



Supplemental Instruction Leader Manual

Fall 2011

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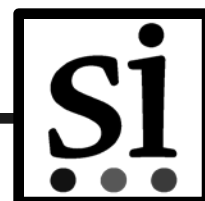
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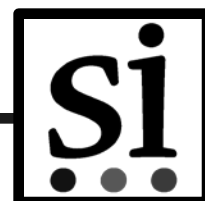
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● SI Leader Performance Guidelines

SI Leader responsibilities are as follows:

- ➔ Submit all sign-in sheets to Jessica Willford (SI Supervisor) at the end of each month. At the end of the semester, all remaining paperwork, textbooks, and other materials (such as Code of Conduct) **must be returned** no later than 5:00pm the last day of finals.
- ➔ Attend all class lectures and SI sessions (unless pre-arranged with SI Supervisor). In the event that you should be unable to attend a class and/or session or should you change a session day, time or location, you are to notify the professor *prior to the cancellation or change*. If attendance becomes an issue, your professor has been asked to report this information to the SI Supervisor.
- ➔ Maintain weekly office hour.
- ➔ Remain in your scheduled sessions at least fifteen (15) minutes in the event no students attend that session.
- ➔ Meet with your professor at least once a week.
- ➔ Attend all On-Going Trainings unless you have made other arrangements with the SI Supervisor in advance.
- ➔ Be a visible member of your classroom. You should be actively making an effort to encourage attendance of your sessions by speaking in front of the classroom, posting session days and times on the board before every class and talking individually with students every day.
- ➔ Behave in an appropriate and professional manner while representing the Supplemental Instruction Program, in the office and as a model student while attending the assigned class (i.e. behaving in accordance with basic rules of classroom decorum, not speaking with others during lectures, passing notes, encouraging friends or significant others to enroll in your section for quality time, obtaining copies of exams from professors prior to exam dates, etc.). At no time should a SI leader behave or act in such a way as to cause discredit or embarrassment to the Supplemental Instruction program or the University of Wyoming.
- ➔ Comply with all policies set forth by the University of Wyoming and the Supplemental Instruction program.

Confidentiality Statement

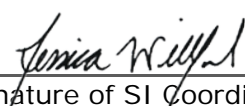
As an employee of the Supplemental Instruction (SI) Program, I understand that I may have access to confidential information such as grades, student records, test results, student progress in class, and similar data. I am aware that I may receive verbal or written communication with the SI coordinator,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

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

Signature of SI Leader

Date

Signature of SI Coordinator


19 Aug 2011
Date

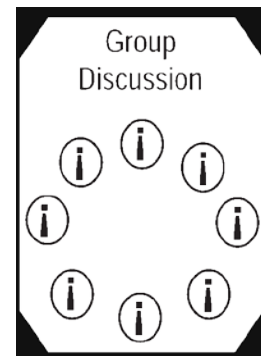
● Assessment

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

1. Have every student sign in to each session. You must keep track of sign in sheets. **Without sign-in sheets, it is impossible to determine how successful Supplemental Instruction sessions are.**
2. For the sake of successful assessment:
 - ✗ It is unacceptable to provide *numbers*, such as "I had 2 people, but I don't remember who they were"
 - ✗ It is unacceptable to cancel or move a session without informing the SI supervisor. You should have at least 4 SI sessions per month.
3. You will need to turn in your physical sign-in sheets at the end of each month. Copies of originals will be accepted. Sheets must:
 - ✓ Be chronological
 - ✓ Have your name written at the top of the page
 - ✓ Have the date of the session listed
2. Distribute an end-of-term survey to all students in class. Survey is available in Part V: Forms.

● The SI Program

Underline the key words or ideas presented in this summary. Be prepared to share your responses with the group.



1. The SI program often targets traditionally difficult academic courses and courses that may be enriched from regularly scheduled, out-of-class, peer-facilitated sessions.
2. SI does not identify high-risk students, but rather identifies historically difficult classes.
3. Sessions begin the first or second week of the term.
4. SI sessions times are set by SI leaders and normally occur in traditional classrooms.
5. SI sessions are open to all students in the course, are attended on a voluntary basis, and are free.
6. The SI leaders are the key people in the program. SI leaders are students who have demonstrated competence in the course.
7. SI sessions are comprised of students of varying abilities, and no effort is made to segregate students based on academic ability. Since SI is introduced on the first day of classes and is open to all students in the class, SI is not viewed as remedial.
8. SI leaders are trained. This training covers such topics as how students learn as well as instructional strategies aimed at strengthening student academic performance, data collection and management details.
9. SI leaders attend all class sessions, take notes, read/skim assigned material, and conduct 3-4 60-minute SI sessions each month. SI sessions integrate how-to-learn with what-to-learn.
10. Students who attend SI sessions discover appropriate application of study strategies, e.g. note taking, graphic organization, questioning techniques, vocabulary acquisition, problem solving, and test preparation, as they review content material.
11. Students have the opportunity to become actively involved in the course material as the SI leaders use the text, lecture notes, and supplementary readings as the vehicle for refining skills for learning.
12. The SI Coordinator is responsible for identifying the targeted courses, gaining faculty support, assisting in the selection and training of SI leaders, monitoring the quality of SI sessions, and evaluating the program.
13. The SI leaders meet as a group with the SI Coordinator at least once during the term for follow-up and problem-solving.
14. SI participants earn higher course grades and withdraw less often than non-SI participants. Also, data demonstrate higher reenrollment and graduation rates for students who participate in SI.

