or set up your profile.
Scheduling Meetings

1. From the main menu for WebEx you can select several options from the left side menu.

   - **New User Reference**
   - **Attend a Meeting**
     - Browse Meetings
     - Unlisted Meeting
   - **Host a Meeting**
     - My Personal Room
     - Schedule a Meeting
     - Meet Now
     - My Meetings
     - My Recorded Meetings

2. If you wish to schedule meetings in advance you will want to click “Schedule a Meeting.” Then, if you want to see what meetings you have scheduled, click “My Meetings.”

3. You can use your “Personal Room” and distribute the URL to your students. Additionally, you can set up a password for your “Personal Room” in your profile.

4. When you click “Schedule a Meeting,” you will be taken to the screen below. Simply fill in all the required information and you will be able to schedule a meeting.
5. If you ever need to edit or cancel your scheduled meetings, simply click “My Meetings” on the toolbar. Then click on your meeting to open a detailed description of your meeting. You can also check your meetings box on the left side of the screen and cancel from this menu.

6. In the detailed view of your meeting, there are several things you can do. Clicking “Edit” takes you to the original “Schedule a Meeting” screen. Clicking “Cancel Meeting” will cancel the currently selected meeting, and clicking “Start” immediately starts the meeting.
1. The personal room is an excellent alternative to scheduling meetings. By using your personal room provided by WebEx you will always be able to host meetings.
2. Just like when a meeting is scheduled, personal rooms provide a URL to share with students or a phone number if they would rather call in and listen on their phones.
3. Also just like scheduled meetings, a password can be set up so that only your students can enter the room.
4. The link to your room can be embedded into your Blackboard page so that all students have to do is click the link in Blackboard and then click “Enter Room” and they will be able to join your session.
**Meeting Center Interface**

1. Click this button to begin recording your meeting. While recording, the system will record everything you do in the meeting center. If you share your screen with your students it will also record everything you do on your computer while sharing your screen (e.g. OneNote, Microsoft Word, Internet Explorer, etc.).

2. You can click this button to lock your meeting room and not allow other students to enter the room (this should not usually be done).

3. If you click this button while in the meeting interface, you will then exit the room after several other prompts warning you about leaving the room. If you leave the room while a meeting is in progress it will end the meeting.

4. Click this button to connect your computer’s audio and video systems to the meeting interface. YOU MUST DO THIS or your students will be unable to hear you. Additionally, if your participants do not click this button, they will be unable to hear you or talk to you. You can also test out your computer’s speakers and microphone using this option.

5. Click this button to share your computer screen with your students. This is useful if you want to show students a YouTube video related to the session material, have practice
problems to work out in Word, or want to use OneNote to outline notes with students. While your screen is shared you still have access to the rest of the meeting center interface through a small task bar at the top of the screen.

6. Click this button to send the meeting URL and invitation for your meeting to your students through Blackboard or through email.

7. In this area of the meeting center interface you will find the names of all the current participants in the meeting, the chat function to type messages to students, more recording options, and a notepad for the meeting.
   a. **Participants:** This area will tell you a lot about your connected students. If there is a little blue Cisco ball to the left of the participant’s name, they are currently the presenter (usually this will be you). If there is a headphones icon, the participant is connected to the audio system. If there is a phone icon, the participant is connected to the meeting through a telephone. If there is a red slashed microphone to the right of the participant’s name, they are muted. If students have connected their cameras, their video playback will also be in this area.
   b. **Chat:** This function will allow you to send typed messages to the meeting participants. You can send messages to a single participant or the whole meeting. This area will also display all messages you have received.
   c. **Recorder:** Clicking the record button in this area will start the meeting recording just like above. Additionally, this task bar contains the stop button for when you are done recording.
   d. **Notes:** This is a little notepad where you can jot down ideas and thoughts. This is not shared with your students UNLESS you share your screen.

8. Clicking this button will create a new whiteboard as shown below. However it is STRONGLY advised that you do not use the meeting center interface whiteboard system as it can glitch (a lot). OneNote is usually better for writing note outlines.
9. This is the meeting center interface taskbar. It contains many useful options for your meeting. Especially important are the participant and meeting tabs.
10. This tab displays all of the meetings info as displayed below. This info can be used so that participants can call in with a phone if they do not have access to a computer. This information is also unique to each meeting, so it will change from session to session.
11. You can also create Poll Questions within the Meeting interface. This is a great way to check student understanding of the material throughout the lesson. To open polling questions, click File and then click Open Poll Questions.

12. Using the Poll menu, you can create questions to ask students. Possible question types are multiple choice single answer, multiple choice multiple answers, and short answer. You can then create an answer for the question below that.
13. You can choose to receive results for the class as a whole or you can record all individual responses by clicking the box for that option.

**Blackboard**

1. To access your meetings once you have recorded them, simply click on Recorded Meetings at Tamucc.webex.com when you are logged in.

![Blackboard Meeting Center](image)

2. After this, click on the name of the meeting you would like to upload. Check and make sure that it is the meeting you have just done so that you do not accidentally upload a previous meeting. After clicking it you will see a screen like the one below.

![Meeting Details](image)

3. Copy the URL for the STREAMING recording, not download recording. Then open up Blackboard, create a web link, and paste the streaming link into the web URL.
Strategies to Promote Session Attendance

In Class:

- Give a good, well-planned overview of SI during the SI introduction speech on the first day of class.
- Write your Islander email on the board and ask the students to email you in order to be added to a SI distribution list that will be active throughout the semester. Inform the students that by signing up for this email, they will receive:
  - Reminders about what is going on in SI.
  - Handouts and other study aids developed SI.
  - Other test preparation materials developed for SI.
  - Game plans for the next week of sessions, which will include what will be addressed in sessions, and what they will gain from the information.
- Mention in class that a specific learning skill will be presented in SI that will make learning and remembering specific material easier.
- Announce in class that relevant study skills will be covered in sessions.
- Announce that helpful study guides and handouts will be made available in sessions and/or on Blackboard.
- Offer sample tests in SI sessions with questions developed with the instructor. The instructor could make these available in class with the comment that they will only be discussed during SI sessions.
- Sit in different places in the classroom to meet students, be more accessible for questions on SI, and provide a convenient visual model of good lecture notes.
- Use personal invitations to students in the class to attend SI sessions. This is a good way to distribute SI bookmarks throughout the semester.
- Post eye-catching signs in the classroom to remind students of SI benefits.
- Remind students that they can use SI as their weekly study time. This will help students keep up with the course and not slack off.
- Be a model student during class. Students will see you as attentive and more professional and will be more willing to come to a SI session as a result.
- Inform students of days and times for “Double Sessions” and the benefits of attending.
In SI Sessions:

- During the first couple of weeks, reiterate how SI sessions work, the role of the students, and role of the SI Leader. As more attendees appear, reiterate this information, briefly.
- Write an agenda on the board.
- Encourage students to build relationships amongst themselves through group work and social time. Going to SI with friends will make the experience even more rewarding, and students will come to SI in pairs or groups.
- Make sessions fun! Use games, jokes, treats, and social time to lighten the mood and encourage students to get to know each other.
- Have a “bring a friend night” or other themes to encourage SI participants to bring new participants to the sessions.
- Use positive reinforcement during SI. Praise and compliment the students. If students give the wrong answer, praise them for trying and ask if anyone can help get to a better answer.
- Create and pass out handouts during SI sessions. When study materials are created or provided during SI, then the students leave with something tangible to study with, which confirms to them the benefits of SI. It could be an empty matrix, sample problems, etc. Allow students to work on this for a period of time in session, only helping them if completely necessary – the goal is to create independent learners.
- When permissible, use old tests in SI sessions to help students properly format possible test questions and answers for upcoming exams.
- Close or open sessions with a consistent exercise, such as a quiz, vocabulary review, continuous test review, etc. Students will become used to this routine and feel they are “missing out” on something if they do not attend SI.
- Preview the next SI session during the current sessions. This can create an incentive for participants to come back.
- At the end of each SI session, remind SI attendees of the time and location of the next session.
- End each session with a reason to come back. Have students tell others what they have learned from that sessions so everyone can see the benefits in action.
On Blackboard

- Alter SI times to accommodate a greater number of students. Survey the students using the Discussion Board on your Blackboard site.
- Post new handouts online on a consistent basis. Never let outdated information stay posted on the Blackboard site.
  - Please note that any handouts/reviews created for face-to-face sessions must be posted to Blackboard so the students assigned to the online sessions have access to them as well.
- Post announcements that provide glimpses of information that will be discussed in sessions.
- Post problems on the site that have been worked out and solved and inform the students they are examples of problems/concepts that will be discussed in sessions.

Instructor Involvement

- At your initial instructor meeting, establish how often you and the instructor will meet to discuss the course and SI.
- Speak with your professor about putting your SI information on the course syllabus.
- Meet with each faculty member multiple times during a semester. The more clearly the instructors understand the SI model, the easier it will be for them to see it is something that is worthy of their support. Then, the instructors will find it easier to say positive things about SI in class and to colleagues.
- Ask instructors to encourage SI attendance for all students on a weekly basis. Without this visible, verbal support, SI has reduced chances of success.
- Make sure the students see you speaking with the instructor. This shows the students the leader has good rapport with the instructor and may have better insight on exam topics.
- Ask your professor to allow you some time at the beginning of the semester to conduct a five-minute mock session so students can see what SI is like.
- Collaborate with your professor to prepare a practice exam to distribute to students, with the answer being reviewed during SI. Students who cannot attend SI will still receive the exam, and you can encourage them to meet with other students to complete it.
• Discuss with your professor the possibility of having the students create questions in SI that they could use on the exam. This will help them develop the skills to think like their professor and to feel some “ownership” of the test.
• Be confident in your professors’ support of SI.
• Have TAs discuss the benefits of SI sessions in recitation. The more people that encourage students to attend sessions, the better.
• Provide your instructor and TA with SI signs or bookmarks for their office/workspace.
• Suggest that instructors offer extra credit for attending a number of SI sessions.

Student Interactions
• Get to know students’ names and use them! Using names humanizes the SI experience, making students feel more important and special.
• Emphasize your own personal SI experience. If you attended, or are attending SI for another class, tell the students what benefits you got out of SI.
• Get regular SI attendees to act as “undercover SI agents” to promote SI to other students in the class.
• Use testimony from current and/or past SI attendees on how SI helps learn the subject matter and improves grades (refer to past End-of-Semester Surveys for help).

Tips for Using the Classroom Chalk/White Board
Utilizing the Chalk/White Board in class is an excellent way to encourage students to attend SI sessions. Write on the board every class meeting to reinforce that SI should be part of the student’s daily routine and is an ongoing process. It also lets students know that the SI Leader is present at lecture and wants students to attend sessions. This might also trigger conversations between students regarding personal experiences in SI sessions. Finally, it reminds the instructor to announce SI to the class.
• Things to write on the board:
  o Write times and locations of face-to-face and online SI sessions on the whiteboard each class meeting.
  o Write the agenda for the following session.
  o Write the First in the World website address on the board, and inform students that they can read about SI as well as see the SI session schedule on the site.
    ▪ http://fitw.tamucc.edu/
  o Use colored chalk or markers.
  o Put one difficult problem or concept (Problem of the Day) on the board in class and mention that it will be covered in SI sessions for that week.
  o If a session is that day, write “SI Today” or “SI Tonight” with the time.
  o If an office hour is that day, write “Office Hour Today” with the time.
  o Be sure that everyone can see the message, especially the students in the back row.
  o Other Possibilities:
    ▪ Students who attend SI usually earn higher grades.
    ▪ SI is for EVERYONE!
    ▪ SI is fun, a place to meet people, etc.
    ▪ Improve study skills!
    ▪ Bring a friend!
    ▪ Want to score higher on the next exam?
    ▪ Test or post-test review!
    ▪ Worksheets available!
    ▪ Group work – the possibilities are endless!
    ▪ Midterms? Come to SI for help!
Conflict Resolution

Tips for Resolving Conflict

Conflict resolution is an important part of a SI Leader’s position. Working with students is very rewarding as well as challenging, and student participation is vital to the success of every SI session. Good SI Leaders always maintain an atmosphere in their sessions that promotes acceptance, participation, and most of all, learning. To ensure that this occurs, SI Leaders to have to resolve all conflict as soon as it occurs.

The following scenarios and solutions will assist you with knowing how to handle situations that you may encounter.

Session Scenarios

• Students do not want to participate in the session or become quiet when asked a question.
  o Assign students a specific task to complete for a strategy.
  o Use Sign-In Sheet to choose participants to complete a task. Using the sheet to guide the choice will prevent it from seeming that you are “picking” on any one student.
  o Use group work to promote participation.

• Students want the SI Leader to provide answers and not ask them to participate in sessions.
  o Explain to the students the purpose of SI, and inform them that you are not conducting sessions to provide answers or lecture material.
  o Explain to the students that they learn more when they review and practice the information instead of just getting answers.
  o Explain to the students that they need to practice the information so they are ready to take the tests. You will not be able to provide answers to the tests.

• Students do not want to work on the board
  o Identify someone specific to go to the board. Do not always wait for volunteers.
  o Allow person at the board to write and ask attendees to direct what to write.
  o Send groups up to the board instead of individuals.
o Do not allow the students to talk you (SI Leader) into working the problems on the board or they will always ask and expect you to do the work for them.

- Students interact only with the SI Leader, but not with each other.
  o Introduce yourself at the beginning of the session and have the students do the same so that they get to know each other.
  o Implement an icebreaker at the beginning of a session that will allow the students to meet each other and work together in the session.
  o Put students into groups and assign a task to promote group participation.
  o Put students into pairs to work on a problem together and present it to the group.

- Students are having side conversations.
  o Pause/ignore it.
  o Ask them to stop talking or to share what they are discussing.
  o Do a more active learning activity.
  o Walk towards them and make eye contact.
  o Mix up the seating arrangements.
  o Give them the option to leave if they are consistently disruptive.

- Student challenges the SI Leader or tries to dominate a session.
  o Recognize expertise.
  o Use as a group leader.
  o Redirect comments to the group so they can share their opinion.
  o Talk to the student about behavior during a break or after the session.

- Student acts like the “class clown.”
  o Change your strategy techniques.
  o Give the student a chance to succeed.
  o Allow laughter but get group back on task.
  o Talk to the student about behavior during a break or after the session.
  o Confront offensive comments immediately.

- Student speaks negative comments about the topic or session strategies.
  o Ignore behavior.
  o Ask for a positive idea.
  o Try to make a positive point from their idea.
Talk to the student about behavior during a break or after the session.

- Students who are typically not in sessions are being shunned by regular attendees.
  - Make all of the students feel welcome and included. Friendliness should be promoted and practiced on a regular basis. There are no cliques in education!
  - Put regular attenders in groups with new students to work together.
  - Allow regular attenders help explain the material that has been covered.

- Students are posting derogatory statements about another student on social media sites such as Facebook, Twitter, or Yik Yak.
  - Immediately inform the students that they are breaking FERPA laws, which is violation of student privacy.
  - Explain to the students that they must respect each other in sessions. SI sessions are a safe learning environment and their behavior will not be tolerated.
  - Ask the students to leave the room if their behavior continues.
  - Inform the SI Program Manager and professor of the behavior immediately so that situation can be addressed ASAP.

- Student is on their phone or computer and not a participating in the session.
  - Ask them to put their devices away and participate in the session.
  - Assign them a task to do in a group or on the board.
  - Talk to the student about behavior during a break or after the session.
  - If a student is consistently on the phone, then ask the student to leave the session.

- Student asks the SI Leader for their phone number or to go on a date.
  - Respectfully decline the request. Do not make the student feel alienated or embarrassed about their request. Do not act disgusted/shocked by the request.
  - Inform the student that per your supervisor you are not able to date students due to it being a conflict of interest.

