

Helping Students Get it Together through Supplemental Instruction

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May 6, 2009

Supplemental Instruction and Student Engagement



Supplemental Instruction and Student Engagement

“Student success must be everyone’s business in order to create the conditions that encourage and support students to engage in educationally productive activities at reasonably high levels.”

Kuh et. al., *Student Success in College: Creating Conditions that Matter*.

QUESTION:

What are **educationally purposeful activities** and how can we engineer our campus environments so that our students spend more time engaged in them?

Seven Principles For Good Practice in Undergraduate Education

by Arthur W. Chickering and Zelda F. Gamson

Good practice in undergraduate education:

1. Encourages contact between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

Supplemental Instruction and Student Engagement


- intrusive, proactive student advising
- study abroad, externship and internship opportunities
- service and experiential learning programs
- freshman residential or community living/learning programs
- vibrant student affairs programs
- academic support programs and resources



• Supplemental Instruction Programs

Supplemental Instruction and Student Engagement

KEY FEATURES OF THE SUPPLEMENTAL INSTRUCTION MODEL



| |
|---|
| targets courses with a history of a combined drop, fail and “D” grade rate in excess of 30% |
| offers highly participative weekly review sessions that help students figure out how to learn and what to learn |
| SI sessions are facilitated by trained student leaders who are near-peers |
| |
| |

Supplemental Instruction and Student Engagement

www.umkc.edu/cad/si/

- SI Sessions
- SI Leader Jobs

SI Workshops

- Registration
- Hotel
- Transportation/Directions
- Agenda
- Workshop FAQ

Resources

- Order Materials
- Publications
- Free Materials!
- SI-Net
- Summary Reports

International Conference
2008

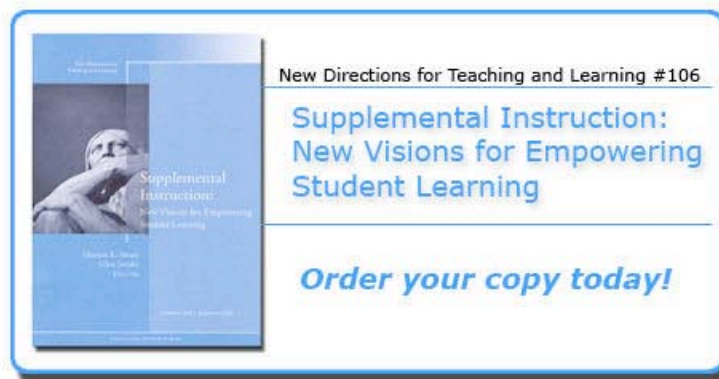
Center for Academic
Development

VSI Program

Student Affairs



Publications



On back cover:

In an ever-changing academic environment, an established academic support model is providing its ability to meet the needs of today's educational landscape. Supplemental Instruction (SI) was introduced over thirty years ago to help students in these difficulty courses be successful. This issue of New Directions for Teaching and Learning both introduces basic tenets of SI to those who do not know it and brings those familiar with the method up-to-date on how far it has come and where it is headed in the future.



[Read the current SI Update](#)

SI/VSI Publications, Research, and Bibliographies

Call Dr. Marion Stone, 816.235.5758, with any questions or comments.

- [Bibliographies](#)
- [SI Update \(The International Center for SI Newsletter\)](#)
- [SI National Data](#)

Supplemental Instruction Programs in Canada

1. Carleton University
2. Cité Collégiale
3. Concordia University
4. Kwantlen Polytechnic University
5. McMaster University (research and planning stage)
6. Ontario College of Art and Design
7. Queen's University
8. Ryerson University
9. Saskatchewan Institute of Applied Science and Technology
10. Thompson Rivers University
11. University of Guelph
12. University of Northern British Columbia
13. University of Ottawa
14. University of Regina
15. University of Saskatchewan
16. University of Toronto Mississauga
17. University of Toronto Scarborough
18. Wilfrid Laurier University
19. York University (Atkinson College)

Supplemental Instruction and Student Engagement

Supported Learning Groups Program Objectives



1. to contribute to increased retention within courses and degree programs to graduation
2. to help to improve academic competency
3. to develop transferable group and self-reliant learning skills
4. to foster a passion for learning and intellectual interchange