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?

● Tasks of the SI Leader

1. SI Leader Training

- ☐ At the beginning of the semester.
- ☐ At mid-semester
- ☐ Meet with SI supervisor as needed
- ☐ Peer Observations

2. Attend the Targeted Class

- ☐ Meet with the course instructor regularly.
- ☐ Ascertain areas of difficulty in the course.
- ☐ Introduce SI to the class and administer beginning-of-term survey (if needed)
- ☐ Regularly announce in class the SI schedule and room locations.

3. Conduct Sessions

- ☐ Plan an introduction to the SI session.
- ☐ Schedule SI sessions.
- ☐ Work with SI coordinator for room assignments for SI sessions.
- ☐ Organize the SI with built-in flexibility to the needs of attendees.
- ☐ Prepare handouts for SI sessions.
- ☐ Hold marathon SI sessions or extra SI sessions when needed.
- ☐ Provide closure (e.g., a quiz, a summary, a suggestion for future study).
- ☐ It may be wise to hold a 2 hour session prior to an exam and cancel a session following one (as attendance is typically low following an exam)

4. Support Faculty

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

5. Integrate Content and Learning Skills

- ☐ Redirect discussion to the 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.

6. Collect Data for Program Evaluation

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



● SI Leader and the Student

11 Simple Solutions (FAQ)

1. **My students only address *me* during discussion**— how can I encourage students to discuss a topic with each other?

- Here are a couple suggestions to promote real discussion (rather than addressing you):
- Put students into smaller groups with topics for discussion
 - Get up and move behind the person speaking. S/he will then begin to address group.

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

2. **It seems like I have a lot of students who don't *need* SI coming to SI...**

- Supplemental Instruction needs successful students in class to help facilitate discussion (they are successful on the topic, so can discuss it) and removes any stigma that Supplemental Instruction is remedial.

3. **For some reason when I'm doing a presentation, my SI group seems to "zone out"**

- 10-15 minutes is the "saturation point" for a student – your group members will zone out if you go much further past this point. Make sure you break up your presentations with activities, student work, or group work.

Remember: your job as an SI Leader is to PROCESS content, not DELIVER content!

4. **How can I get more students to attend my SI sessions?**

- As an SI leader, make a point to greet every student in the class and invite them to an SI session at some point in the semester. This will boost their confidence in attending a session (especially if they're on the fence)
- See "SI Attendance Strategies" on page 27.

5. **Even though I always ask students to sign in, I don't always get everyone**

- Your sign-in sheets are extremely important! Tell your students that by signing in, they ensure the future of SI, which is what makes SI free to students.
- Have every student (even those who come in late) sign in.

6. **My group of "regulars" seem unfriendly toward newcomers.**

- Believe it or not, this is probably because of *your* reaction to newcomers/latecomers. Your job is to create a welcoming atmosphere to all students. Even if the student is late, or you may feel they interrupt the connection you've already made with your "regulars," be sure to put all students at ease and welcome them to SI.

7. **I'm beginning to think students need more help *studying* than understanding content.**



- That's probably true! Supplemental Instruction is a wonderful opportunity for students to learn new ways of studying, but it has to be more than handing out a worksheet, or telling them how to study. Demonstrate study skills by incorporating them into your sessions.

● SI Leader and the Student

11 Simple Solutions (FAQ), continued

8. What's the best way to do an icebreaker?

- Students won't mind an icebreaker, as long as it's brief. If it takes too long, you not only bore the socks off your students, but you eat into your session time.
- Orchestrate 60 second icebreakers, and challenge your students to finish within that time (time them with your stopwatch).
- Suggestions for icebreakers include:
 - Name and major
 - Name and city born
 - Name and favorite ice-cream flavor (you get the idea)



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

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

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

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

11. What should I do if I tell my students to break into groups and nobody moves?

- The FIRST time you tell participants to break into smaller groups, you must show resolve. Otherwise you'll encounter resistance each time you ask them to break into groups. You are training the group to be effective as a GROUP.

● SI Leader and the Student

Break into groups of six or seven. Assign each person in the group one of the situations presented below and ask them to lead the group in a discussion about how they would handle it. You may want to view the “Dos and Don’ts” below for tips.

What would YOU do in these situations?

1. A student asks you for a copy of your lecture notes because "his or her mom is in the hospital."
2. A student asks you for the handouts you have prepared for the SI session but says he or she can't stay for the actual SI session.
3. A student repeatedly arrives late for the SI sessions.
4. The handout you have created is on the reading that was required for the last class session. No one in the group has done the reading.
5. A student tells you: "I got a 90 on my last test, and I don't need to come to SI anymore."
6. A student confides personal problems. (This could range from anything to registration difficulties to marital abuse problems.)
7. A student is attempting to go beyond the actual content of the course as presented in class or assigned reading materials.