- Student asks to see or make copies of your course notes.
  - Inform the student that per your supervisor you are not able to provide notes to students because it gives them an unfair advantage.
  - Refer them to another student or to the teaching assistant to get notes.
- Student does not want to sign the session Sign-In Sheet.
  - Explain and clarify that the purpose of the Sign-In Sheet is to collect information to improve the SI Program and undergraduate education at TAMUCC.
  - Explain and clarify that the information provided by students is confidential and is only viewed by SI Program Managers.
- Students are angry/frustrated with their professor.
  - Never allow students to speak negatively against faculty or teaching assistants.
  - Do your best to move students to another subject and/or discuss positive aspects about the professor to provide the students with another perspective.
  - Share this information with the SI Program Manager to provide specific feedback.
  - Ask frustrated students to speak with you after the session, and use that time to encourage the students to speak with the professor about their feelings.

**Issues with Rooms**

- Students from another course enter room during session to wait for their class to begin.
  - Politely inform the students that there is a SI session occurring and they can remain in the room as long as they are not disruptive.
  - Kindly ask them to leave the room in the event that they are disruptive.
  - Put a sign on the door informing students that there is a session in progress and to not disturb.
- Professor/students from another course does not leave the room when your session begins.
  - Politely inform them that you are beginning a SI session.
  - If they refuse to leave, then go on with your session.
  - If they are disruptive, then ask them to respect the session in progress.
  - If they continue, then move your students to another room not being used or to the Glasscock building to continue the session.
- A professor states that they need the room in which you are conducting your session.
  - Politely inform the professor that you are conducting a SI session and provide the time that the session will end.
• If the professor continues to state that they need the room, then ask the students to gather their items and take them to a vacant room or the Glasscock Building to complete the session. Make sure to post a sign on the door to inform late students where the session has been moved.

• Make sure to inform the SI Program Manager of the incident and provide as much information about the professor/course that you can so the situation can be resolved in a professional manner.

• Another course or organization is using the room at the same time as your scheduled SI session
  o In the case that a class is going on, then do not bother the professor and relocate your students to another room not being used or to the Glasscock building to continue the session. Leave a note on the door to inform late students where you are located.
  o In the case that it is an organization meeting, then ask if the meeting is supposed to be ongoing in the room or if it is a one-time occurrence. And, then follow the same procedure as above.
Referring Students

There may be times when students share information with you about difficulties they are experiencing. You must immediately notify your professor, SI Program Manager, and/or another TAMUCC authority such I-CARE or UPD in the event that you do not know how to handle a situation or you feel the student is a danger to themselves or someone else. In all other cases, the information below will help you refer students to available campus resources.

Guide to Campus Resources

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Universal Design for Learning

Universal Design for Learning comes from the architectural principle of universal design. Buildings are initially designed to accommodate as many people as possible, with or without disabilities, rather than designed and later modified to accommodate people with disabilities.

Universal Design for Learning (UDL) requires that you may be sensitive to students’ needs and the learning struggles and difficulties they may face. Instead of making special lessons for individual students who do not fit the traditional student mold, incorporating a few basic principles into your lesson planning and teaching will promote a great learning environment for all students.

These fundamental practices enable faculty to adjust their teaching methods without compromising the academic integrity of their courses.

1. Create a climate of openness and respect.
2. Consider the physical environment.
3. Clearly define expectations and offer feedback.
4. Promote information access.
5. Use cooperative learning methods.
6. Assess students’ knowledge through a variety of methods.

IMPORTANT: Never lower the academic standards and expectations you have for your students.

1. Create a Climate of Openness and Respect

Some students may be intimated by you because you are a SI Leader and a more experienced student. Therefore, it is essential to create a climate of openness and respect. This lets students know you are approachable and interested in their success.

- Encourage students to visit with you before class, after SI sessions and to contact you by email.
- Identify campus support services so students know where to go for help (e.g. Academic Resource Center, Counseling and Psychological services, Disability Services, tutoring, etc.).
- Encourage and reinforce questions and comments from all of your students.

2. Consider the Physical Environment

The SI Leader may not always have control over the physical environment of his/her classroom. However, it is good to be aware of conditions that may interfere with learning and improve them if possible.

- Encourage students to choose their seats in the room based on lighting, line of sight, and how well they can hear the lecture.
- Be aware of ambient noise and other auditory interference. Take advantage of amplification systems and captioning.
- Regularly ask students if they can hear you and if they can see the presentation.
- If distracting conditions can’t be remedied, request a different room.
3. Clearly Define Expectations and Offer Feedback

When you clearly define SI session expectations, it gives students a clear sense of direction. Frequent and timely feedback to students allows them to assess their progress and make adjustments to their study strategies.

- Refer to the professor’s syllabus often.
- Consider the alignment between what you teach and what you expect to be on the test.
- Evaluate students’ knowledge during every SI session.
- Build flexibility into SI sessions. Allow for student feedback to guide the direction of your SI session.

4. Promoting Information Access:

Use Multiple Formats (VARK)
Provide students with access to information in a variety of formats, including audio, visual, and hands-on (kinesthetic). Multiple formats increase the effectiveness of instruction.

Audio
- Repeat questions asked in class so students hear the question clearly before you respond.
- Avoid pronouns such as this and that when giving instructions or directions. Use specific nouns and verbs to describe what you are teaching (this will help English language learners).
- Read overheads/slides out loud so that students can get the information in both visual and auditory forms.

Visual
- Use a large font size (18 points or larger) for projected presentations so they can be seen more easily. Also, use contrasting colors and simple designs. While black and white print provides contrast, some colors (such as yellow) are better background to reduce glare.
- Leave overheads/slides up long enough for students to take notes.
- Use captioned videos whenever possible. Captions help many students including international students, students with hearing impairments, students at the back of the room, and all students when the acoustics and/or audio quality are poor.

Kinesthetic
- Use a variety of teaching strategies in addition to lecturing, such as models, simulations, animations, discussion groups, etc.

Use Technology
Computer and other technologies increase information access for many students. Providing information in a digital format also enables students to use assistive devices to access the information.
- Provide digital copies of overheads, lecture outlines, and PowerPoint slides. Many people read more easily if they can enlarge the text, change the font, etc.
- Convert PDF files to text.
• Post SI materials on Blackboard as early as possible. This allows students more time to prepare for class or SI sessions.
• Some students must access information through assistive technology such as screen readers or enlarged fonts. When providing information in digital format, be aware that PDF files and graphic representations such as pictures, graphs, charts, and tables may not be accessible with screen readers or Braille displays. When a graphic is central to a concept, provide a written description.
• Be aware that chat rooms are not accessible via screen readers.
• Contact the SI Director or SI Program Assistant for assistance if you have any questions.
• Ask students to let you know privately if they experience any difficulties with the formats you are using to present SI materials.

Organization & Planning

Provide organizers to help students prepare for upcoming SI sessions or tests. Students rely on advance information to manage their schedules or to arrange for specific accommodations they may need from the Disability Resource Center, such as interpreters, note takers, Braille, audio, or large print.
• A weekly SI Game Plan that outlines the material to be covered in the next week’s SI session can help students plan and organize their time and arrange for any DRC services they may need.
• Post daily class reminders and announcements on the course Blackboard site.
• Encourage students to organize study groups.

Facilitating Note-taking

Note-taking is vital in academic coursework. However, note-taking can be problematic for many students, including students with limited manual dexterity, non-native English speakers, etc.
• Providing an SI session outline facilitates organized and clear note-taking.
• Speak slowly enough to allow students to take notes.
• Using contrasting colors for presentation materials, including white boards, slides, etc. Dark colors such as black and dark blue are more visible than light colors.

5. Use Cooperative Learning Methods

Cooperative learning offers students opportunities to master concepts through discussion, application, and exposure to different perspectives. By using small groups, you can build natural supports for learning.
• Consider ways to include students with disabilities.
• Give written as well as verbal instructions.
• Establish rules for speaking in the group; members should speak one at a time and identify themselves.
• If a student is having difficulty, ask the student privately for suggestions on how he/she can be more involved.
• Do not force any student to read aloud in case there is a student with a reading disability. Always ask for volunteers.

6. Assess Students’ Knowledge Through a Variety of Methods

To the extent possible, use a variety of strategies to assess students’ knowledge such as one-minute papers, informal quizzes, asking questions, etc. The possibilities of doing this depend on considerations of academic integrity, rigor, purpose, practicality, class size, etc.

*Adapted from USU ASD project for educating faculty
http://webdev.usu.edu.edu/drc/facultytraining/home.htm
Bloom’s Taxonomy

Bloom’s Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work.

This resource is divided into different levels each with Keywords that exemplify the level and questions that focus on that same critical thinking level. Questions for Critical Thinking can be used in the classroom to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Use the keywords as guides to structuring questions and tasks. Finish the Questions with content appropriate to the learner. Assessment can be used to help guide culminating projects.

The six levels are:

<table>
<thead>
<tr>
<th>Level I Knowledge/Remember</th>
<th>Level IV Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II Comprehension/Understand</td>
<td>Level V Synthesis/Evaluate</td>
</tr>
<tr>
<td>Level III Application</td>
<td>Level VI Evaluation/Create</td>
</tr>
</tbody>
</table>

Bloom’s Level I: Knowledge/Remember

Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

**Keywords:**

Who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

**Questions:**

- What is…? • Can you select? • Where is…? • When did ___ happen?
- Who were the main…? • Which one…? • Why did…? • How would you describe…?
- When did…? • Can you recall…? • Who was…? • How would you explain…?
- How did ___ happen…? • Can you list the three..? • How is…? • How would you show…?

**Assessment:**

Match character names with pictures of the characters.

Match statements with the character who said them.

List the main characteristics of one of the main characters in a WANTED poster.
Arrange scrambled story pictures and/or scrambled story sentences in sequential order.
Recall details about the setting by creating a picture of where a part of the story took place.

**Blooms Level II: Comprehension/Understand**

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

**Keywords:**
Compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

**Questions:**
• How would you classify the type of…? • How would you compare…? Contrast…?
• Will you state or interpret in your own words…? • How would you rephrase the meaning?
• What facts or ideas show…? • What is the main idea of ……? • Which statements support…?
• Which is the best answer…? • What can you say about …? • How would you summarize…?
• Can you explain what is happening…? • What is meant by…?

**Assessment:**
Interpret pictures of scenes from the story or art print.
Explain selected ideas or parts from the story in his or her own words.
Draw a picture and/or write a sentence showing what happened before and after a passage or illustration found in the book (Visualizing).
Predict what could happen next in the story before the reading of the entire book is completed.
Construct a pictorial time-line that summarizes what happens in the story.
Explain how the main character felt at the beginning, middle, and /or end of the story.

**Blooms Level III: Application**

Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

**Keywords:**
Apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify
Questions:
• How would you use…? • How would you solve ___ using what you’ve learned…? • What examples can you find to…? • How would you show your understanding of…?
• How would you organize ______ to show…? • How would you apply what you learned to develop…?
• What approach would you use to…? • What other way would you plan to…?
• What would result if…? • Can you make use of the facts to…?
• What elements would you use to change…? • What facts would you select to show…?
• What questions would you use to change…? • What facts would you select to show…?

Assessment:
Classify the characters as human, animal, or thing.
Transfer a main character to a new setting.
Make finger puppets and act out a part of the story.
Select a meal that one of the main characters would enjoy eating: plan a menu, and a method of serving it.
Think of a situation that occurred to a character in the story and write about how he or she would have handled the situation differently.
Give examples of people the student knows who have the same problems as the characters in the story.

Blooms Level IV: Analysis
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Keywords:
Analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

Questions:
• What are the parts or features of . . . ? • How is ______ related to . . . ?
• Why do you think . . . ? • What is the theme . . . ? • What motive is there . . . ?
• Can you list the parts . . . ? • What inference can you make . . . ? • What conclusions can you draw . . . ?
• How would you classify . . . ? • How would you categorize . . . ?
• Can you identify the different parts . . . ? • What evidence can you find . . . ?
• What is the relationship between . . . ? • Can you make a distinction between . . . ?
• What is the function of . . . ? • What ideas justify . . . ?

**Assessment:**

Identify general characteristics (stated and/or implied) of the main characters.
Distinguish what could happen from what couldn't happen in the story in real life.
Select parts of the story that were the funniest, saddest, happiest, and most unbelievable.
Differentiate fact from opinion.
Compare and/or contrast two of the main characters.
Select an action of a main character that was exactly the same as something the student would have done.

**Blooms Level V: Synthesis/Evaluate**

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

**Keywords:**

Build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete

**Questions:**

• What changes would you make to solve…? • How would you improve…?
• What would happen if…? • Can you elaborate on the reason…?
• Can you propose an alternative…? • Can you invent…?
• How would you adapt ____________ to create a different…?
• How could you change (modify) the plot (plan)…? • What facts can you compile…?
• What way would you design…? • What could be combined to improve (change)…?
• Suppose you could _____what would you do…? • How would you test…?
• Can you formulate a theory for…? • Can you predict the outcome if…?
• How would you estimate the results for…? • What could be done to minimize (maximize)…?
• Can you construct a model that would change…? • How is _____ related to…?
• Can you think for an original way for the…? • What are the parts or features of…?
• Why do you think…? • What is the theme…? • What motive is there…?
• Can you list the parts…? • What inference can you make…? …? • What ideas justify…?
• What conclusions can you draw…? • How would you classify…? • How would you categorize…? • Can you identify the different parts…? • What evidence can you find…?
• What is the relationship between…? • Can you make the distinction between…?

Assessment:

Create a story from just the title before the story is read (pre-story exercise). Write three new titles for the story that would give a good idea what it was about. Create a poster to advertise the story so people will want to read it. Use your imagination to draw a picture about the story. Create a new product related to the story. Restructure the roles of the main characters to create new outcomes in the story. Compose and perform a dialogue or monologue that will communicate the thoughts of the main character(s) at a given point in the story. Imagine that you are the main character. Write a diary account of daily thoughts and activities. Create an original character and tell how the character would fit into the story. Write the lyrics and music to a song that one of the main characters would sing if he/she/it became a rock star and perform it.

Blooms Level VI: Evaluation/Create

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Keywords:
Award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

Questions:
• Do you agree with the actions/outcome…? • What is your opinion of…?
• How would you prove/ disprove…? • Can you assess the value or importance of…?
• Would it be better if…? • Why did they (the character) choose…?
• What would you recommend…? • How would you rate the…? • How would you evaluate…?
• How would you compare the ideas…? The people…? • How could you determine…?
• What choice would you have made…? • What would you select…?
• How would you prioritize…? • How would you justify…?
• What judgment would you make about…?
• Why was it better that…? • How would you prioritize the facts…?
• What would you cite to defend the actions…? • What data was used to make the conclusion…?
• What information would you use to support the view…?
• Based on what you know, how would you explain…?

Assessment:

Decide which character in the selection he or she would most like to spend a day with and why.
Judge whether or not a character should have acted in a particular way and why.
Decide if the story really could have happened and justify reasons for the decision.
VARK Modalities

The acronym VARK stands for Visual, Aural, Read/Write, and Kinesthetic sensory modalities that are used for learning information. Fleming and Mills (1992) suggested four modalities that seems to reflect the experience of the students and teacher. Although there is some overlap between they are defined as follows.

Remember life and work are multimodal so there are no hard and fast boundaries.

Visual (V):
This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labeled diagram, and all the symbolic arrows, circles, hierarchies, and other devices that people use to represent what could have been presented in words. **It does not include** still pictures or photographs of reality, movies, videos, or PowerPoint. **It does include** designs, whitespace, patterns, shapes, and the different formats that are used to highlight and convey information. Using a whiteboard to draw a diagram with meaningful symbols for the relationship between different things is helpful for those with a Visual preference. **It must be more than mere words in boxes.**

Aural/Auditory (A):
This perceptual mode describes a preference for information that is “heard or spoken.” Learners who have this as their main preference report that they learn best from lectures, group, discussion, radio, email, using mobile phones, speaking, web-chat and talking things through. The Aural preference includes talking out loud as well as talking to oneself. Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking. They may say again what has already been said, or ask an obvious and previously answered question. They have need to say it themselves and they learn through saying it-their way.