Supplemental Instruction and Student Engagement

University of Guelph

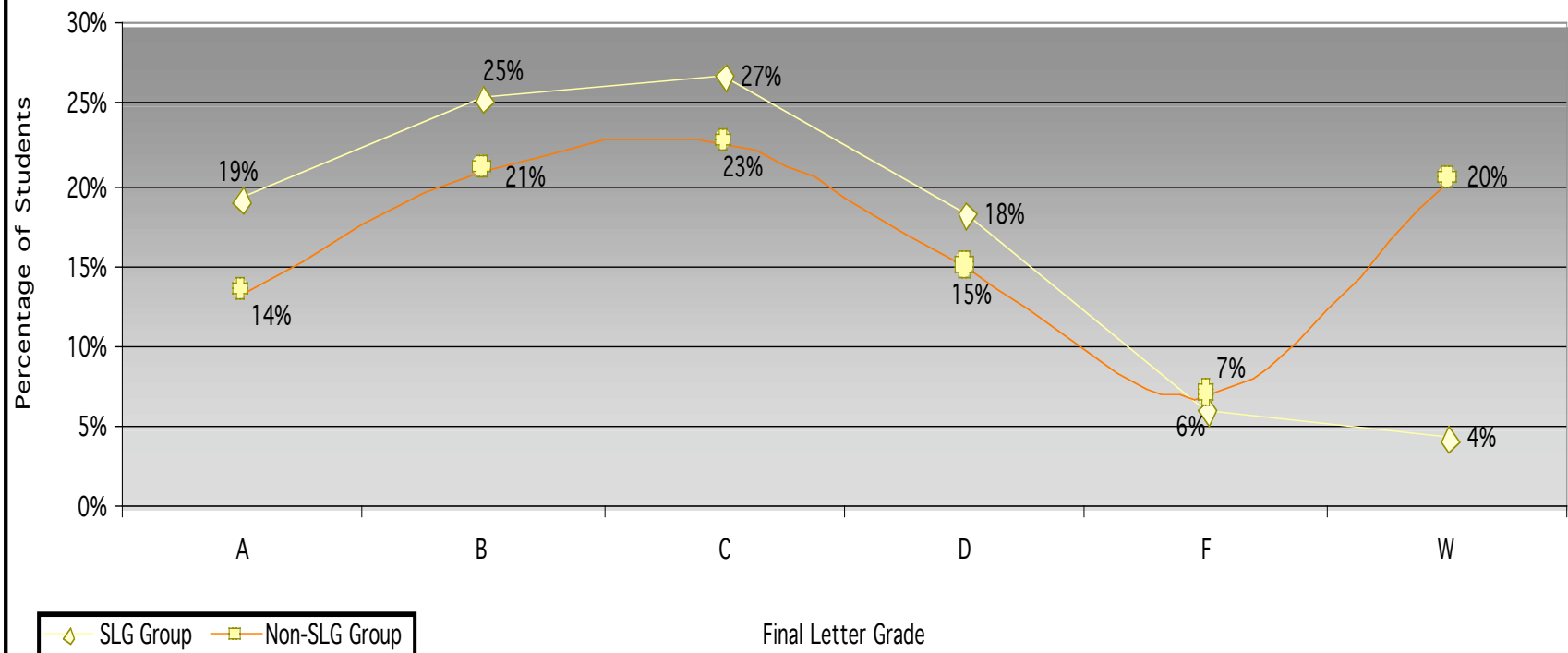


- ✓ comprehensive university (undergraduate, masters and doctorate)
- ✓ located in Guelph, ON population ~130,000
- ✓ 18,000 full and part-time students in over 100 programs
- ✓ 5,000 living in residence
- ✓ SI in 37 sections of 16 1st and 2nd year courses in 2005-06

