

WHAT IS IMPORTANT TO KNOW ABOUT SI (SUPPLEMENTAL INSTRUCTION)

Fall 2013 Palmdale Center Welcome Back Day

Presenters:

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and

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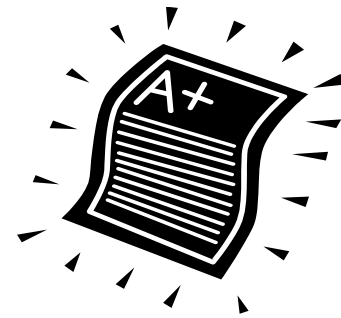
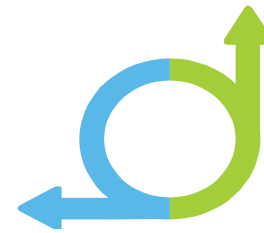
What is Supplemental Instruction?

- Definition within the context of academic support
- SI for “high risk” classes for the benefit of “at risk” students
- Different from tutoring
- History of SI at AVC
UMKC connection



SI Purpose/Desired Outcomes

- Improve learning
break the dependency cycle
- Improve student performance
facilitate learning and
earn higher grades
- Increase continued enrollment
earn grades and persist
- Increase retention
prevent dropping out



Components of a SI Program

- Peer-facilitated review sessions; SI Leader attends lectures and/or meets with instructor
- Regularly scheduled, out-of-class, voluntary, anonymous
- Content and skills integrated
- Faculty supported
- Extensive training and supervision of SI Leaders
- Key people: SI Leader, Instructor, Students, SI Supervisor



Instructional vs. Active Learning Paradigm (dependence to independence)

Instructional Paradigm

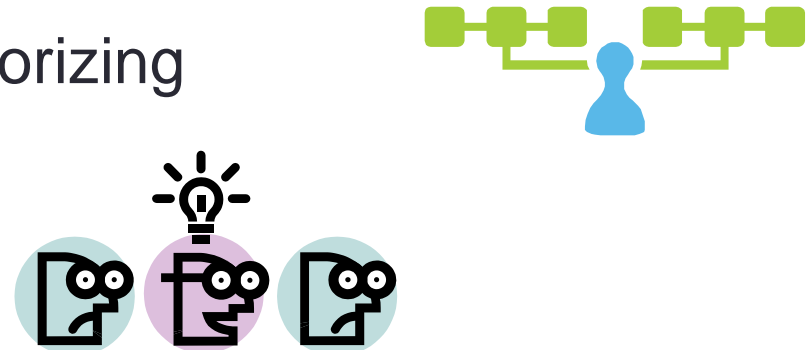
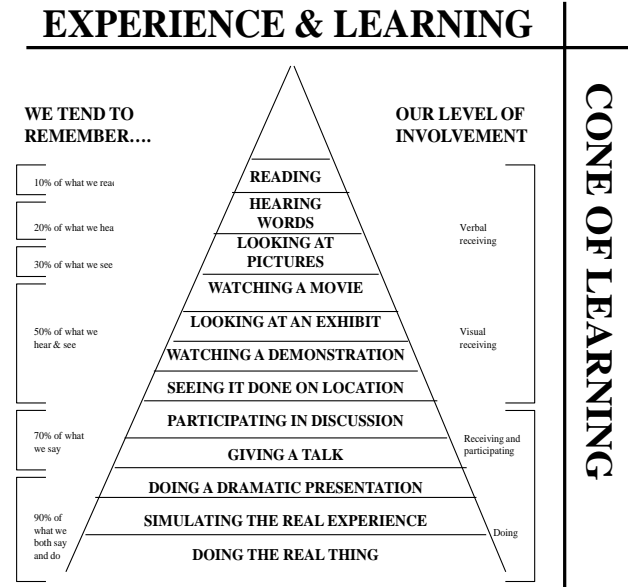
- Learning is instructor-centered
- Learning is cumulative and sequential
- Knowledge is stored and delivered

Active Learning Paradigm

- Learning is student-centered
- Learning is active and messy, even uncomfortable
- Knowledge is constructed

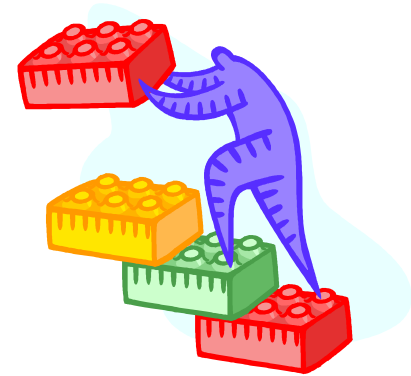
Learning theories applied to SI

- Dale's Cone of Learning
- Skinner's behavioral theories for scheduled reinforcements
- Piaget and Ericson's developmental theories
- Brunner's learning by categorizing
- Bandura's self-efficacy



More learning theories applied to SI

- Vygotsky's scaffolding
- Freire's student empowerment
- Asubel's advanced organizer
- Others:
 - Maslow
 - Keller and Polya
 - Bloom
 - Chickering and Gagne
 - Kolb
 - Knowles



What takes place in an SI session?