Read/Write (R):
This preference is for information displayed as word. Being able to write well and read widely are attributes sought by employers of graduates. This preference emphasizes text-based input and output—reading and writing in all its forms but especially manuals, reports, essays, and assignments. People who prefer this modality are often addicted to PowerPoint, the Internet, list, diaries, dictionaries, thesauri, quotations, and **words, words, words.**

Kinesthetic (K):
By definition this modality refers to the “perceptual preference related to the use of experience and practice (simulated or real).” Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, “either through concrete personal experiences, examples, practice, or simulation” (Fleming and Mills, 1992, pp. 140-141). **It includes** demonstrations, simulations, videos, and movies of “real” things, as well as case studies, practice and applications. **The key is the reality or concrete nature of the example.** If it can be grasped, help tasted, or felt it will probably be included. People with this as a strong preference learn from the experience of doing something and they value their own background of experience and less so the experiences of other.
What about Mixtures? Multimodality (MM):

Life is multimodal. There are seldom instances where one mode is used, or is sufficient, so that is why there is a four-part VARK profile. That is why the VARK questionnaire provides four scores and also why there are mixtures of those four modes. Those who do not have a standout mode with one preference score well above other scores, which is the definition of multimodal.

There are two types. There are those who are flexible in their communication preferences and who switch from mode to mode depending on what they are working with. They are context specific. They choose a single mode to suit the occasion or situation. If they have to deal with legalities they will apply their Read/Write preference. If they are to watch the demonstration of a technique they will be expressing their kinesthetic preference. They are described as VARK Type One, and they may have two, three, or four almost-equal preferences in their VARK scores. There are others who are not satisfied until they have had input (or output) in all of their preferred modes. They take longer to gather information from each mode and, as a result, they often have a deeper and broader understanding. They may be seen as procrastinators or slow-deliverers, but some may merely be gathering all the information before acting. Their decision making and learning may be better because of that breadth of understanding. They are described as VARK Type Two.

VARK Learning Styles

The learning styles model that we use in SI relates to how learners use their various senses to acquire and process information. The model is referred to as VARK, which stands for **Visual, Auditory, Read-Write, Kinesthetic** learning and teaching strategies. While this model appears simple or “common sense”, it is quite effective in guiding you to plan and prepare your teaching methods/learning activities so that your SI sessions will maximize your students’ comprehension of the course material that you review.

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Teaching and Learning Tips</th>
</tr>
</thead>
</table>
| **Visual** The visual learner needs to see, observe, record, write. | ❖ Use pictures, videos, computer software, textbooks, diagrams, graphs, charts, and tables  
❖ Use color to organize and identify information  
❖ Visualize words and facts to be retained, develop examples, analogies and metaphors  
❖ Practice quizzes, word games |
| **Auditory** The auditory learner needs to talk and listen. | ❖ Use audio clips, videos, podcast  
❖ Participate in discussions, group assignments, group problem-solving, debates, study groups, and paired learning activities  
❖ Ask students to provide oral explanations  
❖ Provide oral summaries of information: to self or others  
❖ Ask students to create and ask potential test questions  
❖ Create mnemonics (memory aids) |
| **Read-Write** The read-write learner needs to read material and organize information through writing (and/or typing). | ❖ Review and discuss notes, textbooks, handouts, glossaries, PowerPoint presentations, and supplemental readings.  
❖ Rewrite notes; turn diagrams, charts, etc. into organized outlines  
❖ Create lists, flashcards, paragraph summaries, tables, and charts  
❖ Write out practice test questions and answers |
| **Kinesthetic** The tactile learner needs to be physically involved by doing and/or touching: “hands on” experience. | ❖ Use physical material to explain or represent concept: models, objects, computer programs, “props” to represent abstract concepts, subject-related games and puzzles  
❖ Use a white board to solve problems and draw diagrams, charts, tables, etc.  
❖ Rehearse, memorize while walking or exercising  
❖ Study by writing (or typing) over and over  
❖ Learn by doing: enact or re-enact with self or others  
❖ Represent abstract concepts or processes with physical; materials or action involving students |
The VARK Questionnaire
Version 2.1

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

1. You are helping someone who wants to go to your airport, the center of town, or the railway station. You would:
   a. go with her.
   b. tell her the directions.
   c. write down the directions.
   d. draw, or give her a map.

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

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

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

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

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   a. trying or testing it.
   b. reading the details about its features.
   c. it is a modern design and looks good.
   d. the salesperson telling me about its features.
7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill (such as riding a bike). You learned best by:
   a. watching a demonstration.
   b. listening to somebody explaining it and asking questions.
   c. diagrams and charts – visual clues.
   d. written instructions – manual or textbook.

8. You have a problem with your heart. You would prefer that the doctor:
   a. gave you something to read to explain what was wrong.
   b. used a plastic model to show what was wrong.
   c. described what was wrong.
   d. showed you a diagram of what was wrong.

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

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

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

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

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

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

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

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers (e.g. if you answered b and c for question 3, circle V and R in the question 3 row).

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

<table>
<thead>
<tr>
<th>Question</th>
<th>a category</th>
<th>b category</th>
<th>c category</th>
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<tr>
<td>1</td>
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<td>A</td>
<td>R</td>
<td>V</td>
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</tbody>
</table>

Calculating Your Results

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

Total number of Vs circled =
Total number of As circled =
Total number of Rs circled =
Total number of Ks circled =
Visual Study Strategies

You want the whole picture so you are probably holistic rather than reductionist in your approach. You are often swayed by the way something looks. You are interested in color and layout and design and you know where you are in your environment. You are probably going to draw something.
Aural Study Strategies

You prefer to have this page explained to you. The written words are not as valuable as those you hear. You will probably go and tell somebody about this.

If you have a strong preference for learning by Aural methods (A = hearing), you should probably use some or all of the following:

INTAKE – to take in the information:

- attend classes
- attend discussions and tutorials
- discuss topics with others
- discuss topics with your teachers
- explain new ideas to other people
- use a tape recorder
- remember the interesting examples, stories, jokes
- describe the overheads, pictures, and other visuals to somebody who was not there
- leave spaces in your notes for later recall and ‘filling’

SWOT (Study Without Tears) – to make a learnable package, convert your notes into a learnable package by reducing them (3:1)

- Your notes may be poor because you prefer to listen. You will need to expand your notes by talking with others and collecting notes form the textbook.
- Put your summarized notes onto tapes and listen to them.
- Ask others to ‘hear’ your understanding of a topic.
- Read your summarized notes aloud.
- Explain your notes to another ‘aural’ person.

OUTPUT – to perform well in any test, assignment, or examination:

- Imagine talking with the examiner.
- Listen to your voices and write them down.
- Spend time in quiet places recalling the ideas.
- Practice writing answers to old exam questions.
- Speak your answers aloud or inside your head.
Read/ Write Study Strategies

You like this page because the emphasis is on words and lists. You believe the meanings are within the words, so any talk is OK but this handout is better. You are heading for the library.

If you have a strong preference for learning by Reading and Writing (R&W) learning you should use some, or all, of the following:

INTAKE – to take in the information:

- lists
- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks
- readings – library
- notes (often verbatim)
- teachers who use words well and have lots of information in sentences and notes
- essays
- manuals (computing, technical, and laboratory)

SWOT (Study Without Tears) – to make a learnable package, convert your notes into a learnable package by reducing them (3:1)

- Write out the words again and again.
- Read your notes (silently) again and again.
- Rewrite the ideas and principles into other words.
- Organize any diagrams, graphs into statements (e.g. “The trend is…”).
- Turn reactions, actions, diagrams, charts, and flows into words.
- Imagine your lists arranged in multiple choice questions and distinguish each from each.

OUTPUT – to perform well in any test, assignment, or examination:

- Write exam answers.
- Practice with multiple choice questions.
- Write paragraphs, beginnings, and endings.
- Write your information into lists (a, b, c, d … or 1, 2, 3, 4).
- Arrange your words into hierarchies and points.
Kinesthetic Study Strategies

You want to experience the exam so that you can understand it. The ideas on this page are only valuable if they sound practical, real, and relevant to you. You need to do things in order to understand them.

If you have a strong Kinesthetic preference for learning you should use some or all of the following:

**INTAKE** – to take in the information:

- all your senses – sight, touch, taste, smell, hearing
- laboratories
- field trips
- field tours
- examples of principles
- lecturers who give real-life examples
- applications
- hands-on approaches (computing)
- trial and error
- collections of rock types, plants, shells, or grasses
- exhibits, samples, photographs
- recipes – solutions to problems, previous exam papers

**SWOT (Study Without Tears)** – to make a learnable package, convert your notes into a learnable package by reducing them (3:1)

- Your lecture notes may be poor because the topics were not ‘concrete’ or ‘relevant’.
- You will remember the “real” things that happened.
- Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts.
- Talk about your notes with another “K” person.
- Use pictures and photographs that illustrate an idea.
- Go back to the laboratory or your lab manual.
- Recall the experiments, field trip, etc.

**OUTPUT** – to perform well in any test, assignment, or examination:

- Write practice answers, paragraphs, etc.
- Role play the exam situation in your own room.
Spectrum of Diverse Learners

Texas A&M University-Corpus Christi has become home for many students from a multitude of different races, religions, backgrounds, countries, cultures, and academic preparation. As an SI leader, you will need to be sensitive to the types of students you will encounter in your sessions. The types of learners you will encounter in your sessions include but are not limited to the following categories.

Traditional Students
A traditional university student, according to Utah State University, has completed their high school degree and immediately enrolled at the university. Typically, these students are enrolled as full-time students, and their lives center around their academic and social pursuits at the university.

Non-Traditional Students
The term “Non-traditional Student” encompasses any student who does not fit the definition of a traditional student. Many of these students have not had any formal schooling in seven years or more. Many of them have families or dependents such as spouses, partners, and/or children. These students return to the university to complete unfinished degrees, fulfill prerequisites for professional or graduate schools, or to simply continue their education. Their expectations and assumptions about university coursework may vary from the traditional student because of their previous experiences with academia.

International Students
Texas A&M University has a large percentage of international students. With this type of enrollment, it is likely that your classes will have at least one or more international students. The English language could be a barrier for some of the students. Cultural expectations about education vary greatly from one country to another, and adjusting to the demands of university education in the U.S. may be difficult.
Students with Learning Disabilities

Learning disabilities are a general set of disorders that can affect a person’s ability in the areas of listening, speaking, reading, writing, and mathematics. People with diagnosed learning disabilities are not “dumb” or “lazy.” In fact most people with diagnosed learning disabilities have average to above average intelligence, but they process information differently than most people. Unlike other disabilities, learning disabilities are “hidden” and are often not apparent until the person is in an educational setting.

There is no one specific sign that shows a person has a learning disability.

Characteristics* that may be apparent include:

- Not making use of reading to gather information
- Making many errors when reading aloud, and repeating and pausing often
- Focusing on word recognition to such a degree that it detracts from reading comprehension
- Not understanding what he or she reads
- Showing persistent problems with spelling
- Having sloppy handwriting that is difficult to read or holding a pencil awkwardly
- Struggling to express ideas and communicate in writing
- Having trouble following directions
- Having difficulty with verbal memory and processing large amounts of spoken language
- Not following the social rules of conversation, such as taking turns, and standing too close to the listener
- Not knowing where to begin a task or how to go on from there
- Having problems with abstract reasoning
- Difficulties with socio-emotional skills and behavior
- A lack of “executive functions,” including self-motivation, self-reliance, self-advocacy and goal-setting; or problems with attention, which may be accompanied by hyperactivity, distractibility or passivity

*list of characteristics taken from Florida’s Focus on Adults with Learning Disabilities (http://www.floridatechnet.org/bridges/factsandstats.pdf)
Students with Learning Difficulties

Not all students with learning difficulties have a learning disorder.

Many students may struggle with reading, writing, math, memory, anxiety, etc. These struggles do not reflect a student’s intelligence, but rather a limited skill-set in academics. Students with learning difficulties or learning disabilities can learn effective self-management, study, and organizational strategies to help them become academically successful.

Physical Disabilities

Physical disabilities impair a person’s motor or sensory abilities. These conditions may be debilitating but in no way reflect the student’s cognitive abilities or intelligence. Examples of physical impairments you may encounter in your SI sessions are:

- Low-vision or blindness
- Paraplegia or quadriplegia (limb paralysis)
- Hearing impairments
- Motor impairments (cerebral palsy, Tourette’s syndrome)
- Speech impediments
- Temporary injuries (sports injuries, accidental injuries, etc.)
Planning a Session

Planning Logistics

- Determine your learning objectives.
  - Learning objectives are the map for each session. They guide you in the following:
    - Determining information to review in a SI session
    - Assessing the learning levels expected of students by their professor
    - Selecting the strategies that will actively involve students in learning the course material
  - Use the following questions to develop learning objectives for your sessions:
    - What were the main concepts taught by the professor? What concepts will be the most difficult for students to understand?
    - What other concepts could likely be on the exam and were discussed only briefly or were in the assigned reading and not discussed?
    - What prerequisite information is necessary for students to understand so that they can learn the important and/or most difficult concepts?