Do:

- Say “yes” to students’ requests whenever it is reasonably possible to do so.
- Remember that the goal of SI is more than simply helping students score well on examinations. Many things can contribute to attrition.
- Recognize the limits of your job description and training. You are a recognized expert on the course, but that’s as far as you have to go. Listen patiently to all other problems and refer the student to those persons who are recognized experts with the problem the student describes.
- Attempt to treat all students as you would treat a friend.
- Provide straightforward, truthful responses.

Don’t

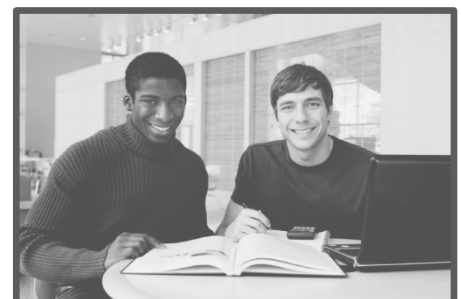
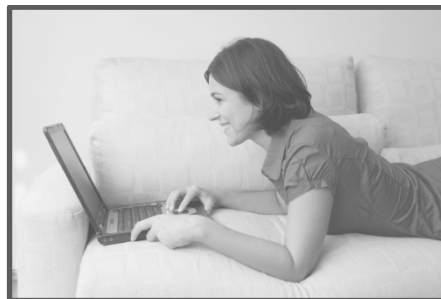
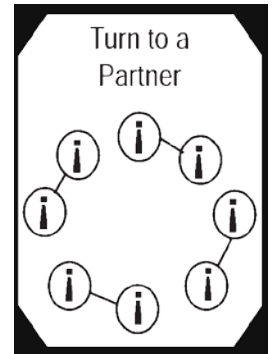
- Allow yourself to be drawn into an argument with students. Even if they are clearly wrong, asking for it, or start it first.
- Demand that students have to defend themselves to you. For instance, if they miss a session, act concerned but don’t demand an explanation.
- Say anything that would make you sound like a parent, teacher, police officer, judge, or authority of any kind.
- Feel obligated to fix problems that students create and can solve for themselves. Just remember to be diplomatic when you must decline the invitation to get involved.

Above all, students should always feel welcomed, accepted, and believed by the SI Instructor.

● Referring Students

Break into groups of two. Using the “Guide to Campus Resources,” discuss with your partner your recommendations on where to refer students who reported the following difficulties:

1. “I just got an apartment off campus and I’m looking for a roommate.”
2. “Someone broke into my car and stole my iPod.”
3. “I have to give a presentation in class next week and I am really nervous.”
4. “I just found out my landlord is trying to terminate my lease early”
5. “Where can I go to get a flu shot?”
6. “I got busted for a MUI last weekend.”
7. “I lost my WyoOne card”
8. “I have a huge research project due but I have no idea where to start”
9. “Someone in my hall has been saying inappropriate things to me”
10. “I don’t think I can afford college next semester.”



● Guide to Campus Resources


Guide to Campus Resources

Alcohol Awareness (AWARE)	766-3412
Branding Iron	766-6190
Campus Police	766-5179
Center for Advising and Career Services	766-2398
Child Care (Early Care and Education Center)	766-4816
Copy Center	766-3890
Counseling Center	766-2187
	766-8989 (Crisis Hotline)
English as a Second Language	766-4055
FERPA regulations (Office of the Registrar)	766-5272
Financial Aid	766-3800
Health Insurance (Department of Risk Management)	766-5767
Housing (Residence Life & Dining)	766-3175
ID Office (WyoOne)	766-5267
Information Technology	766-HELP
International Students Office	766-4053
Jobs	studentemployment.uwyo.edu
Library	766-3190
Math Lab	766-6577
Minority Students (Office of Multicultural Affairs)	766-2157
Non-Traditional Student Council	766-5343
Oral Communications Lab	766-3815
Parking	766-9800
Safe Ride Shuttle Service	766-RIDE
Sexual Harassment (Office of Diversity/EEO)	766-3459
Shuttle Bus and Transit Transportation Services	766-9800
Student Affairs	766-2693
Student Attorney	766-6347
Student Government (ASUW)	www.uwyo.edu/asuw
Student Health Service	766-2130
Student Organizations (Campus Activities Center)	766-6340
Study Abroad	766-6681
Supplemental Instruction	766-4322
Testing Center	766-2188
Tutoring Board	www.uwyo.edu/bettergrades
University Disability Support Services	766-6189
	766-3073 (TTY)
Writing Center	766-5250



Supplemental Instruction

Code of Conduct

1. Give everyone an opportunity to ask and answer questions.
 2. Sign in every time.
 3. SI is not about getting answers, it's about finding answers.
 4. Be respectful of each other.
 5. Be aware that everyone learns differently and at a different pace.
 6. What you get out of SI is what you put into it.
 7. We are only in session for an hour – so being on time is important!
 8. The SI leader is not in charge of distributing extra credit for attending. Questions can be referred to the instructor.
- 

● SI Leader and the Instructor

Break into groups of six or seven. Assign each person in the group one of the situations presented below and ask them to lead the group in a discussion about how they would handle it. You may want to view the “Dos and Don’ts” below for tips.