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University of Guelph

Final Grades Across all Courses Fall 2001



SLG n = 2329

University of Northern British Columbia

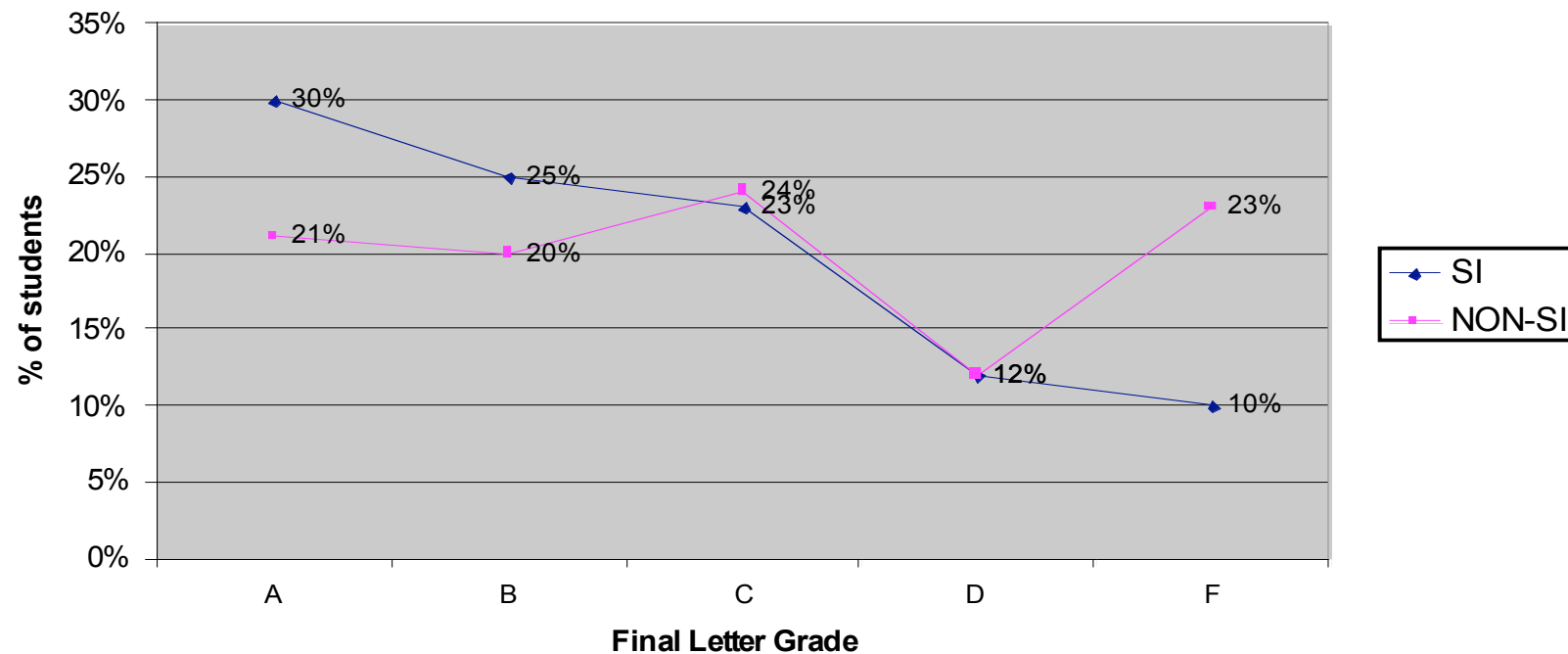


- ✓ Small, research intensive university (primarily undergraduate)
- ✓ located in Prince George, BC population ~83,000
- ✓ 4,000 full and part-time students in six thematic academic clusters
- ✓ 536 living in residence on Prince George campus
- ✓ SI in 10 sections of 7 courses in 2005-06