- Selecting Strategies
  - Select appropriate strategies that will help your students become actively involved in achieving the learning objectives.
  - Do not choose strategies that do not support your objective because you risk creating a session plan that confuses or frustrates the students.
  - Use the following questions to determine strategies to utilize in sessions:
    - Will the strategy students learn how to learn the material?
    - Does the strategy help students become more independent learners?
    - Does the strategy help students understand the material better?
    - Does the strategy allow the students reason, think, analyze, organize, and collaborate?
Session Planning Basics

- Running a successful session requires careful planning. Never go into a group intending to “play it by ear” or “answer questions.”
- Ask students during class if they will be attending sessions. This can help you plan because you will have a general idea of the size of session to expect. Always plan for more than expected just in case.
- Build flexibility into the organization of your sessions. Be prepared to deviate and adapt your plan to meet student needs. Be sure to leave enough time at the end to cover questions.
- Make SI worth students’ time by planning each session thoroughly while still maintaining flexibility. Have specific activities to work on, and don’t expect students to come with questions. They will have more questions after the activity.
- Don’t feel tied to keeping up with the content. You will not be able to review every bit of content provided by the instructor and the text. Pick and choose the main ideas, but don’t cover additional items or skip ahead of the material the professor is discussing in class.
- It is more effective to “model” how successful students learn a particular subject than it is to “tell” students what they need to know. Show them how to be independent learners.
**SI Leader:**
**Course/Section:**
**Week of Sessions:**
**Length of Session:**

**Have you (check Yes or No):**
- Distributed Sign-In Sheet
- Prepared handouts/ready to distribute
- Did you promote your sessions/office hours in class?
  - If so, how? ______________________________________________________________________________

<table>
<thead>
<tr>
<th>Content to Cover</th>
<th>Process/Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Higher-order Questions:</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2:</strong></td>
<td></td>
</tr>
<tr>
<td>Higher-order Questions:</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 3:</strong></td>
<td></td>
</tr>
<tr>
<td>Higher-order Questions:</td>
<td></td>
</tr>
</tbody>
</table>

*Note how you stimulated each learning style in your session plan.*

**Comments/Concerns about the sessions:**
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

**How to run an Effective Session:**
- **Step 1.** Get students ready to learn.
- **Step 2.** Identify basic/core concepts to focus on.
- **Step 3.** Understand/apply basic concepts and organize vital information.
- **Step 4.** Focus on difficult concepts.
- **Step 5.** Closure/session summary.
SI Leader: SI Leader
Course/Section: 2401.001 A&P I
Week of Sessions: 2/24-2/28

Have you (circle Y or N):
- Distributed Sign-In Sheet
- Prepared handouts/ready to distribute
- Did you promote your sessions/office hours in class?
  - If so, how? flyers

<table>
<thead>
<tr>
<th>Content to Cover</th>
<th>Process/Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1: Skin</strong></td>
<td>• Classify layers of skin</td>
</tr>
<tr>
<td>Higher-order Questions:</td>
<td>• Epidermis, dermis, hypodermis</td>
</tr>
<tr>
<td></td>
<td>• Discuss different terms for these layers; subcutaneous</td>
</tr>
<tr>
<td></td>
<td>• Discuss 5 layers of epidermis</td>
</tr>
<tr>
<td></td>
<td>• Pneumonic to remember 5 epidermal layers</td>
</tr>
<tr>
<td></td>
<td>• What is the purpose/function of the skin</td>
</tr>
<tr>
<td></td>
<td>• Perspiration: sensible, insensible; examples</td>
</tr>
</tbody>
</table>

| **Objective 2: bones and calcium homeostasis** | • Define important terms: osteoblast, osteoclast, osteoprogenitors, osteocytes |
| Higher-order Questions:                        | • Explain the osteoprogenitor cells are stem cells and mature into osteoblasts, which are immature bone cells that later mature into osteocytes which are mature bone cells |
|                                              | • Explain calcium homeostasis and the use of PTH and calcitonin hormones in this process |
|                                              | • Simplify concept and have students focus on what happens at the bones, GI and kidneys |
|                                              | • Bones store, GI absorbs, kidneys excrete                                       |
|                                              | • PTH used when Ca2+ too low                                                     |
|                                              | • Calcitonin used when Ca2+ too high                                            |

| **Objective 3: Muscle contraction**           | • Use videos to assist students with understanding contraction cycle |
| Higher-order Questions:                       | • Go over excitation contraction coupling                                        |
|                                              | • Go over cross bridge cycle                                                    |
|                                              | • Ca2+ is necessary for contraction                                             |
|                                              | • Ca2+ allows troponin and tropomyosin to move which allows myosin to bind to actin forming a cross bridge |
|                                              | • For muscle contraction process will see Ca2+ twice and electrical signal twice |
|                                              | • No ATP = rigor mortis                                                          |
|                                              | • Importance of ATP is to detach myosin head from actin                         |
|                                              | • Importance of ATP hydrolysis is to recock myosin head                          |
|                                              | • Importance of inorganic phosphate removal is to strengthen bond between actin and myosin |
|                                              | • Importance of ADP removal is to allow for a power stroke                      |

**Note how you stimulated each learning style in your session plan.**

Comments/Concerns about the sessions:
- Visual – drawing pictures and examples on the board; video with explanation
- Auditory – video
- Stimulate discussion among students and have them work together to better understand concept. Group study aspect.
Session Tips and Tricks

This portion of the manual is to be used as a tool to assist each SI Leader with successfully planning and conducting a SI session. From campus resources and study tips to problem practice and networking, a good SI Leader will have the knowledge and training to know the correct tool to use at the right time.

Quick Review

SI Session Planning Questions to Ask

1) What is the most difficult content? (Important is not the same as difficult. There will be concepts that you won’t have time for.)
2) What strategies will work well with these concepts? How much time do you expect to spend on each activity?
3) How many students do you expect? What will you need to adjust in these strategies you’ve chosen depending on how many students attend? How can you be ready for students who are not prepared?
4) What do you need to prepare to make these strategies successful? (Review your own notes, write informal quiz questions, select/solve problems etc)
5) Write a summary of plans on Planning the SI Session.
6) What would you like to remind the students to study on own?

Conducting Sessions

Redirecting Questions is used to encourage more and better student to student interaction. Whenever possible, ask students to answer questions directed at you.

Wait Time is the time that elapses between an SI leader-initiated questions and the next behavior (student response or leader talking again).

Wait Time 1: time the leader waits after asking a question.
Wait Time 2: time the leader waits after a response.

Boardwork is utilized in sessions to stimulate the various learning styles and provide a canvas for the students to work together to learn.

Checking for Understanding is essential that students can explain the discussed topic in their own words so the leader knows that students understand before proceeding to the next topic.
**Syllabus**

Review the syllabus with the students early in the academic term. Take note of the homework assignments, exam dates, and grading policy. Is the homework graded? If it is graded, announce that you are not allowed to work homework problems, but that problems similar to the homework will be discussed and worked out during the SI sessions.

**Questioning Techniques**

Bloom’s Taxonomy (1956): Use the chart below when developing questions to use during sessions. Make sure you use a variety of lower and higher level questions.

![Bloom's Taxonomy Chart](chart.png)

**Pre-lecture Notes**

Use the titles on the syllabus to guide you to what are the important parts of the text chapter. Note which problems are assigned as homework. Look at chapter headings, subtitles, diagrams and captions, and scan the text briefly. When appropriate, turn the headings and subtitles into questions and make a brief outline of what is being presented. In the margins of your outline, list significant terms and attempt a brief definition. Say the terms out loud. Leave space in your outline so that you will have room to incorporate lecture notes with your pre-lecture notes. Try taking your pre-lecture notes from the text in one color of ink and lecture notes in another color of ink. Be sure to read the chapter summary.
During the lecture, add the pre-lecture notes to the class lecture notes. Work the problems along with the instructor. After the lecture, work homework problems which relate to the activity. Reread the textbook sections which apply.

**Lecture Notes**

Discuss lecture notes in the 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 graphs while taking notes about them. During the discussion on note taking, you can suggest that they use the Cornell method of note taking. 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.

**Study Plan Timeline**

This is the time to review the students’ timeline regarding their homework, upcoming quizzes and tests and long-term projects that may be coming due soon. Reminders, along with suggestions on how to get ready for and complete the tasks, are good ways to train them to think ahead to their overall responsibilities for their education. Utilize the syllabus after seeing how many dates/assignments students can remember.

**Worksheets**

Develop worksheets for use during the SI sessions which help generate discussion, focus on key concepts, and allow students the opportunity to easily identify their weaknesses. Worksheets also help students review for exams and allow the SI leader to guide students to consider math problems that are most representative of the key concepts that the professor wants the students to learn. It also allows the SI leader to work the problems ahead of time.
3 Before Me

When a student asks a question during a session, have 3 students (or less depending on the number of students in the session) comment on a unique feature of that idea. The SI leader will mediate correct responses and help fill in gaps in understanding. This is a good strategy to model at the beginning of the semester and use throughout. This can help with redirecting questions and to encourage student-to-student interaction.

Assess the Session

Occasionally getting feedback from your groups can be very helpful. Ask them how they feel the session went. Were all of their questions answered? Did they feel comfortable during the session? Were there aspects of the session that could have been improved or done differently? What suggestions would they make for being able to cover more material or to cover it more thoroughly? They may have valuable ideas that you may be able to utilize in your next session.

Post-Exam Survey

Following are some questions students might like to think about after taking an exam. Answers to these questions could help them focus on effective exam preparation strategies. Research suggests that each student has their own pattern of the types of errors they commit during examinations. Helping students to self-discover those patterns will help them to self-correct. One goal is to identify correct answers and associate them with study skills that worked for the student or identify incorrect answers and discover study skills that might be helpful.

1. Which part of the exam was the easiest for you? Why?
2. Which part of the exam was the most difficult? Why?
3. Which of the following activities did you complete prior to the exam?
   a. All required reading assignments.
   b. Preparation and review of reading notes.
   c. Review of lecture notes.
   d. Self-testing of material to be covered by the exam.
   e. Prediction of possible questions by you prior to the exam.
   f. Study with friends.
   g. Others.
4. Which of the above did you find most helpful in preparing for this exam?
5. How much time (in hours) did you spend preparing for the exam?
6. Did you feel prepared when you walked into the exam? Why or why not?
7. What changes might you make in the way you study for the next exam in this course

Planning Extended Review Sessions

Reviews should fall at least 2 days prior to the exam to allow students time to continue to study. Remember a balance must be struck between quality and quantity. Generally the best strategies utilize small groups, which allows for students to get more contact to understand the material. Plan to discuss the kinds of questions to expect on exams.

Useful strategies for extended sessions:

- **Divide and Conquer:** Cover lots of info in short amount of time. Use for going over notes, texts or sample tests.
- **Matrices:** Allows you to compare/contrast in an organized way. Structure so students have enough time (in small groups) to determine title, subjects, categories, but can still complete outside the session.
- **Reciprocal Questioning:** Helpful when students want to ask you questions. During this process the leader continues to redirect questions. By timing the asking and answering, the leader keeps the session moving quickly.
Session Opening Activities

Opening activities can help students feel more relaxed at SI sessions. They also help students relate to each other and see what they have in common with other SI participants. Activities can be simple or more elaborate. Here are some different activities that SI Leaders can use to help get new students acquainted, to help energize students, or to build stronger relationships among students who already know each other.

1. Discussion Pairs
   - Provide pair with structured questions to discuss about themselves.
   - Pair can be asked to introduce each other to the whole group at the end.

2. Discussion Groups
   - Go around the circle and have everyone in the group answer questions similar to those mentioned in the Discussion Pairs.

3. My Name Is…
   - Have the players sit in a circle.
   - The first person says, “My name is…and I like (food, pastime, animal, etc…)” using a word that starts with the first letter of their name. Example: My name is Pat and I like pasta.
   - The second person introduces the first person and their favorite thing, and then him/herself.
   - This continues around the room until the last person has the task of introducing the entire group.
   - If a person gets stuck, give them a little time to get through their memory block before you give them the answer.

4. One More Autobiography
   - Each person takes a few minutes to write down things they can tell about themselves.
   - Break into small groups and each person takes one minute to tell the others about him/herself. You can use a timekeeper to prevent people from going over one minute.
   - Restrictions can be set as to what can or cannot be talked about (e.g., nothing about hobbies, job, family, home town, summer activities). A restriction can enable participants to discuss feelings, rather than commonplace items.

5. Introduce Yourself to Your Neighbor
   - Simply turn to a neighbor and introduce yourself.
   - For large sessions, this activity is quick and makes sure everyone is talking. It may help to establish pairs/groups for activities.
Sample Topics/Questions for Opening Activities

- Name, nickname
- Family
- Job
- School, education, major/minor, favorite class
- Travel, vacation
- Interests, sports, hobbies
- What they hope to get from taking part in this group
- Talents, how they can help SI the most
- What they like most about SI, the class, etc.
- What they would change about SI, class, etc.
- Favorite movie, book, section of newspaper, car, food, carnival ride, class, birthday present, animal, thing about hometown, etc.
- Birthday/astrology sign
- What they would like to accomplish this year
- Tell us something not on your resume
- Where have you spent the happiest three days of your life and why?
- Where do you go when you want to be alone?
- Who in your life brings you the most joy?
- Who do you really respect? Who is your role model?
- Name X things you’re really proud of, can do well, etc.
- Personal and professional goals
- Wildest career fantasy
- Why you want to be involved, skills you hope to gain
- What animal represents you? What state represents you?
- Three words you’d most like to be remembered for
- The best period of your life
- Biggest pet peeve
- If you could be someone else for a day, who would you be?
- How do you work on a team?
- Type of leader you are/type you admire
- Strengths/weaknesses
- What I’d like to know about you is…
- If you won the lottery what would you do?
- Why did you come to this school?
- Something no one else knows about you
- I came here to learn about…
- For fun I like to…
Closure Techniques

To ensure that students do not lose sight of the “big picture,” reserve the last few minutes for reviews. During this time books or notes should not be used. The goal is for students to determine what they know and what they need to continue reviewing.

Technique #1: Informal Quiz
When time permits, an informal quiz helps students put important ideas together.

Technique #2: Predict Test Questions
Have students in groups of two or three write a test question for a specific topic, ensuring that all major topics have been covered. Ask students to write their question on the board for discussion. This technique requires more time, but the benefit is that students see additional questions that focus on the specific material that has just been presented.

Technique #3: Identify the “Big Idea”
When time is very short, or you are out of time, 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.”

If there is sufficient time, have students organize the selected topics into more generalized concepts. We know that students frequently feel overwhelmed by the sheer volume of information that they have to deal with during the term. They need to practice organizing all of the information presented.

Technique #4: Predict the Next Lecture Topic
Have students predict the next lecture topic. See if there are connections between the last lecture and the next one. This activity helps to prepare them for the new material, especially if it can be connected to information they have just mastered in SI.

Technique #5: Summarize the Procedure/Steps/etc.
Sometimes it is more important to go over how an answer was arrived at, rather than reviewing the answer itself. Remember to allow time for the process of learning.

Technique #6: Oral Summary of What Was Learned at SI
Have students try to summarize what was covered in a session in their own words. This helps to students to better understand the topics covered by having to recapitulate the content of the session.
Problem-Solving SI Sessions

Problem-solving courses like chemistry, physics, or mathematics are major obstacles for many students. Students often don’t know how to begin to attack a problem or do not know what to do when they encounter difficulty in the midst of finding a solution. Many college instructors do not have time to present problem-solving strategies in class. In general, SI creates a “safe haven” for students to learn general problem-solving skills.

In SI sessions, attendees help each other by actively exchanging strategies for problem-solving. Students need to become part of a collaborative, mutual-help team, attacking a common problem and solution together by pooling resources. When students get stuck, the manner in which SI leaders handle the situation determines whether the student gains an understanding of the process or merely gets a right answer.

A model of board work that facilitates a process understanding of problem-solving strategies in chemistry is presented below. It shows how four types of information are placed on the board as problem-solving is modeled in an SI session.

This model employs essential components for understanding neatness, orderliness, logical development, and visual models. Well organized board work in SI sessions is crucial in helping students understand how to solve specific problems.

SI leaders use the board work model when (1) students don’t know how to solve a problem, (2) students are stuck within a problem/solution, or (3) to check student understanding of how to solve each type of problem.

The board work model includes the following:

1. Allow students to ask questions at any point in the modeling process.
2. Rules for solving the problems are written in narrative form on the board. This allows students to utilize verbal skills in understanding the problem.
3. Students need to be given a chance to practice by doing a similar problem on their own.
4. SI leaders must avoid re-lecturing or simply telling students how to solve the problems.
5. Numbering each step is a great help to students because they can clearly identify each step in an actual solution.
## Chalkboard Model

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Steps in the Solution</th>
<th>Rules</th>
<th>Similar Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>This first step includes relevant equations, formulas, charts, and general rules for solving this type of problem, along with the source.</td>
<td>XXX ( \times ) XXX = XX ( \times ) XX</td>
<td>Here, a narrative description of what is done in each step of a solution and why it is done.</td>
<td>XYZ ( \times ) XYYZZZ = XX ( \times ) XYZ</td>
</tr>
<tr>
<td>For example:</td>
<td>The SI leader or the student(s) model the solution step-by-step with <em>what is done in each step of a solution and why it is done.</em></td>
<td></td>
<td>Here, students check their understanding using prerequisites, steps in solutions and rules as learning aids.</td>
</tr>
<tr>
<td>% yield = actual/ theoretical</td>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer and a source for the answer.</td>
<td></td>
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</tbody>
</table>
Collaborative Learning Techniques

Collaborative learning is a type of active learning that takes place in student teams. It centers on the students’ discovery, study, and use of information in a collaborative manner, rather than an instructor simply lecturing and the students individually, passively taking notes. Their analysis generally requires interpretation, assessment, evaluation, synthesis, and so on.