What would YOU do in these situations?

1. The instructor asks you to do something the SI Supervisor has asked you not to do (example: lecture for him or her during a time he or she will be absent).
2. The instructor offers to show you some of the test items from an upcoming exam.
3. The instructor asks you not to pass out old exams in SI. A student brings one to the SI session.
4. The instructor asks you to help distribute handouts in class.
5. The instructor asks if they can visit one of your SI sessions.
6. The instructor wants to know which students have been attending the SI sessions
7. The instructor asks for feedback about content related difficulties the students are experiencing.

Do:

- Treat the instructor as your ally, never your adversary.
- Meet with the instructor weekly
- Provide the instructor with feedback about how the sessions are going. Although it is not recommended that instructors attend SI sessions, most SI programs will not self-destruct if the instructor elects to visit one or two sessions.
- Show the instructor the handouts you plan to share with the students in SI. He or she can help make your handouts more appropriate to the course material.
- Ask the instructor for permission to make announcements to the class. Even though your instructor agreed in advance to allow you time to survey the class and to make necessary announcements, it is always good policy to request permission before doing so.
- Be helpful to the instructor whenever possible. You do not have to assume the role of being the instructor’s assistant but offer to assist the instructor in tasks such as passing out materials or other similar kinds of activities.

Don’t

- Criticize the instructor during an SI session. Students will report this to the instructor and it is not helpful. Students are responsible for their academic performance, regardless of the instructor's style.
- Grade papers or tests or be involved in constructing test items.
- Set yourself up as a teacher. Your purpose is to facilitate the learning of the material, not to do or evaluate the teaching.
- Hesitate to refer the instructor to the SI supervisor if he or she requests anything about which you are uncertain or with which you are uncomfortable.
- Answer questions the instructor poses to the class or involve yourself in class discussions unless the instructor directly invites you to do so.

● SI Leader and Supervisor

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

With your students:

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

With your instructor:

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

With your sessions:

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

● Checklist: The First Day of Class

There are many things SI Leaders must remember to do on or before the first day of class.

Before the first day

- ✓ Remind the professor that you will need to make a brief presentation about Supplemental Instruction to the class
- ✓ Get a copy of the syllabus

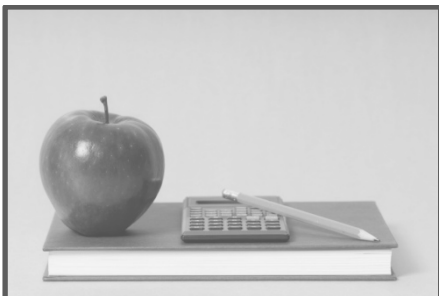
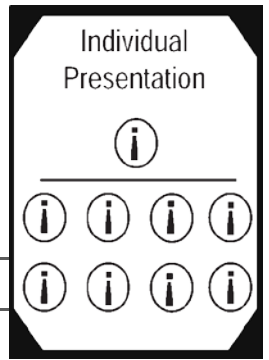
On the first day

- ✓ Arrive on time
- ✓ Write your name and campus SI office number on the blackboard.
- ✓ Introduce SI to the students.
- ✓ Hand out the beginning-of-the-term survey to the students (if needed)
- ✓ Hand out a one-page overview of the SI program that includes some of the material from your oral presentation.
- ✓ Collect the surveys.



● Introducing SI to the class

Prepare a short speech to introduce SI to the class. Organize your presentation as though you were attempting to answer questions students might ask or have about the program. On the next page are sample questions and answers.

[illegible]

● Student FAQ about the SI Program

What is SI?

Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI is provided for all students who want to improve their understanding of course material and improve their grades.

Attendance at sessions is voluntary. It's a chance to get together with people in your class to compare notes, discuss important concepts, develop strategies for studying the subject, and to test yourselves before your professor does, so that when he/she does, you'll be ready. At each session you will be guided through this material by your SI leader, a competent student who has previously taken the course.

What's an SI leader?

Have you ever wished you could do something over, knowing what you know now? SI leaders are students themselves and are prepared to share with you what they have learned over the years about how to study. They know the course content and are anxious to help guide you through it. They'll be in class with you every day, hearing what you hear and reading what you read. What they won't do is lecture or give answers; their job is to help you think about the lectures you hear and the books you read, and then put it all together during the SI review sessions. SI can help you learn course material more efficiently.

When do SI review sessions start?

[optional]On the first day of class you will fill out a short survey to let the SI leader know your class schedule. Each SI leader will set up a review session each week at times that are best for the majority of students taking the class.

You can attend as many or as few as you'd like. SI review sessions are informal. Bring your notes; bring your textbook; bring your questions.

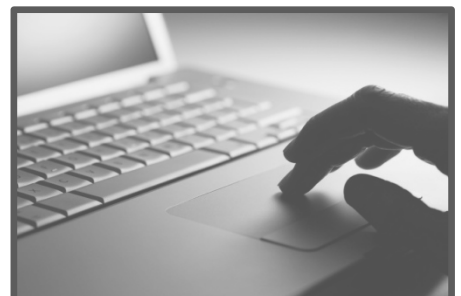
What's in it for me?