Supplemental Instruction and Student Engagement

University of Northern British Columbia

UNBC Final Grades Across Courses 2005-2006



Supplemental Instruction and Student Engagement

Carleton University

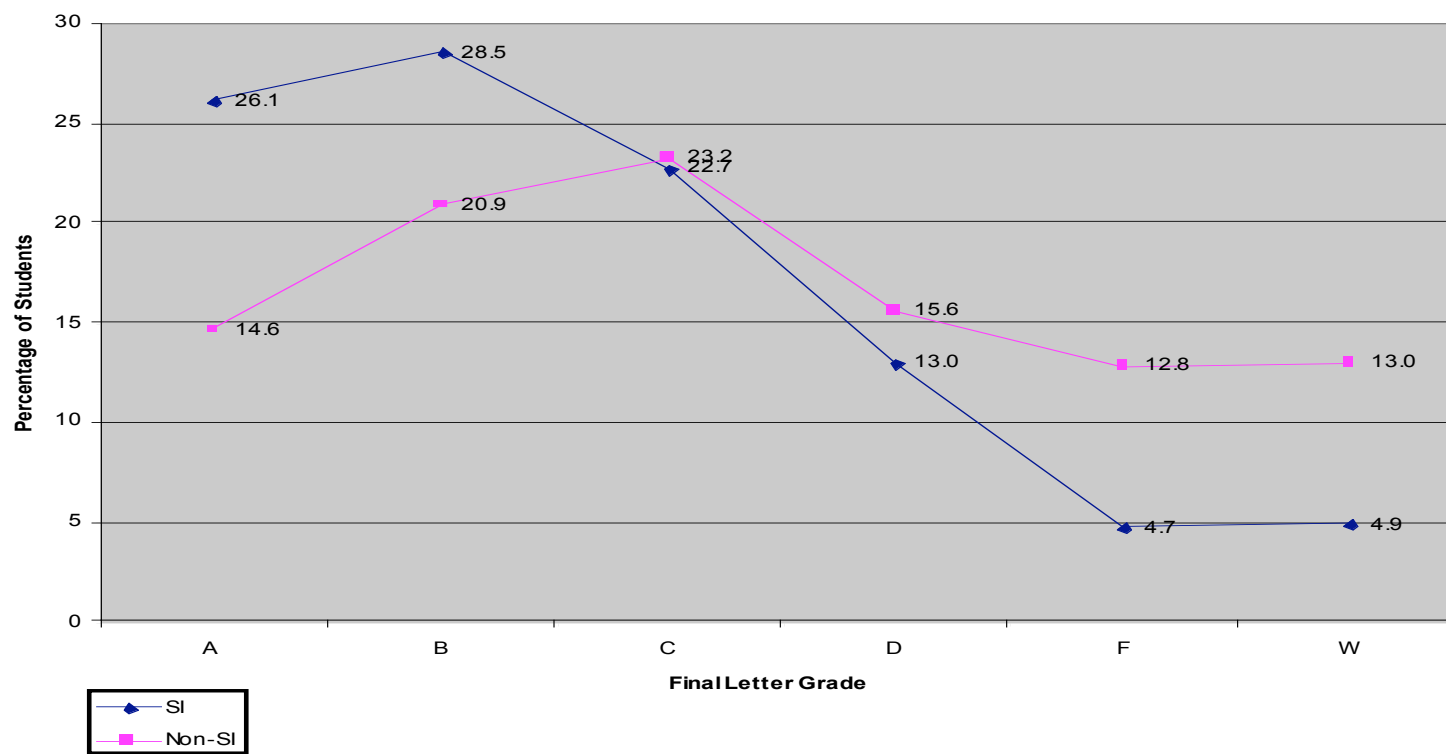


- ✓ comprehensive university (undergraduate, masters and doctorate)
- ✓ located in Ottawa, Ontario population ~1,000,000
- ✓ 23,000 full and part-time students in over 100 programs
- ✓ 2,623 living in residence
- ✓ SI in 34 sections of 23 1st, 2nd and 3rd year courses in 2005-06

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Carleton University

Final Grades and SI Participation
Carleton University PASS Program, 2005-2006



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fun



active



challenging



collaborative



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Session Rap-Up

Let's summarize the most important things we have learned this week! (We'll use the chalkboard for now... But you can jot down anything you like afterwards)

If you can give it some rhythm, even better!! :D



THAT'S IT FOR TONIGHT, FOLKS!
THANKS FOR COMING -- SEE YOU NEXT WEEK! ©

Supplemental Instruction and Student Engagement



study strategies



time on task



formative feedback



Supplemental Instruction and Student Engagement

SI Leaders



SLG Leader Alumni

28 Masters/PhD

21 Medical Doctors

11 Teachers

8 Veterinarians

6 MBA's

5 Lawyers

4 Therapists

3 Engineers

2 Pharmacists

2 Dentists