Benefits of Collaborative Learning

Collaborative learning aids in students’ socialization, and requires them to divide up tasks, provide feedback, and debate different conclusions. It encourages problem solving skills, understanding complex relationships and decision making in open-ended situations. Such problem solving processes also mirror “real world” working environments. Collaborative learning often allows for “peer coaching”, when the higher achieving students can help their less achieving team members understand a problem and possible solutions.

Also, in many cases, the answers the students derive from a problem or issue through collaborative learning tend to be better than they would otherwise come to on their own. In addition, all students become actively involved in learning information on the topic of the course.

The Role of the SI in Collaborative Learning

In collaborative learning, the Supplemental Instructor acts more as an organizer, facilitator, and mediator than as a transmitter of knowledge. Collaborative learning often involves challenging students with analytical problems which they must solve in teams by obtaining information or utilizing information given to them.

Group Discussion

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

HINTS:
This is the most common form of collaborative learning. It is also the form that requires the most skill to use successfully. Ideally, everyone is actively involved in the discussion and the discussion topic is of equal interest to all group members.
The Inside Scoop on Group Discussion

*Group Discussion* is probably the most common activity associated with collaborative learning. As such, we tend to take it for granted and rarely give much thought to the dynamics facilitating a successful group discussion. When group discussion is successful, it may be difficult to determine who is actually leading the discussion.

However, even slight changes in the way we approach a group discussion can make an important difference in the manner in which group members elect to involve themselves. For instance, instead of asking a group to read a set of material and then discuss it, ask the group to underline the key ideas and then discuss them. In this case, underlining the material as you read it encourages active reading rather than passively skimming of the material.

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?

**Clusters**

In *clusters*, group participants are divided into smaller groups for discussion. They may also be allowed to self-select the small group they want to be in. After discussing the assigned topic, the cluster may report findings to the larger group.

**HINTS:**
If possible, see that each group is provided a flip chart or a space on the blackboard to record the main points of their discussion. Allow time for each group to report back to the larger group. You may have to assign someone from each group to report back.

*The Inside Scoop on Clusters*

A *Cluster* is really just a group that is broken down into smaller groups. To be effective, a cluster should be no larger than three or four people. Using *clusters* can be a powerful way to change the interactions within a group. Breaking people into smaller groups accomplishes several things: 1.) It makes them more accountable, 2.) It promotes active processing of material, and 3.) It encourages participation by everyone.

This sounds great, doesn’t it? But it is not as simple as it sounds. Most SI leaders quickly learn they are likely to encounter resistance when they ask students in their sessions to break into smaller groups. It turns out that students have other ideas about what an ideal session should be.
In students’ minds it would be ideal to simply walk into the session, sit on the back row, not have to say or do anything, and have the SI leader fill their heads with all the information they need to do well in the course. And that will happen . . . when pigs fly! But until then, the SI leader must find a way to involve SI participants with the material. Cluster groups are a surefire way to do so.

The key to making a cluster group work is to be firm. The first time you tell participants into smaller groups, you must show resolve. Otherwise you’ll encounter resistance each time you ask them to break into groups.

**Assigned Discussion Leader**

One person in the group is asked to present on a topic or review material for the group and then lead the discussion for the group. This person should not be the regular group leader.

**HINTS:**

When assigning a discussion topic to individual members of the group, you may need to be prepared to allow a little time for the person leading the discussion to prepare for the discussion. This technique works best when everyone or nearly everyone in the group is given an assignment to be the “expert” on.

**Turn to Your Partner and… (TTYP)**

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

**HINTS:**

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

*The Inside Scoop on Turn to Your Partner*

Working in pairs is a fast and efficient way of getting everyone involved in the discussion. Remember, whoever does most of the talking also does most of the learning. Also, the brain has to work just as hard to articulate something to one person as it does to ten, so working in pairs is a powerful way of getting everyone’s brain working at the same time.
**Think/Pair/Share**

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

HINTS:

The goal of a Think/Pair/Share is to allow participants time to think before they discuss. Research shows that when people are given time to contemplate an answer to a question, their answers differ from those they would give if they responded immediately. When conducting a Think/Pair/Share activity, give participants a specific amount of time for the “think” portion.

**Group Survey**

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

HINTS:

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

**Buzz Groups**

A variation of clusters, buzz groups are set up to brainstorm ideas as quickly as possible. Ideas are always shared with the larger group.

HINTS:

Small groups should always assign one person to be a recorder and one person to be a spokesperson. Create a list of ideas when shared with the large group. When sharing, recorders can cross out their small group ideas that have been shared.
**Jigsaw**

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

**HINTS:**

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

**Individual Presentation**

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

**HINTS:**

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

**Three-Step Interview**

Students, in partners, interview each other, and then report what they learn to another pair. This method helps students network with each other and develop communication skills.

**HINT:**

The *Three-Step Interview* is useful as an icebreaker.
**Round Robin**
Generate ideas by speaking in order, moving from one student to the next. Use this method to structure brainstorming sessions and ensuring that all students participate.

HINT:
A student can “pass”, but be certain to establish the expectation that you will return to him/her.

**Critical Debates**
Students take the side of an issue that is in opposition to their personal views, and then argue that side of the issue. This method helps students develop critical thinking skills and challenges assumptions.

HINTS:
This method works well in dueling partners, or works well when a larger group is divided into two. *Round Robin* can also work as a “four corners” method or continuum line.

**Learning Cell**
Students develop questions individually, then quiz each other based on these questions. A facilitator can compile all questions for future use as practice quizzes or exams.

HINT:
Encourage students to create quiz questions based on notes, books, and other resources. Encourage a variety of questions (based on Bloom’s Taxonomy) for deeper understanding.
**Fish Bowl**

Form two concentric circles. The smaller, interior group discusses a topic, while the larger, exterior group observes. *(Also known as Socratic Seminar)*

HINT:

Describe how this activity presents students with an opportunity to model or observe group processing behaviors. Reverse the roles as needed to ensure student participation. Try to rotate the perspectives of the observers.

**Divide and Conquer**

This strategy is designed to conquer a difficult reading assignment. The assignment should be divided up into meaningful sections and each student (or group) should be assigned one section. Ask the students to read and summarize their section. After they all have read the material, have each student read aloud their summary. Encourage students to ask questions and be prepared to emphasize areas students may have overlooked. Lastly, discuss the article as a whole.
Ice Breaker Activities

Ice Breakers are a great way to start a session. The activities help the students get ready to discuss the course content by participating in learning activities.

Lie Detector
At least 3 students sit in circle. The object of the game is to detect lies and get to know everyone. Each person tells two truths and one lie about themselves. Others try to guess which of the three is the lie. Game ends when everyone had a turn.

Repeating and Reciting
Going clock-wise, the first person introduces their name along with an item that starts with the same letter (ex: “Jimmy Jello” or “Abby Arizona”). A theme is highly recommended when naming an item (ex: grocery items or location names). The second person introduces his/her name and item and also re-introduces the first person. The third person introduces themselves and their item and then re-introduces the second person, and then the first. Continue until the last person re-introduces everyone. If someone forgets a name, they must go to the end of the circle.

Skittles or M&M’s
Create a list of topics for each color of candy. For example: Red is favorite band, Yellow is most embarrassing moment, Green is secret celebrity crush from middle school (or now), Orange is the superpower would you be if you could choose any. Put the candy in a bowl and have everyone choose one. Everyone must introduce themselves and answer the question from their chosen category. Afterwards everyone can just eat the rest of the candy.

Three Questions
Everyone in the group writes down 3 provoking questions they would like to ask others in the group. Not the normal “what’s your name” type questions but something like, "Where is the most interesting place you have ever traveled" or "Name a topic you feel absolutely passionate about". Give them time to mingle, and to ask three different people in the group one of their 3 questions. Get back together and have each person stand and give their name. As they say their name, ask the group to tell what they now about this person.
The Pocket/Purse/Backpack
Everyone selects one (optionally two) items from their pocket or purse that has some personal significance to them. They introduce themselves and do a show and tell for the selected item and why it is important to them.

Birthday Game
Have the group stand and line up in a straight line. After they are in line, tell them to re-arrange the line so that they are in line by their birthday. (i.e., January 1 on one end, and December 31 at the other end.) The catch is that they must do all this without talking or writing anything down.

Map Game
Hang a large map of the world. Give everyone a pushpin. As they enter, they pin the location of their birth on the map.

The Artist Game
Give everyone a piece of paper and a pencil. In 5 minutes they must draw a picture that conveys who they are without writing any words or numbers. At the end of 5 minutes the host collects the pictures. Show the pictures to the group one at a time and have them try to guess who drew it. After this, allow each of the artists to introduce themselves and explain how their work clearly conveys who they are.

Three in Common Game
Break the group into 3’s. Their objective is for each group to find 3 things they have in common. But not normal things like age, sex or hair color. It must be three uncommon things. After letting the groups converse for 10-15 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common.

Famous People/Cities Game
As each participant arrives, tape a 3 x 5 index card on their back with the name of a famous person or city. They must circulate in the room and ask questions that can ONLY be answered with a YES or NO to identify clues that will help them find out the name of the person or city on their index card. Examples: Paris, Madonna, Santa Claus, John Wayne, Casablanca.
**Circle of Friends Game**
This is a great greeting and departure for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible.
Form two large circles (or simply form two lines side by side), one inside the other and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in the opposite directions, allowing them to meet each new person as the circle continues to move very slowly. If lines are formed, they simply keep the line moving very slowly, as they introduce themselves.

**The Interview Game**
Break the group into two person teams (have them pick a partner that they know the least about).
Have them interview each other for about twenty minutes (You can also prepare questions ahead of time or provide general guidelines for the interview). They need to learn about what each other likes about their job, past jobs, family life, hobbies, favorite sport, etc. After the interviews, reassemble the group and have each team introduce their team member to the group. This exercise helps them to learn about each other.

**Story Time Game**
The facilitator starts a story by saying a sentence. It then goes in a circle, each person adding a sentence onto the story-after repeating each sentence that's already been added.

**Ball Toss Game**
This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a nerf ball or bean bag to a person and have tell what they thought was the most important learning concept was. They then toss the ball to someone and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.
Positive Reinforcement Cards Game
Whenever a participant arrives to class on time from breaks, lunch, etc. give them one playing card. You can also hand out cards to people who volunteer for activities, are helpful, answers a difficult question, etc. At the end of the day, play one hand of poker. Give a small prize to the best hand (you can also pick the top two or three hands if you want to give away more prizes). 
Note: the more cards a person has - the better the chance of winning.

Out on the Town Game
Ask everyone to pantomime something they did the night before. Individuals or groups can act out a movie they went to, describe a meal they ate, or recreate a scene witnessed at a bar.

Four Facts Game
Each person writes down four facts about themselves, one of which is a lie. Each person takes turns reading their list aloud and the rest of the team writes down the one they think is the lie. When all are done reading the lists aloud, the first person reads their list again and identifies the lie. The team sees how well they did.

Puzzles Game
Give participants a blank piece of puzzle (cut up a sheet of index card stock). Each person writes on the piece one skill which they contribute to the group. The puzzle is then assembled to show that everyone contributes to the whole.

Find Someone Game
Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Pass out cards so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.

Make a Date Game
Give each participant a paper plate. Have them draw the face of a clock on their plate with a line next to each number (no digitals!). Then have participants walk around a find a "date" for each hour, writing their name by the hour. The catch is, no one can make a "date" with more than one person per hour. After everyone has made their dates, speed up time and allow 1-3 minutes for
each hour. The facilitator then asks a question for discussion on each date. The pairs will have a
chance to get to know one another.

**Name that Theorist**
Gather information about wacky experiments by psychology theorists, or other famous people.
Gather everyone together into one large group. The object of the game is to engage the group in
an interesting give-and-take intro to the subject. Give students interesting trivia about the
different psychology theorists and try to have them guess which theorist is being described.
**Modification:** This can be done for any subject, just choose prominent figures. For example, for
math, use famous mathematicians, for English use famous authors, and for Political Science use
famous political theorists or current political figures. If students don’t guess, tell them the answer
and tell the story behind it. Keep in mind that the goal is to make the theorist/popular figure seem
more real to the students.

**The Talent Show**
Everyone selects one talent or special gift that they possess and can demonstrate for the group.
They introduce themselves, explain what their special talent is, and then perform their special
talent for the group.

**Paper Airplane Game**
Everyone makes a paper airplane and writes their name, something they like, and something they
dislike on it (you may also want to add additional questions). On cue, everyone throws their
airplane around the room. If you find an airplane, pick it up and keep throwing it for 1-2 minutes.
At the end of that time, everyone must have one paper airplane. This is the person they must find
and introduce to the group.

**Dream Vacation Game**
Ask participants to introduce themselves and describe details of the ideal dream vacation.

**Favorite Animal Game**
As the guests arrive, and before you write their names on a name card, ask them to tell you their
favorite animal and three adjectives to describe the animal. As they tell you, write the three
adjectives on a name tag BEFORE their name (omit the name of the animal). Ask them to mingle with the crowd, sharing why these adjectives best describe their own personality.

**Example:** Loyal, cuddly, playful Dan.

**Creative Name Tags**
Give everyone 15 minutes to make their own name tag. They can list hobbies, draw picture, give a self-profile, etc.

**Marooned Game**
You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items (if that is the number you decide on) per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about others’ values and problem solving styles and promotes teamwork.

**Human Bingo Game**
Before the meeting, make a bingo matrix and at the top of each square put something that someone in the group might have done. For example, voted for Ross Perot, served in the Peace Corps, etc. Everyone gets a copy and is asked to circulate them, getting other group members to sign one square that describes something they have done. The first person to get “bingo” wins the prize (a candy bar or some other small thing).

**Lucky Penny Game**
Each person takes a penny or other coin out of their pocket and looks at the date. When it’s their turn, they tell the year that’s on their coin and recall something spectacular that happened that year.

**A to Z Freeze Game**
Ask participants to recite the alphabet in unison. Let them go on for a while until you yell “Stop!” At that point, identify the letter they stopped on and ask everyone to share something they are looking forward to at school that begins with that letter. For example, if the letter is “R,”
they might say “ravioli in the dining hall” or “rooming with someone cool.” Once everyone has shared, have them recite the alphabet again. Stop them on a different letter and ask participants to share a personality trait they possess that begins with that letter. If the letter is “D,” they might say things like “diligence” or “doofiness.” Come up with different questions to ask for each letter and repeat the process.

**Reception Line Game**
Divide everyone into two groups. Have them stand facing each other. Each person talks to the person across from them until signaled (flash lights). At the signal, the person at end of one line moves to other end. Consequently, everyone gets a chance to talk to everyone else.

**Autograph Sheets Game**
Prepare a sheet of paper listing traits or facts about people with a line for them to sign their name next to the trait if it applies to them (e.g., someone who wears contacts, someone who has been to Europe, etc.). People then mingle around the room with their sheets seeking to find people who are eligible to sign their sheets. A person can only sign once on any sheet. The process may also be reversed by having people seek out the autograph of people to which they think the category applies (e.g., someone who looks like they enjoy the outdoors, someone who is from the east, etc.).

**Human Knot Game**
Divide into groups of six to ten people. Each group forms a tight circle, standing and facing each other. Everyone extends their hands into the circle and by intermingling their arms, grasps hands with other members of the group. Instruct people to be sure that the two hands they are holding do not belong to the same person. The groups’ goal is to untie the “human knot” which results. Members of the group physically climb over/ under/ through each other’s arms to untie the knot of bodies. It’s rare, but not impossible, for a knot to be unsolvable or end in two separate circles.

**People Knots Game**
Everyone sits on the floor in a circle with legs extended toward the middle. Each person grabs another person’s hand and holds it. The hands cannot be those of either person sitting on your
sides and also cannot be the two hands of the same person. Now, everyone stands up and untangles each other into a single circle, without letting go of the hands they have.