If you attend SI sessions regularly, chances are you'll earn a better grade. You'll have developed a better understanding of course content as well as more effective ways of studying. This will help you in other classes also.

● Opening the SI Session

Think about the following issues:

- ➔ What kind of room are you looking for?
Do you want SI in the same room or building the class is held? Do you want a theatre-style classroom? A conference room (small sessions only)? Technology?
- ➔ How will you arrange the room?
- ➔ Where will you sit?
- ➔ How will you introduce yourself to the group?
- ➔ How will you introduce SI to the group?
- ➔ How will you introduce the group members to each other?
- ➔ What will you do if students come to the first SI session and seem upset when you explain that you will not "tutor" them.
- ➔ How will you explain why participants need to sign in each time they attend?
- ➔ If a student comes in halfway through the SI session, will you still ask the student to sign in?
- ➔ What will you do if you only have one student show up for a session?
- ➔ What will you do if no one shows up for a session?

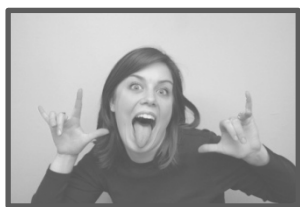


● Obstacles in Conducting the Session

You may encounter personalities in your sessions that are counterproductive to Supplemental Instruction.

Monopolizers: students who tend to dominate the discussion, resulting in low participation among other students. It's best to talk to these individuals early, when you first recognize the problem. Ask them to talk to you quickly after class, tell them how much you appreciate their participation, but let them know your concern that other students will just "sit back" and not participate, or count on the one student to do all the responding.

Manipulators: students who will try to attract a lot of attention, often acting as if they need to be "rescued" or supported in excessive ways. Avoid being drawn into too much interaction with these students; show respect for them at all times, but draw boundaries.



Distractors: individuals who sidetrack a group with clowning, loud talk, side conversations, or attempts to change the direction of a discussion in unproductive ways. Meet with the student individually, and be honest and direct about the impact of their behavior on the group.

Aggressors: angry people who create disturbance by attempting to spark debates or negative feelings in a group. Confronting aggressors can be difficult because it presents more opportunity for them to "fight," but doing nothing can be even more destructive to the class environment. Again, best to start by trying to talk to the person after a session or setting up a meeting with the person and the instructor.

Break into groups of six or seven. Assign each person in the group one of the situations presented below and ask them to lead the group in a discussion about how they would handle it.

What would YOU do in these situations?

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

Although serious problems are unlikely, your safety is extremely important. If you ever feel distressed in an SI session, CANCEL it. Tell students "I'd like to pick this up next time" or "let's stop for today." Keep the SI Coordinator in the loop about any serious problem you may encounter in your sessions.

● Successfully Conducting SI Sessions

1. Running a successful session requires careful planning. Never go into a group intending to "play it by ear" or "answer questions."
2. Personally invite students to the sessions. Don't be insulted if they offer an excuse for not coming.
3. Maintain eye contact.
4. Build flexibility into the organization of the SI.
5. Don't feel tied to keeping up with the content. You don't have to "do something" with every bit of content provided by the instructor and the text.
6. It is more effective to "model" how successful students learn a particular subject than it is to "tell" students what they need to know.
7. Make use of the language of the particular discipline, course, and instructor.
8. Waiting for students to volunteer a well-developed answer takes time. If you are uncomfortable waiting for 30 seconds, join students in looking through notes or text.
9. If students are unable to answer the question, ask for the source of information. For example, ask for the date of the lecture that contained the information and search for the answer together. Avoid taking on the responsibility of always providing answers.
10. Encourage students to summarize the major concepts of the lectures. Let other students fine-tune the responses. If information is incorrect, ask students to find specific references in the text or notes that will clarify the correct answers.
11. 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.
12. Refer to the syllabus regularly. Check that students understand the requirements and dates of reading assignments, projects, and tests.
13. If your group has more than 12 students, divide into subgroups. Provide discussion topics that the groups can explore. Move from group to group, participating from time to time, reassuring the group that you are still there for them.



● Directing Discussion Back to the Group

Take turns practicing redirecting the questions below (or make up some of your own) with a partner.

Hint: the phrases in the next column may be helpful.

Questions for person # 1:

1. Are proteins amino acids?
2. What is meant by the term "dialectical materialism"?
3. When was the Neanderthal period?
4. Where is the headquarters for the United Nations?
5. What are descriptive statistics?

Questions for person # 2:

1. What is the difference between organic and inorganic matter?
2. Who was William Blake?
3. Can you explain photosynthesis?
4. What is sickle-cell anemia?
5. What is the capital of Germany?

Suggested Phrases for Redirecting Questions

- 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 need to do next?
- How did you do that?
- What do you mean by . . . ?
- Tell us more...
- What else did they do?
- Anything else?
- 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?
- Let's see if we can figure out how to answer it together.
- Can you think of another way to think about this?
- Would any of you like to add something to this answer?
- How is your answer (point of view) different from _____?
- How could we phrase that into a question to ask Dr. X next class?"
- What do we need to know in order to solve the problem?
- Which words in the question do you not understand?
- Let's rephrase it on the board and figure out what information we will need to answer it.