- What students do
 - socially interact
 - explore, apply, integrate the topic or topics
 - ask questions
- What students learn
 - organize information
 - connect problems to real life situations
 - analyze and question

How the SI Leader Facilitates the Session and Organizes Time

- Planning a session
 - importance of points to consider
 - generating a written plan
- Strategies used in the session
- Emphasis on study skills



Benefits of SI

for AVC

- Improves learning
- Boosts retention and graduation rates
- Develops leaders
- Is cost effective

for AVC Instructors

- Receive feedback regarding class comprehension of content and materials
- Produce more academically prepared students
- Receive higher student satisfaction
- Higher ratings on student evaluations, even with larger class size

Benefits of SI (continued)

for Students

- Higher grades
- Better understanding of course content
- Better study habits
- Higher likelihood of success in other courses

for SI Leaders

- Development of leadership skills
- Experience of group facilitation
- Increased knowledge of course content
- Improved learning skills
- Resume booster
- Closer relationships with instructors

Process for Requesting SI

- Factors involved

 - historically difficult/high risk

 - gatekeeper

 - funding

 - availability of SI leader

- Process involved

 - send Email request at end of semester to rtrejo4@avc.edu along with list of potential SI Leader(s)

 - request is reviewed and approved; instructor notified

 - interviews of SI Leader(s) take place; selection made; SI Leader is hired and trained (ten hours) before semester begins

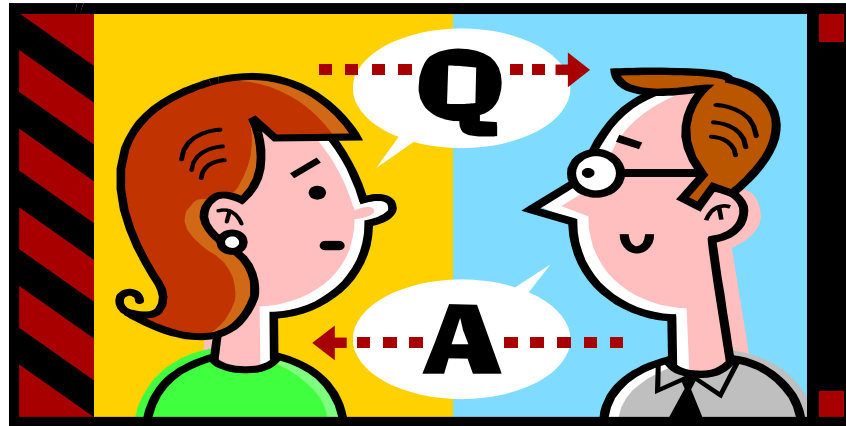
Math 102 SI Data

Antelope Valley College Learning Center						
Supplemental Instruction Summary Report						
Course Name: MATH 102				Instructor: XXX		
Class Meeting Times: All Sections						
SI Leader: XXX				Term/Year: XXX		
SI and Non-SI Group Comparison						
	SI Group		Non-SI Group		Total	
N =	16		74		90	
Grade	Number	Percent	Number	Percent	Number	Percent
A	5	31%	15	20%	20	22%
B	5	31%	16	22%	21	23%
C	4	25%	20	27%	24	27%
D	0	0%	6	8%	6	7%
F	0	0%	6	8%	6	7%
W	0	0%	10	14%	10	11%
Combined A,B, & C	14	88%	51	69%	65	72%
Combined D, F, & W	0	0%	22	30%	22	24%
Grade Pt. Average	3.07		2.44		2.56	
AT, I, NC, NR	0	0%	0	0%	0	0%

Summary Chart						
Total Course Enrollment (Students who appear on the final class roster after drop/add)						90
Number of SI Sessions Offered During the Term						32
Total Number of Students attending SI Three or More Times (Unduplicated)						16
Total Percentage of Students attending SI Three or More Times (Unduplicated)						18%
Total Contact Hours of SI Participating Students						180
Mean Number of Sessions Attended by SI Participants (Contact hours divided by unduplicated headcount of SI participants)						11.3
Mean Size of SI Sessions (Contact hours divided by total number of SI sessions)						5.6
Mean SI Participant Evaluation Rating of Helpfulness of SI Sessions (scale 1=low to 5=high)						4.00
Mean final Course Grade of SI Participants						3.07
Mean final Course Grade of Non-SI Participants						2.44

Questions and Answers

K - W - L



Acknowledgement: University of Missouri, Kansas City (UMKC)

- Some of the information provided in this presentation can be found in the Supplemental Instruction Supervisor Manual developed by UMKC. Participants in three-day training sessions offered by UMKC faculty and staff are encouraged to share the information with others on their respective campuses who will benefit from it (administrators, instructors, staff members, and SI Leaders).
- For more information about SI, contact Marion Stone, Ph.D., Director of Academic Support and Mentoring at UMKC.