**Quick Change Artist Game**
Pair off into partners facing each other. Each player is to observe his or her partner’s appearance. Then the players turn around back-to-back and make two or more changes in their dress, hair accessories, etc. When they face each other again, each person must identify the changes made by his or her partner. This game can be repeated several times by changing partners and increasing the number of changes made.

**The Quiet Game**
The instructor explains that this exercise will require self-control. Members pair back-to-back. On the count of three, everyone must face their partner, look each other in the eyes, and then try to remain solemn and serious. No speaking! The first to smile or laugh must sit down. All who remain standing then take a new partner and the activity continues until only one person has not smiled or laughed. The second round of playing can involve two teams competing to outlast each other. If you get a pair at the end who are both keeping a straight face, the rest of the group can act as hecklers to disrupt them.

**Sunshine Cards Game**
Everyone writes their name in the center of a piece of paper and draws a sun around their name. Pass your paper around to the person on your right. That person will write something positive about you and they do not have to sign their name. Continue to pass your name around until everyone has written something on all the papers.

**Finish the Sentence Game**
Write the start of a question on the board (e.g., my favorite job was…, my hobby is…), and go around the room with each person finishing the sentence. When the group is finished, post another question and start again.
Strategies for Sessions

Organizational/Visuals Strategies

Venn Diagram
A Venn Diagram can be used to compare the similarities and differences between two concepts, systems or theories. Two overlapping circles are drawn on the board with each circle labeled as one of the two concepts. Students will then write the similarities in the overlapping portion and then differences in the outer portion of the circles. This is a good visual technique for reviewing similar yet contrasting concepts.

Vocabulary Development
Chunking related terms into meaningful groups can be more helpful than drilling students on exact definitions. Compose a list of key terms from the lecture ranging in levels of specificity. Scramble the terms and then encourage pairs of students to organize the terms into several categories that are meaningful to them. Then have them define or give an example of terms where appropriate. Finally, have each pair discuss their categories with the entire group. Get the students to check the spelling!

Time Lines
This technique utilizes visual representation to improve the processing of material. Begin with a horizontal line that represents the continuum of time. Important events are inserted relative to each other, creating points on the line. Each point that denotes an event should be marked with the date, a brief description of the event, and significant person(s) involved.

Double Timelines
It is important that students understand the relationship between new material they are learning and what they already know. A historical perspective on key dates in the notes and text can be very helpful. For example, if a psychology instructor mentions a study which was completed in Germany in 1939, the student should automatically place this information in the context of Nazi Germany. More recent information can often be related to events in the students’ own life to make it more meaningful.
Procedure
Make sure the dates are truly important before using this procedure. Make a brief, very general time line of events happening in the U.S. and/or world at approximately the same time as the dates presented. Give this general time line to the group at the beginning of the session.

Have students draw a duplicate time line directly below the one previously constructed. They should work in pairs to find key dates from the notes and text and place them on the new line. Discussion should center on events which were happening at the same time as the dates which were presented in class.

**K•W•L**
Helps students to activate prior knowledge and link to new information to make connections with what is already known. Title 3 columns:
What I Know;
What I Want to know
What I Learned.
Can be used to help focus the session on particular concepts that students are having difficulties with.
Towards end of session go back to chart and have students go back to the K column to see if any info needs to be corrected, then see if there are any questions left unanswered and then complete the L column.

**Visuals**
Don’t forget the importance of using visual study aids to emphasis important points. Visuals should be used to help students grasp the “big picture.” The key idea is to visualize the information and use as few words as possible.

**Matrices**
Information presented during lectures and the text are usually related to other topics. A matrix is an excellent way for students to see the relationships between different topics throughout the course. Reference your leader’s manual for an example and exact directions for constructing a matrix. The SI leader can initially provide the framework and a few clues for completing the
matrix, but eventually the students should be responsible for designing the framework and complete the entire matrix.

**Affinity Grouping**
This activity can help students break down a topic to identify and classify its parts. First each student generates ideas about a specific concept and writes each item on a sticky note. Then in small groups or one large group depending on number of attendees, sort and organize slips into categories on board or wall to identify common themes. Have students create a heading for each grouping. If using small groups have each group review each other’s or have them explain their categories. Make sure students are only writing one idea per sticky note.

**Double Time Line**
Construct a very general time line of events pertaining to the same time as the dates presented in the lecture. Present this general time line to the group and have them construct a duplicate time line pertaining to the lecture material directly below the one you have previously constructed.

**Hierarchies**
Forming hierarchies is a method to organize information which utilizes different levels. The levels are based on whether a piece of information fits into a specific group, where higher level groups are much more inclusive and lower level groups are much more exclusive.

*Example:*

```
<table>
<thead>
<tr>
<th>Weather Phenomenon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquid</td>
</tr>
<tr>
<td>Rain</td>
</tr>
<tr>
<td>Hurricane</td>
</tr>
<tr>
<td>Gas</td>
</tr>
<tr>
<td>Fog</td>
</tr>
<tr>
<td>Clouds</td>
</tr>
<tr>
<td>Solid</td>
</tr>
<tr>
<td>Hail</td>
</tr>
<tr>
<td>Sleet</td>
</tr>
</tbody>
</table>
```
Concept Mapping

This strategy will look like a big spider web on the board when you are finished. Have the students break into small groups and encourage them to identify the central word, concept, or question around which to build the map. Start with a circle in the middle of the board and include the main idea within. Extend branches out from the central circle that includes all the subtopics from the main idea. Continue to add additional branches with related topics and circle groups of branches that are linked. This mapping encourages students to see the overall picture and helps bring focus away from minute details and back to the main ideas. End with an overall discussion of the topic.

Problem Solving Strategies

Peer Lessons

Select several problems over related material. Divide the students into 4-5 groups. Give each group one problem and have them write out the solution, using their textbook and class notes, on a transparency or at the board. Have each group come up and explain the problem in as much detail as they can. Have them show their thought processes and methods used in finding the solution. The SI leader adds or corrects anything he/she feels is necessary.

Grab Bag

This started out as a MLA grab bag where each student had to pull out a magazine, a paper, or a text book, etc. and reference it properly as if they were writing a theme paper. Other leaders realized that this idea could be adapted to objects that have to be identified and explained in a Biology session or word problems on cards in a hat for Math sessions. The options are bound only by your imagination. The intrigue, of course, is in not knowing which one you will pull out.

Boardwork Model

This is a method of organizing board work in order to facilitate an understanding of problem-solving strategies. The board should be divided into 4 sections:

1- Prerequisite knowledge,
2- Mathematical steps,
3- Narrative of the steps,
4- Additional sample problem.
Encourage one student to fill out section 1 on the board. Then, encourage two students to
simultaneously complete section 2 and 3 on the board. Lastly, have another student complete the
4th section. Encourage students to use this model when studying outside of the SI session.

**Paired Problem Solving/Think Aloud**
This strategy requires students to verbalize what they are thinking about as they read a passage or
solve a problem. Start by pairing the students into groups, one student should be the
thinker/problem solver while the other student is the listener. The thinker must vocalize every
step in the reasoning process and the listener must listen and understand every step the thinker is
making. The pair should be working together. Be sure the listener continually encourages the
thinker to vocalize. The listener should also point out any errors. After the problem is solved, the
groups should rejoin the large group and share the problem solving process with the
group.

**Structured Problem Solving**
Identify the steps in solving the particular problem, and separate the students into groups.
Because the steps for solving the problem are given, it is easier for the students to handle large
complex problems and they have greater confidence. Assign them a sample problem and give
them a specific time period, at the end of which the group must have reached a consensus for the
answer. Ask the students to report their solution and explain the steps that led to their answer.
This strategy is most helpful for larger multi step problems.

**Send a Problem**
This strategy can work in pairs or individually depending on size of group. Works well in Math
and Chemistry after a new concept has been taught to check for understanding.
Generate a list of problems and assign each a different problem. Have students complete Step 1.
After a minute have them pass their problem to the right and then complete Step 2. Continue
process until all steps are complete.
First Line Only
Problem-solving courses, particularly in the Sciences, are often perceived as major obstacles for many students. Frequently, students do not know where to commence or approach a problem. The First Line Only Strategy is particularly useful for students who need to be encouraged “to take the first step” towards finding the solution. In order to complete this exercise, the following is recommended: Firstly, you need to present a variety of types of problems so that the learner builds confidence in addressing the first level of the problem. Secondly, you will also need to give a strict time limit so that only the first step towards the solution is addressed, e.g. for Calculus, *Instructions: Examine the problems below and tell how you would begin the solution to each one:*

1. \( \lim_{x \to 0} (\sin x)' \)
2. \( \lim_{x \to 0} \frac{\sin x}{x} \), etc.

You may want to follow this exercise with a matrix or Boardwork Model that assists them in further categorizing how to solve problems.

Summarizing the Procedure/Steps
This technique reviews the process of the learning that has taken place. It is important to cover how an answer was obtained rather than just making sure the answer was correct. This technique will insure that they will be able to satisfactorily complete more of the same type of problems in their homework or on a test.

Recall/Review Strategies
Around the World
To play a game of "Around the World" is a fun and simple activity, and is especially good for exam reviews and large groups. Before the session, the SI leader should make up a number of questions with simple answers (one-word or a short phrase). The fun begins when you have two students stand up next to each other and ask a question; the first person to answer correctly moves on to the next student to try another question against a new opponent, while the other sits back down. To win the game, a student must travel "Around the World," or win against every other student in the classroom. If no one succeeds in going completely "Around the World," the winner is whoever went around the furthest from their original seat.
**Reciprocal Questioning**

This strategy improves students’ questioning and reasoning skills by encouraging the students to consider the quality and type of question. The leader should prepare ten to twelve varied questions over an important lecture or section of text. Once at the session, ask the students to read or review the assigned material to understand it 100%. Then, allow them to ask you questions. If students’ questions extend beyond the reading, model your think process for them. After students have finished asking their questions, begin by asking them questions directly from the text or lecture. Then move on to higher order questions (refer to leader manual pg. 30-31). Finally, lead a discussion concerning what type of questions were asked? What where the differences and similarities between the students’ and leader’s questions?

**Memory**

This strategy works as a great opener for an SI session. The SI leader should prepare between 12-24 note cards. Half of the note cards should have vocabulary terms and the other half should have corresponding definitions (feel free to be creative). At the session, the SI leader should shuffle the note cards and place them facedown. Allow the first student to turn over 2 cards at a time until a match is found. Once a match is found, have the student remove that pair of cards and allow another student to take a turn finding a match. Allow the students to continue taking turns until all the cards have been paired together.

**Informal Quiz**

The Informal Quiz is a procedure, used in small group study sessions, which is educationally compatible with the goals and objectives of SI. Although the title implies a testing tool, this quiz is not intended to be used as a method of formally evaluating student work. The focus is on learning rather than grading. In general, the Informal Quiz is used to develop and reinforce comprehension, improve retention of information, stimulate interest in the subject area, and promote student participation in the study session. More specifically, the Informal Quiz enhances an educational experience in the following manner:

1. Allows weaker students to participate equally with stronger students, in the same session, since questions are designed to have more than one correct answer.
2. Permits each student an opportunity to demonstrate competence. Allowing the random answering of questions, it lets the shy or unsure students volunteer to answer the one or two questions for which they have answers.

3. Promote student self-testing of their comprehension level.

4. Provides the SI leader an opportunity to reinforce student participation.

5. It allows students to work with test material in a cooperative rather than competitive way.

6. Facilitates students’ ability to interpret, answer and predict test questions.

7. This is a non-threatening activity because of SI activity features:
   a. everyone is writing, even if they do not know the answer since they can write down the question instead
   b. uses scrap paper
   c. paper is not turned in or seen by the other students

8. Provides a mind-set for the SI session.

The goals may appear to be excessive for what is feasible within an SI session; however, these goals can be accomplished in a small way each time the procedure is used. The informal quiz frequently is used at the beginning of the session. The whole procedure may take no more than 10 to 15 minutes. However, the discussion generated by one or more questions may become the focus of the SI session.

Procedure

Give the students the following instructions:

1. Get out a piece of scrap paper. (*This makes the quiz more informal*)

2. Ask them to write the question if they do not know the answer. (*This will prevent students from seeing who knows the answer and who doesn’t*)

3. Tell them referring to notes or the text is permitted, but they should try to answer without looking first. (*This will promote self-testing*)

Ask a majority of questions requiring short multiple answers; e.g., “Name one of the three ways…” or true/false questions. (*False statements generate more discussion*)

Debriefing the students:

1. In answering questions, ask who would like to answer – *any question*. Starting with any question rather than the first contributes to the informality of the quiz and allows a student who only answered a few questions to actively participate.
2. **Call on weaker students first**, whenever they have raised a hand. This allows the weaker students to participate equally with the better students and helps foster a cooperative rather than a competitive spirit.

3. **Restate the question** before the answer is given.

4. If possible, find something complimentary to say about the wrong answers. *(e.g., “That’s a good guess. If I weren’t sure, I would have guessed that.”) – but don’t let wrong answers stand.*

5. Keep it **light and short**. Use a maximum of ten questions.

**Make/Take a Practice Quiz**

Find sample questions (from the study guide, the text book, or another textbook, or make up your own, have students make them up, divide students into teams and have each team make them up for the others, etc.) and compile a practice quiz. Give students time to take the quiz on their own and then have them compare answers with another student. Bring the whole class together at the end to discuss any questions that remain unclear.

**Verbal Volleyball**

In pairs students will review as many key concepts from class that they can remember. Student A will shout out any concept, idea, issue covered in class (make sure student explains idea), followed by student B. Students will continue volleying concepts back & forth until they run out of ideas. They cannot repeat something said by their partner. Spend approx. 8-10 min.

Once in large group ask students for 1 concept/ idea and explain it. Once all have shared, the leader can list any concept that may have been missed or needs further discussion. This is a good opener or closing activity for reviewing class material. It can engage all learners in the review and work in large or small groups.

**Two Lies and a Truth**

This is a spinoff of an ice breaker game when you are introduced to someone new and you both tell two things about yourself that are true, and one fact that is false, and see if that person can guess which one is a lie.

The leader prepares two false statements about a topic, and one true statement. These statements are then read aloud to the students, and they are asked to identify the true statement. The false
statements are then discussed to determine why they are false, and how they could be made true. (This strategy works well to present, "Which of the following statements are true?" questions from old exams).

3:2:1
This strategy can be very useful before an exam. Have each student come up with: 3 topics that they know well enough to “teach” to the other students, 2 topics that they do not understand and need further assistance with, and 1 possible test question. Then have each student write their 3:2:1 topics on the board. Most of the time, the students’ topics will overlap allowing students to “teach” the other students who need additional assistance. Follow up with discussion of the possible test questions.

One Minute Paper
The one minute paper is designed to help students realize what they know or do not know i.e. ‘check for understanding’. The leader should ask the students to take out a piece of a paper and write on the topic presented by the leader. Remind them it is most important that they put their thoughts on paper in their own words, not that they produce polished piece of writing. Then have each student share their response with the group. Additionally, the leader may choose to encourage conversation regarding similarities and differences between students’ ideas.

Make/Take a Practice Quiz
Divide the students into two or more groups. Instruct each group to make a practice quiz for another group and provide answers to their own quiz on a separate piece of paper. Be sure to provide examples but allow them to be creative. Ask the groups to exchange quizzes and give them time to complete the other group’s quiz. Then, have each group compare their answers with the answers that the other group previously composed. Be sure to allow for time to discuss questions that remain unclear.

Jeopardy
This is a fun way to check to see if students know the material well enough for a test or quiz. The key is being well prepared with about 30-35 “answers” at different levels of difficulty and in different categories. Form small groups and let them know the rules: No books or notes.
Designate a different person to answer each question but the team can discuss the concept before giving the answer. If the question is missed, other teams can steal. Teams keep control of the board with correct “questions” or alternate from group to group.