One of the most important moments of an SI session happens when a member of the study group 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 relecturing 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.

● Closing the SI Session

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

Technique #1: 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.

Technique #2: 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.

Technique #3: 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.

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 new material, especially if it can be connected to information they have just mastered in the SI session.

Technique #5: Summarize the Procedure/ Steps / Etcetera

Sometimes it is more important to go over how an answer was arrived at, rather than reviewing the answer itself. Remember to give time to the process of learning.



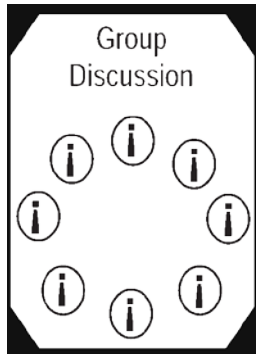
● Attendance Strategies

Select your “top three” strategies for improving attendance at SI sessions and discuss them with your group.

- ➔ If available, report differences in SI vs. non-SI ABC and DFW rates (may not be available in all SI classes, and may not be available until after mid-semester)
- ➔ Ask the instructor to encourage students to go to a particular SI session.
- ➔ Ask the instructor to also refer students to SI when they visit office hours.
- ➔ Offer sample tests in SI sessions with questions developed with the instructor.
- ➔ If the instructor uses any questions you developed and covered in SI, report the number and/or percentage of test questions covered in SI sessions.
- ➔ Use worksheets during SI sessions, especially in problem-solving courses.
- ➔ Post anonymous quotations from students on how SI has helped/is helping (can be anecdotal). Can also be added to the informational sheet you hand out on the first day(s) of class
- ➔ Write the SI times and locations on the board during each class.
- ➔ Report improvement on test scores (if SI has been offered in the class previously, the instructor may have solid or anecdotal reports)
- ➔ Offer something specific in SI sessions - a study skill, rules for problem solving, jeopardy, games, test review, movie night, etc.
- ➔ Change SI times to accommodate the greatest number of students. Resurvey the class if necessary.
- ➔ Tell lab TAs/discussion leaders about SI and ask for their support.
- ➔ Use the awareness video that explains and promotes SI. Show it on the first day of class, or at any point in the semester.
- ➔ Give handouts during SI sessions occasionally – can be “how to” handouts on the most efficient/effective study skills or something subject-specific
- ➔ Ask the instructor to work with you to create an SI project for extra credit
- ➔ Invite a guest speaker to present at a session (if students see real-world examples of the material they’re covering, buy-in will increase dramatically).
- ➔ Email your students the morning of your session to remind them when, where, and what you’ll be covering.

● Collaborative Learning Techniques

Collaborative Learning Techniques: a combination of words that may not have an immediate meaning to anyone! These techniques are just meant to get people to interact with each other.



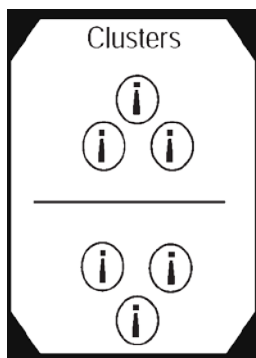
Group Discussion

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. When group discussion is successful, it may be difficult to determine who is actually leading the discussion.



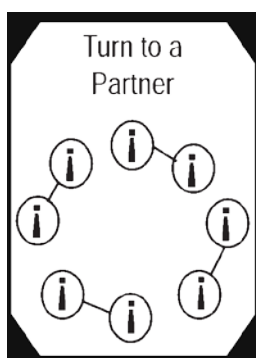
Clusters

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 their findings to the large group.

Hints

If possible, see that each group is provided a flip chart or a space on the blackboard to record the important points of their discussion.

Allow time for each group to report back to the large group. You may have to assign someone from each group to report back.

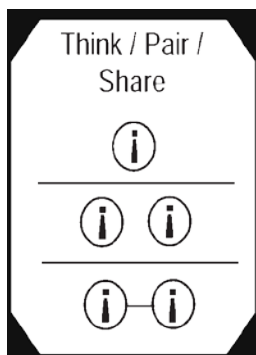


Turn to a Partner

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.



Think/Pair/Share

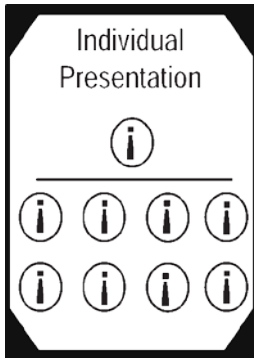
Group members work on an assignment or project individually and then share their results with a partner.

Hints

The goal of a Think/Pair/Share is 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 doing a Think/Pair/ Share, give participants a specific amount of time (30 seconds, five minutes, etc.) for the "think" portion.

● Collaborative Learning Techniques, continued

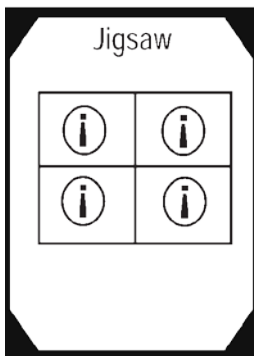


Individual Presentation

An individual presentation is an uninterrupted presentation by one person to the group. 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.

Hint

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

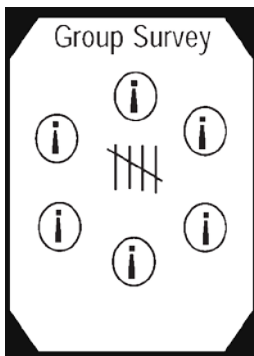


Jigsaw

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



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.

● Tips for Group Facilitation

What Is A Facilitator?

In Supplemental Instruction, **you** are the facilitator. You will work in group discussion as a guide who provides structure and information so that participants can learn from each other's perspectives.



- ✓ Balance listening with comments — your comments should be structured so that they foster general discussion
- ✓ Avoid taking sides — your role is to make sure all sides are heard and valued
- ✓ Allow contrary views
- ✓ Seek examples — when people mention abstract issues or discuss things in fairly general terms, seek concrete examples or ask for more detail (either from the individual or from the group as a whole)

“Teaching” in its traditional form is not appropriate. The trick is relating the necessary information without making the group feel you are “lecturing” them.

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

Facilitator Functions

Climate Setting

Create a comfortable learning environment.

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



● Tips for Group Facilitation, continued

Drawing Out Participants



Get students to participate without feeling forced or pressured.

- ✓ **Provide for "an out"** - call on two or three students instead of only one. Use your eyes to see if one of them seems willing to speak. You might ask participants to write their responses first, which then allows them time to formulate a response, and then ask for sharing.
- ✓ **Be aware of your voice and attitude** - at no time should you use a tone of voice that could be interpreted as condescending. Needless to say, never ridicule or embarrass a student.
- ✓ **Try to draw students out early in the session** - getting students to talk early on can ease their anxiety. The longer a shy or quiet person waits to make his/her first verbal contribution, the harder it will be. Even asking everyone to share their name and a little something else about themselves can break this ice and make later contributions easier.

Bridging Concepts

Connect ideas from one section of your session to another. This helps students experience a logical progression or flow from one concept to another,

- Ask students to recall what was discussed or taught in the previous segment
- Discuss the outcomes expected from the next topic
- Briefly review the previous topic as a transition into the next topic
- Make the connection between topics for participants



Facilitation Skills

Use of Eyes

- Scan for non-verbal cues
(head nods, facial expressions, tears, body shifts, etc.)
- Redirect member's comments to the group
(looking at other members, scanning the group)
- Invite Participation
(eye contact with silent participants to encourage them to join in)
- Cut Off
(looking at talkative participants when asking a question, but slowly taking your eyes off of them by the end of the question — this invites others to speak)

● Tips for Group Facilitation, continued

Use of Voice



- Match a participant's voice at the beginning to:
 - Convey understanding of emotion
 - Allows you to be with them, and brings them to your tone of voice
- Maintain a soft voice. Raising your voice stirs emotion and excitement
- Model true listening by not finishing sentences for people, speaking what is true for you and accepting what is true for them

Use of Body Language

Actions speak louder than words. Be aware of the messages that are being received through your posture, gestures, stance, etc.

Encourage Participation

Create a comfortable atmosphere.

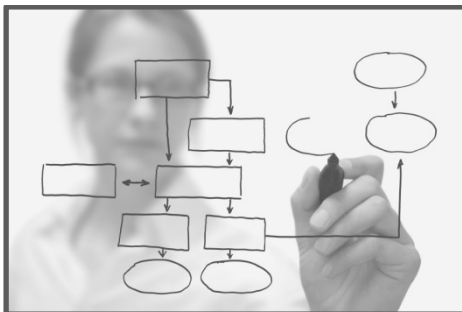
- ✓ Set up ground rules (Code of Conduct, page 16)
- ✓ Be aware of your personal body language: maintain a positive, open stance
- ✓ Show interest in what is being said, regardless of how you feel personally
- ✓ Look at the person speaking
- ✓ Use appropriate comments: "Thank you", "Interesting point", "I appreciate your sharing"

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

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

Some people have a harder time opening up in large groups, so whenever possible *provide a variety of discussion methods.*

Write comments down. Students will feel that their contributions are heard and valued.



- ✓ Be sure to write every person's suggestions down
- ✓ Ask participants for their permission if you want to paraphrase or reword
- ✓ Writing is not always appropriate, so when writing, be sure that:
 - The purpose of the session is to get information or data
 - The activity is lower risk
 - There is a future need for capturing ideas or questions

● Explanation of Forms

Supplemental Instruction Survey

As an SI leader, you must try to find a balance between what works with your schedule and what is convenient for the majority of the class you're doing Supplemental Instruction for. Naturally, you will not be able to accommodate all students. Use this form to MODIFY times, not DETERMINE them.

If you chose to use this survey, be aware that it is two pages (should be copied front to back) and would be effective on colored paper.