**Taboo**
This strategy can be very useful before an exam. The SI leader should prepare multiple note cards with vocabulary or identification words and one additional related word or term. Once at the session, ask the students to divide into groups and split the note cards amongst the groups. One person in the group must explain the vocabulary term to the other group members without using any of the words written on the note card. The group members must then guess the vocabulary word based on the student’s explanation. Have each student take a turn explaining. Once the group has guessed correctly, have them add 2 additional words to the card to make it more challenging for the next group. After all the words have been guessed, have the groups switch cards. The SI leader can sporadically join the groups and play along.

**Rainbow Brain Dump**
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 four or five main topics from the lecture on the board. Give different colored markers to each student and ask everyone to write anything they 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.

**Vocabulary Review**
Reviewing exact terminology for the course is imperative. Therefore, using technical terms rather than a translation will encourage better understanding of the material. Pick the key terms from the lecture and compare them with other terms in the same topic. Ask for a parallel example to the one given in the lecture or text.

**One-Minute Paper**
Ask students to take out a sheet of paper and write continuously for one minute about things discussed in today’s session. They can include questions they still have, formulas and definitions
you’ve covered, concepts/topics discussed, etc. Ask them to be as specific and detailed as possible. You can close by having students share with others one or two things they wrote on their paper. You can compile the list on the board. You might also state, before letting students begin, that you will have them switch papers after the time is up.

**Vocabulary Activities**

All disciplines have technical terms which have precise definitions in that subject matter, and may mean something quite different in another context. One of the purposes of most introductory courses is to teach students to speak “the language of the discipline”. Therefore, a clear understanding of the technical vocabulary in the course is essential for the students in your study group. Students must be able to do more than simply “parrot back” definitions of terms. They must be able to paraphrase the meaning of the term, understand how it fits in with the topic under discussion.

**Vocabulary Activity Goals:**

1. Identify key technical terms in their notes and text and be able to generate a precise definition.
2. Paraphrase the definitions in their notes and text.
3. Understand the relationship between one term and other key terms which fall under the same topic.
4. Create a parallel example to the one given in the notes or text.
5. Be comfortable enough with the terms to “speak” the language of the course, both in the group and on tests.

**Procedure (Tips & Suggestions):**

1. Don’t translate – use the term yourself. For example, if a student in an economics supplement were to talk about “product satisfaction”, the SI leader might ask, “And what is the economic term that means satisfaction?” Then, the student will use the economic term “utility”, rather than the equivalent translation, satisfaction. Remember, on essay tests, one of the things instructors are looking for is whether the students can use terms correctly.
2. Before a test, create a handout to help students identify terms in their notes by passing out red pens and suggesting that they circle all key terms in red. Then, have one of the students record the complete list on the board. Put students in groups of two or three. Ask that they refer to their definitions of all of the terms and pair together terms that they feel are connected in some way. Then, report back to the larger group.

3. Create a vocabulary matrix. Get students to work together to fill in the matrix (see example below). One student can work with lecture notes and the other with the text. They may also work together to create the new example.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
<th>Example from Notes</th>
<th>Example from Text</th>
<th>New Example</th>
</tr>
</thead>
</table>

4. Create vocabulary note cards for a quick review.

5. When appropriate, introduce the meaning of Greek or Latin roots that will help students remember their technical terms. For example, in sociology, students who know that the root “gam” means “marriage” have an advantage on a test question which asks about exogamy. A good way to present key roots is to put the root on the board and ask the students to write as many words as they can that contain the root.

   **Example:** “GAM” – bigamy, polygamy, exogamy, endogamy, monogamy
Study Skills

Post Exam Survey
The post exam survey is a self-test for students to assess how successfully they studied for an exam. The survey can be used in an SI session after an exam to target areas on which students need to improve. The SI leader should tailor survey to the specific class and emphasize what they feel is important. The leader should assign a specific point value to each survey question that adds up to 100. Then the leader should read each question and have the student score themselves based on the specific value of the question. After all the survey questions have been asked, the student should total their score and see how close their survey score is to their exam score. This should lead into a discussion of the most effective way to study for the next exam.

Note Cards
Note cards can be used for vocabulary, formulas, concepts, questions, etc. Take a stack of index cards with you to your sessions and have the students construct the cards during the session. Be sure to show the students how to make them and how to use them during your session. Note cards are also portable and can be used as a quick review before tests and exams. Encourage the students to place the relevant cards in a place where they can see them regularly to assist them in remembering important information.

Procedure:
1. Three-by-five cards can hold important information from notes and reading. Write the cue or question on one side of the card and write the definition, description, or answer on the other side.
2. Begin compiling the cards early in the term. Carry the cards with you and review the information many times during the day and evening.
3. The information that does not come to mind readily can be reviewed more often or placed in a “critical” stack. Repetition is the best way to learn the material.

Outline Text Chapter
Have students work in groups of 2-4 to make an outline using the headings from an important chapter from the text. Be sure to point out that the size and the placement of the headings are
important for determining the main ideas and supporting details. After you have this “skeleton” outline of the chapter, have the students read to determine the important points under each heading. If the students have trouble determining the important points, have them turn the headings into questions and then read to find the answers. The answers are (most likely) the important points. Who, what, why, when, where, and how are good questions with which to begin. Have groups compare important points with other groups.

**Oral Reading of Lecture Notes**

Note review is a good strategy to use early in the academic term. This is because students see the importance of taking comprehensive notes, students can fill in the gaps in their own notes as well as clear up discrepancies and misinformation, each student has the chance to participate, and SI leaders highlight and discuss the language of the discipline – new vocabulary. Students identify meaningful examples and check for understanding.

**Procedure**

1. Tell the group that you will begin reading from your lecture notes and will ask the student on your right or left to continue where you stop. Let them know that the role of the reader will move to each student in the circle.
2. Look at the student and encourage them to let everyone know if something is left out or inconsistent with what they have recorded. To note inconsistency does not mean that someone is necessarily right or wrong; moreover, members of the SI group will discover how to remedy the problem through the following resources: (1) ask the students to compare notes, (2) check the textbook for clues, or (3) if a consensus is not reached, work with the students to formulate questions to ask the professor during the next lecture.
3. The pressure of reading may unnerve a student who believes that his or her notes are too rough to read. Since reading aloud is a form of performance, some students may be reluctant. Gently encourage the student, but do not force him or her.
4. As you approach the end of the SI session and material has not been discussed, suggest to members of the group that they should finish reading through their notes. If they have any questions or blanks in their notes, tell them to work with another student to find the answers or to bring questions to the next SI session. If time does not permit the discussion of major concepts or vocabulary, draw attention to these items.
Textbook Activities

1. Write a study guide for a chapter in the textbook. Distribute this to students attending SI. Encourage students to prepare their own study guides for other chapters.
2. Have students compare two sources of information about the same topic – the text and the lecture. Note information found in both sources as especially important.
3. Preview chapters during the SI sessions.
4. Have the students survey the chapter for several minutes.
5. Occasionally, the instructor assigns text chapters, but tests only on class notes. It is not a bad study skill for a student to eventually realize this and use the text only as a backup to the notes. Avoid suggesting the text is not important, but gradually de-emphasize it during SI if you find this to be the case.

Reading Textbooks

1. As SI leader, ask yourself the following questions:
   a. What should students know when they finish this chapter? What are the major concepts presented? What supporting information or details should they remember?
   b. What should students be able to do when they finish the chapter? What background information is essential to perform the required task?
2. Draw attention to the items you believe are important for success in this course. Ask students why the items are important.
3. Encourage students to read assignment before the topic is discussed in class. Suggest that previewing the reading sets the students up to better manage their time and information gathering. From time to time do this together in SI sessions.
4. Review how to read charts, graphs, and diagrams. Discuss the importance of understanding the information gleaned from the graphic.
5. Help students formulate questions from textbook headings, vocabulary, and diagrams.
6. Integrate lecture notes with readings. Does the information in the text complement or extend the lecture information?
7. Show students how to supplement their notes using the index of the text. For example, topics may not be addressed within the pages assigned. Check the index to see if the topic is addressed in another section of the text.
Marking the Textbook

Working in pairs, ask students to jot down guidelines for how they currently mark their textbook. In a large group, discuss the following specific to your course:

1. Why read the chapter?
2. What are your goals for reading the chapter?
3. Why mark the text?
4. What do you do with your markings?

Then share the pertinent marking textbook suggestions. Pick a chapter from their text and have them read a few pages and apply the suggestions. Have the students compare their markings.

Other tips

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.

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 and concise, but complete and thorough.

Use your own words. Since your own words represent your own thinking they will be powerful cues later on.

Be brief. Underline brief but meaningful phrases, rather than complete sentences. Make your marginal jottings short and to the point.

Be swift. You don’t have all day for marking! Read, go back for a mini-overview, and make your markings.

Be neat. Neatness takes conscious effort, not time. When you review, the ideas will be easily read and perceived.

Organize facts and ideas under categories. Items within categories are far more easily memorized than random facts and ideas.

Try cross-referencing. Find multiple sources of the same information.

Be systematic. There are many ways to mark the text. Use your method of marking consistently so you will remember what they mean at review time.
Incomplete Outline

The Incomplete Outline is an excellent means of helping students recognize the main points and the organizational pattern of information given in lecture. It can also be used for textbook information. Determining the major points can help to sort information and locate the ideas being communicated, making connections easier to find and understand. It helps the student to figure out what’s important.

Procedure

Create a set of incomplete lecture notes by making an outline with some of the parts missing. Events that led to the start of WWI
1. 
2.

The groups must then work through their notes to figure out how to fill in the outline. The incomplete outline is an excellent means of promoting group work. It also helps the students recognize the main points and the organizational pattern of information given in lecture. At the beginning of the term, provide outlines that are nearly complete with some of the items filled in and all of the numbers and letters filled in. As the term progresses, make the outlines more and more incomplete, putting fewer and fewer entries, then eliminating the notation. By the end of the term, students should be able to complete their own outlines without assistance.

Note Taking

1. Full-sized, three-ring notebooks are best for containing all lecture notes, handouts, and notes from the text and readings. Why? Pages can be arranged chronologically with pertinent handouts inserted into lecture notes for easy reference. If you miss a lecture, you can easily add the missing notes. Course materials are together in one notebook.
2. Date and number your note pages and your handouts. It will help with continuity.
3. Give yourself plenty of blank spaces in your notes, as well as plenty of room to write. This will allow you to make additional notes, sketch helpful graphics, or write textbook references. Your notes will be easier to read if you write in pen and use only one side of the paper.
4. Law-ruled or summary-margin paper is helpful with its three-inch margin on the left hand side of the page. If you can’t find this paper, draw the margin on each piece of paper. This sets one up for using the Cornell format of note taking. Write your notes on the right hand
side of the line. After the lecture, use the left margin for key words or phrases, or sample questions when you review the notes.

5. Take as many notes as you can. If you miss something, leave a space; you may be able to fill in the blanks later. Do not stop taking notes if you are confused or if you want to ponder a particular concept. You will have time for that later. Abbreviations are extremely helpful in speeding up the note taking process.

6. It may be difficult to make your notes look great or to have them extremely organized as you write them. Work with your notes as soon after class as possible when your recall is at its best. You may be able to fill in some blanks. Color coding can bring some organization to your notes. For example, identify concepts and categories by highlighting items with a particular color. If you still have problems organizing your notes, begin to formulate a specific question for your professor or study groups.

7. As you review your notes, look at the information as answers to questions. As these questions become clearer to you, jot down the questions in the left margin. You may also write key words or phrases in the left hand margin that cue your recall of definitions, theories, models, or examples. Now you are ready to try to recall the information in your notes. Cover the right side of your notes, leaving only these cues (whether there are questions or key words) to test yourself.

8. As you begin to put the material of the course together, add a somewhat generic question – WHY? – to your answers. You need to know why any particular answer is correct. You need to know why the information is pertinent to the course. This will also prepare you for essay exams as well.

**Cornell Method of Note Taking**

Have the students make several sheets of paper using the following directions:

1. Create a recall column by drawing a vertical line down the page about 1” from the margin.
2. Create a summary area by drawing a horizontal line across the page about 1” from the bottom.

Have students take notes in the main area of the page, leaving the left and bottom blank. Ask them to take notes, using this format, during the next lecture. At the next session you could use the note review strategy to ensure all students have the same important information in their notes. Then have them make up cue questions to put in the recall column. These questions should get at the
important information in the notes to the right. Be sure students include both general and specific questions in the Recall Column so that they can test themselves on all the information. Finally, have the students write a brief summary of the important material in their notes.

**Note Review**

Students don’t always take good notes. By focusing on notes from the beginning of the semester, you are modeling for them the importance of lecture notes for this course. Highlighting difficult vocabulary: students may not recognize when they are expected to memorize, understand, and use new vocabulary. Using *Note Review* on a lecture where this vocabulary is introduced will stress the importance of learning and using new words.

**Procedure**

Tell the group that you will begin reading from your notes and will ask the student on your right to pick up where you stop. The role of the leader will move to each student in the group.

1. Encourage students to let everyone know if something is left out or inconsistent with their notes.
   a. Ask the student who disagrees to read from his or her notes
   b. Ask the group if their notes compare
   c. Check the text for support; add the page reference to notes
   d. If consensus is not reached, work with the students to formulate specific questions to ask the instructor next class.

2. If time does not permit the discussion of major concepts or vocabulary, draw attention to them.

This is a method of getting the students to work together to review and augment their lecture notes in an organized way. Suggest that when students take notes in the lecture they include an “SI question” in the margin for the aspects in the lecture they would like to discuss in the SI session. Sometimes it is difficult to recall what those questions were if SI sessions are not right after the lecture!

**Predict Test Questions**

Put students in groups of two or three and assign them to write a test question for a specific topic, ensuring that all topics have been covered. Ask students to write their question on the board or on an overhead for discussion (would the professor ask this question?, what is the answer?, etc.)
Students will have the benefit of learning to think like the teacher and they’ll be able to see additional questions that other students have written.

**Lecture Review**

1. During the first 10-15 minutes of the SI session have the students summarize the most recent lecture, or have them identify the key words from that lecture.
2. Give students three minutes to find support in their lecture notes for a given generalization.
3. Ask the students to predict the direction of future lectures based upon the past lectures.
4. Have students arrange terms from lecture and text into a structured outline.
5. Reinforce new terms or important information by using clearly constructed handouts.  
   *(Can be complete or nearly complete at the beginning of the term but should gradually require more and more filling in as the group becomes more accustomed to working together.)*
6. Review material from previous sessions and lectures.
7. Take a couple of minutes at the end of the SI session to summarize the main idea covered during the session. Ask the students to help summarize.
8. Have students write a one paragraph summary of the lecture. List the new vocabulary terms introduced with this lecture.
9. Formulate potential exam questions based on the main ideas from the lecture.
10. Formulate potential answers from details in the lecture notes.

**Summarize Lecture**

As a group, summarize the lecture from the previous class. You may have to provide prompts for the students. For example, “The first concept discussed was Civil Liberties and Public Policy, what did the professor highlight regarding this?” You may want to ask them to try summarizing without looking at their notes; however, if they are having a difficult time remembering, tell them to refer to their notes.

**Predict the Next Lecture Topic**

This technique helps students prepare for new material, especially if it can be connected to information they have just mastered in the SI session. Have students predict the next lecture topic.
Encourage them to make connections between the last lecture and the next one.

**Identify the “Big Idea”**

Ask each student to tell what he or she thought was the most important concept, idea or new information they learned during a particular lecture or even a session. “if you could only take one thing from the information present, what would it be?” Ask each student to offer a different “take home.” Students often feel overwhelmed by the sheer volume of information they have to deal with and this technique helps them identify and organize the information presented.

**Reading Quiz / Notes Quiz**

The reading or note quiz will include questions from the most recent reading assignment or lecture notes. You can facilitate the quiz verbally by having a few questions ready (approximately five to seven, since you want to make sure you have time to review the answers) or you can create a short paper quiz. You can have the students work on the paper quiz individually or in pairs.

**Create a Calendar**

This “Study Skill” activity can be especially helpful to students at the beginning of the semester, and may encourage students to manage their priorities effectively throughout the semester. Have the students review their syllabi and create a timeline for studying for an upcoming quiz, completing assigned reading, or completing homework and other assignments. Since you only have 15 minutes for a warm-up, you will probably have to work on one timeline per session. In the best-case scenario, each student will bring his or her calendar and syllabus with them, and will be ready to create his or her own timeline for completing tasks. If some students come unprepared, ask them to work on a timeline anyway and they can transfer dates to their calendars at a later time.

**Matrix/Integration**

The purpose is to integrate lecture notes with the textbook or other resources such as lab work. Primarily this is a reorganization of notes in a more systematic manner including references such as page numbers of brief explanations about information presented elsewhere. Start by making sure everyone has a reasonably equivalent set of notes by doing a notes quiz for a warm-up. List the notes’ major topics across the top of the board and the resources down the left side. Invite participants to create this on their own and fill in the information presented by each resource.
The Matrix

A matrix is used when the same types of information are provided in the notes or text for a set of topics. A matrix helps students organize information by showing its relationship to similar categories of information.

Sample Vocabulary Matrix

<table>
<thead>
<tr>
<th>TERM</th>
<th>PARAPHRASED DEFINITION</th>
<th>EXAMPLE FROM LECTURE</th>
<th>EXAMPLE FROM TEXTBOOK</th>
<th>NEW EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oligopoly</td>
<td>A market where a new firm produce all or most of the market supply of a good or service</td>
<td>Airlines</td>
<td>Soft drink manufacturers</td>
<td>Domestic car makers (G.M., Ford, Chrysler)</td>
</tr>
<tr>
<td>Monopoly</td>
<td>A firm that produces the entire market supply of a good or service</td>
<td>Niagara Mohawk</td>
<td>-none-</td>
<td>New York local telephone service</td>
</tr>
</tbody>
</table>

Mnemonic Devices

Mnemonic devices are aids for improving one’s memory. These devices can be much more efficient than rote memory techniques (learning by simple repetition). Mnemonic devices are more effective because they generally attach new information to be learned to old information already mastered, or to catch words or phrases that are more easily remembered.

Jingles

Days in each month – 30 days hath September, April, June, and November

Spelling generalization – I before e except after c
Acronyms

The Great Lakes – HOMES
The only spot in the U.S. where four states meet – CANU

Acrostics

The color of the spectrum – Roy G. Biv
The order of the planets – My Very Educated Mother Just Served Us Nine Pickles

Procedure for Developing Acronyms and Acrostics:

1. Present information to be learned. Underline the first letter of each word.
2. Devise a word or phrase using each letter underlined.
   a. Example: Psychology – 4 symptoms of schizophrenia
      i. Withdrawal
      ii. Hallucinations
      iii. Inappropriate emotional response
      iv. Delusions
   ➔ catchword: *whid*

If a series of phrases needs to be learned, have the students first circle the key word, or most significant word in each phrase. Then, underline the first letter of each key word and form the catchword/phrase as outlined below.

For example: Psychology – Abraham Maslow’s theory of basic human needs:

1. Biological need
2. Safety need
3. Need for Companionship
4. Esteem need
5. Need Self-Actualization
6. Catch phrase: *Bob sings clearly each afternoon.*
**Visual Techniques**

Some students learn well by creating visual study aids. This type of learner may actually picture the page of notes when answering essay questions on a test. Therefore, notes that are clear, concise and well organized are essential. There are a variety of ways to summarize notes in a few words.

Some of these techniques include mapping and picturing. The best visual techniques do more than just condense notes; they help students understand the relationship between topics covered in various lectures and provide a “big picture”. Students who simply memorize their notes as if they contained a series of several hundred unrelated facts may easily miss the point. Visual techniques help pull the ideas together.

**Mapping** and **picturing** are used to draw a picture of the concept presented verbally in the lecture. The relationships between the topics are stressed in the map by the use of arrows. There are many types of mapping and picturing techniques. Two are shown below. These must be adjusted to fit the subject matter. The key idea is to visualize the information and to use as few words as possible.

These visual models may be useful in a variety of courses or disciplines.
Concept Mapping

*Concept mapping* may be useful for: (1) summarizing a lecture, (2) review for an exam, (3) learn a new process, or (4) clarify information.

Procedure:

1. Put students into small groups or pairs.
2. Have them identify the central word, concept, or question around which to build the map.
   a. List the concepts, items, or questions that are associated with the central word or concept. Work from general to specific.
   b. Write in the linking words on the lines connecting the nodes.
   c. Use arrows to join ideas from different branches. If a group of branches are related draw a circle around them.
3. You may want to write a few sentences in the map to explain, question, or comment on some aspect of the map.
4. You may want to begin with a list of words or links and have students put them into the map.
Active Reading Strategies

- **Ask yourself pre-reading questions.** For example: what is the topic, and what do you already know about it? Why has the instructor assigned this reading at this point in the semester?

- **Identify and define any unfamiliar terms.**

- **Bracket the main idea or thesis of the reading, and put an asterisk next to it.** Pay particular attention to the introduction or opening paragraphs to locate this information.

- **Put down your highlighter. Make marginal notes or comments instead.** Every time you feel the urge to highlight something, write instead. You can summarize the text, ask questions, give assent, protest vehemently. You can also write down key words to help you recall where important points are discussed. Above all, strive to enter into a dialogue with the author.

- **Write questions in the margins, and then answer the questions in a reading journal or on a separate piece of paper.** If you’re reading a textbook, try changing all the titles, subtitles, sections and paragraph headings into questions. For example, the section heading “The Gas Laws of Boyle, Charles, and Avogadro” might become “What are the gas laws of Boyle, Charles, and Avogadro?”

- **Make outlines, flow charts, or diagrams that help you to map and to understand ideas visually.**

- **Read each paragraph carefully and then determine “what it says” and “what it does.”**
  
  **Answer “what it says” in only one sentence.** Represent the main idea of the paragraph in your own words. To answer “what it does,” describe the paragraph’s purpose within the text, such as “provides evidence for the author’s first main reason” or “introduces an opposing view.”

- **Write a summary of an essay or chapter in your own words.** Do this in less than a page. Capture the essential ideas and perhaps one or two key examples. This approach offers a great way to be sure that you know what the reading really says or is about.

- **Write your own exam questions based on the reading.**

- **Teach what you have learned to someone else!** Research clearly shows that teaching is one of the most effective ways to learn. If you try to explain aloud what you have been studying, (1) you’ll transfer the information from short-term to long-term memory, and (2) you’ll quickly discover what you understand – and what you don’t.
Exam Preparation

Often students become anxious simply by the language of the question. It is important that students in your group begin to develop the skill of predicting test questions. Once they discover that the origin of test questions is not always mysterious, they will feel much more confident going into their test. You can help students develop this confidence and skill by creating practice exams in the study groups. This type of activity is good shortly before an exam when you have a larger number of non-regular participants in the study group. Plan to work together to create study sheets for each predicted question at the next study group before the test.

Review Dates

The dates of exams should be reviewed regularly so that students are reminded to start studying early.

Identify Exam Format

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, and 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 is earned through two essay questions that focus on the supplemental readings or assigned novels.

Develop Practice Exams

Have students submit 3 to 5 questions. These questions can be assembled into a practice or review exam and returned to students for study. If appropriate, periodically offer practice essay questions. Ask students to outline the answer first. Initially, have the students use their book and lecture notes, but work toward a normal test situation. Provide sample summary sheets for each exam which provide less and less information, thus forcing students to progressively become more and more independent and able to write their own summaries. The first summary sheet could be written by the SI participants as a group. If the professor distributes a sample question or has a file of previous tests on reserve in the library, discuss the wording of the question in SI.
Use Practice Exams in the SI Session

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.

Strategies for Exam Sessions

**True/False Exam Questions**

1. Remember to read the directions for the exam before you begin.
2. Determine the number of questions and budget your time. Many times when True/False questions are given there are a large number of questions. If so, answer each question quickly. It may not be worth a lot of time to get one question right if the question is only worth two points on a 100 point test.
3. Read each question carefully. Remember that if any part of a statement is false, the entire statement is false. Most questions contain a combination of who, what, when, where, or how facts. If any one of those facts is wrong, the statement is false.
4. Look for qualifiers. Words like never, all, none, only, and always generally indicate a statement is false. On the other hand, sometimes, generally, often, frequently, and mostly indicate a statement is true.
5. Answer the question you know first. Often answers to questions you don’t know are supplied in other questions. Go back to answer the difficult questions later.
6. When guessing, do not change answers. Research indicates your first answer is usually best. However, don’t be afraid to change answers when you have a good reason for doing so.
7. Answer all questions. Unless points are deducted for incorrect responses, leave enough time to answer all questions. Mark all remaining or unfinished questions true; in a true/false exam, a slight majority of the answers are usually true.
8. “Reason” statements tend to be false. When something is given as the “reason” or “cause” or “because” of something else, the statement will tend to be false.
Multiple Choice Exam Questions
1. Remember to read the directions for the exam before you begin.
2. Attempt to answer the question without looking at the options. If necessary, cover the answers with your hand.
3. Eliminate the distractors. Analyze the options as true/false questions. In a negatively worded question (as in “which of the following is NOT . . .”), put a T or F beside each option, then simply select the false statement.
4. Never be afraid to use common sense in determining your answer. It is sometimes easy to confuse yourself by attempting to recall the “right” answer rather than simply reasoning through the question. Make sure your answer makes sense.
5. Answer the questions you know first. Often, answers to questions you don’t know are supplied in other questions. Go back to answer the difficult questions later.
6. When guessing, do not change answers. Research indicates your first answer is usually best. However, don’t be afraid to change answers when you have a good reason for doing so.
7. When guessing, choose answers that are not the first or last option. Research indicates that the option in the middle with the most words is usually the correct response.
8. Answer all questions. Unless points are deducted for incorrect responses, leave enough time to answer all questions.
9. If the first option is a correct one, look at the last option to make sure it is not an “all of the above” option. The same is true for the “none of the above” question.
10. If options appear similar, chances are one of them is the correct response. The same is true for quantities that are almost the same.
11. Allow time at the end to check for carelessness.

Matching Exam Questions
1. Remember to read the directions for the exam before you begin.
2. Determine the pattern of the matching questions. Take a moment before you begin answering questions to determine exactly what is being matched. Are they people with quotes, words with definitions, or events with descriptions?
3. Answer the questions you know first. Often answers to questions you don’t know are supplied in other questions. Go back to answer the difficult questions later.
4. Choose the longest column to read first. One column will generally have more reading material than the other. If you begin by reading the column with the greatest amount of reading, matching it to the column with the least amount of reading, you can avoid having to reread the lengthy material each time.

5. With each answer cross out the items used from both columns. This will help you save time by not rereading the material and help you answer more difficult questions by visually taking you through the process of elimination.

**Essay Exam Questions**

1. Remember to read the directions for the exam before you begin.

2. Don’t study for total recall of names, dates, facts, and figures as you might for an objective test. Don’t merely memorize material.

3. Do learn main ideas, key terms, steps in an argument, stages in a process, etc. Also memorize verbatim at least some key phrases, definitions, or short passages. These will give an authoritative air to your answer.

4. Do anticipate exam questions. If, for example, you have studied both the fall of Greece and the fall of Rome since the last test, you can anticipate a question which asks you to compare and contrast these two cities.

5. Read through the whole test first. Answers will come to mind immediately for some questions. Jot down key words now while they are fresh in mind, but don’t start writing your answer.

6. Budget your time. Allow enough time at the end to go back and finish incomplete answers and to proofread your paper. When the time is up for one question, stop writing and begin the next one. On a six question exam, for example, six incomplete answers will usually receive more credit than three complete ones, so try not to leave any questions completely unanswered.

7. Answer the questions you know best first. And don’t panic about any you think you don’t know. Stay calm.

8. Take time to structure your answer, even if you are in a hurry. Whenever you can, work from a brief outline jotted down on scratch paper before you begin to write. Select what is clearly relevant; try to avoid a rambling effect.
9. Come straight to the point in your answer. Make your very first sentence sum up your main point. If you are writing a lengthy answer, summarize the key points you intend to make in an introductory paragraph.

10. Take time at the end to reread the exam. Make sure you have answered all parts of the question.

11. Qualify answers when in doubt. It is better to say “Toward the end of the 19th century” than to say “in 1884” when you can’t remember the exact date. The approximate date may be all that is necessary, but you may lose credit for an incorrect date.

**Common Words Used in Essay Exams**

*Compare* examine qualities, or characteristics, in order to determine resemblances.

*Contrast* stress dissimilarities, differences, or unlikeness of associated things.

*Criticize* express your judgment with respect to the correctness or merit of factors under consideration.

*Define* write concise, clear, authoritative meanings, keeping in mind the class to which the item belongs, and whatever differentiated it from all other classes.

*Discuss* examine, analyze carefully, and present considerations pro and con regarding the problems or items.

*Enumerate* a list or outline form of reply; recount, one-by-one, in concise form, the points required.

*Evaluate* present a careful appraisal, stressing both advantages and limitations.

*Explain* clarify, elucidate, and interpret the material you present.

*Illustrate* present a figure, diagram, or concrete example.

*Interpret* translate, exemplify, or comment upon the subject, and, usually, give your judgment or reaction.

*Justify* prove your thesis or show grounds for decision.

*List* present an itemized series or tabulation.

*Outline* give main points and essential supplementary materials in a systematic manner.

*Prove* establish something with certainty by citing evidence or by logical reasoning.

*Relate* emphasize connections and associations.

*Review* analyze and comment briefly, in organized sequence, upon the major points.

*State* express the high points in brief, clear form.
Summarize give in condensed form the main points or facts
Trace give a description of progress, sequence, or development from the point of origin

**Short-Answer/Fill-in-the-Blank Exam Questions**

1. Remember to read the directions for the exam before you begin.
2. There are few if any “tricks” for this type of exam question. Only one of a dozen publications on “test taking skills” surveyed for this topic had a category for short-answer/fill in the blank questions (this entry contained only two paragraphs that was each only two lines long)!
3. It is best to “overstudy”. You need to know your subject backwards and forwards; the chances are that you will either know it or you won’t. Unlike an essay test, you will not have the opportunity to reveal what you do know in place of what you don’t.
4. Answer the questions you know first. Often answers to questions you don’t know are supplied in other questions. Go back to answer the difficult questions later.
5. When you prepare for the exam, focus on facts and key words. Look over the materials as though you were going to write the exam. Try to predict questions appropriate for this type of exam.

**A Dozen Reasons to Review a Returned Test**

1. Check the point total to make sure it is right. Look for mistakes in grading.
2. Know what questions you missed and why you missed them. The reason you missed the questions is often as important as the correct answer.
3. Study the instructor’s comments, especially for essay questions, so that you will know what to expect next time.
4. Look for the kinds of questions that instructor likes to use.
5. See if the questions came from the text or the lecture. Concentrate more on that source for the next exam.
6. Correct and understand what you missed. This is information you need to know. It may appear on a later test or the final.
7. Analyze the type of problems you missed so you can review strategies for that type of question.
8. Review to get an idea of what kind of test the instructor might give next time.
9. Review to put information back into long-term memory.
10. You want to ask questions while the test is “fresh.”

11. Review how you studied for the exam. Look for better ways.

12. Reviewing gives you a good reason to talk to your professors and let them know you want to improve.