End-of-Term Supplemental Instruction Survey

You may wish to modify this form to suit the professor's assessment interests or add general questions targeted towards specific issues within Supplemental Instruction. The SI Coordinator can help you modify the form.

If you chose to use this survey, we recommend that you tell students the reason why you want their name; so we can follow their use of Supplemental Instruction. Be sure to tell students that they do not have to put their name down if they prefer not to.

Supplemental Instruction Sign-in Sheet

As noted before, sign-in sheets are crucial to the success and continuation of the Supplemental Instruction program. This form is NOT required for your sessions, though it is preferred. You may make up your own sign-in sheet; as long as it follows the guidelines outline in Part IV: SI Leader's Responsibilities.

SI Session Plan

You may find this form useful in planning separate SI Sessions, though it is not required. However, during your Peer Observation, if the peer leader finds that more structure is needed in your sessions, you may be asked to share your session plans with the SI Coordinator.

What is SI?: In-Class Handout

This is an optional handout that will explain to your class what SI is.

Supplemental Instruction Survey

Name _____ Term _____
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. Responses will be kept confidential, will not be released to the course instructor, and will in no way be used to influence your grade for this course.

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

1. How like is it that you will attend SI for this course?
☐ Very likely ☐ Likely ☐ Not likely ☐ Very unlikely
2. 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 am enrolled in this course because SI is attached to it.
☐ Other _____
3. What grade do you *expect* to make in this course: ☐A ☐B ☐C ☐D ☐F
4. What grade do you *want* to make in this course: ☐A ☐B ☐C ☐D ☐F

Please fill out the schedule on reverse to help us determine the most convenient times to schedule SI.

Supplemental Instruction Survey

Name _____ Term _____
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. Responses will be kept confidential, will not be released to the course instructor, and will in no way be used to influence your grade for this course.

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☐ Very likely ☐ Likely ☐ Not likely ☐ Very unlikely
2. 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 am enrolled in this course because SI is attached to it.
☐ Other _____
3. What grade do you *expect* to make in this course: ☐A ☐B ☐C ☐D ☐F
4. What grade do you *want* to make in this course: ☐A ☐B ☐C ☐D ☐F

Please fill out the schedule on reverse to help us determine the most convenient times to schedule SI.

Please fill out the schedule below to help us determine the most convenient times to schedule SI sessions. Mark with an "X" the hours you know you would NOT be available for SI (work, class, etc.).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00 A.M.							
9:00 A.M.							
10:00 A.M.							
11:00 A.M.							
NOON							
1:00 P.M.							
2:00 P.M.							
3:00 P.M.							
4:00 P.M.							
5:00 P.M.							
6:00 P.M.							
7:00 P.M.							
Late Evening							

Please fill out the schedule below to help us determine the most convenient times to schedule SI sessions. Mark with an "X" the hours you know you would NOT be available for SI (work, class, etc.).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00 A.M.							
9:00 A.M.							
10:00 A.M.							
11:00 A.M.							
NOON							
1:00 P.M.							
2:00 P.M.							
3:00 P.M.							
4:00 P.M.							
5:00 P.M.							
6:00 P.M.							
7:00 P.M.							
Late Evening							

End-of-Term Supplemental Instruction Survey

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

Course Name: _____

Term: _____

Please fill out only the side of this questionnaire that applies to you.

If you attended even one SI session, please fill out this side.

- How helpful were the sessions to you?
☐1 ☐2 ☐3 ☐4 ☐5
not helpful very helpful
- What grade do you expect to make in this course?
☐A ☐B ☐C ☐D ☐F
- How many sessions did you attend?
☐1-2 ☐3-5 ☐5-10 ☐more than 10
- What was your primary motivation for attending SI?
☐ Better understanding of material
☐ Getting help on homework/class problems
☐ Peer interaction
- Please provide any comments you have about Supplemental Instruction:
 - What did you find useful?
 - How effective was your SI leader?
 - How can we improve SI?

If you did not attend any SI sessions, please fill out this side.

1. Please indicate the reason(s) you didn't attend any sessions.
 - ☐ Didn't know about it
 - ☐ Wasn't interested
 - ☐ Didn't know what I'd gain
 - ☐ There was no incentive to attend
 - ☐ Lack of time
 - ☐ Didn't know where or when SI met (or time/place was too inconsistent)
 - ☐ Other, please specify
2. What grade do you expect to make in this course?
 - ☐ **A** ☐ **B** ☐ **C** ☐ **D** ☐ **F**
3. If SI were offered in another class, would you consider participating?
 - ☐ No
 - ☐ Yes (which class?)

Supplemental Instruction Sign-in Sheet

SI Leader _____ Course _____

Date _____ Day: ☐M ☐T ☐W ☐R ☐F ☐S ☐U

Time Session Began _____ Time Session Ended _____

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

Please print clearly.

1. _____

16. _____

2. _____

17. _____

3. _____

18. _____

4. _____

19. _____

5. _____

20. _____

6. _____

21. _____

7. _____

22. _____

8. _____

23. _____

9. _____

24. _____

10. _____

25. _____

11. _____

26. _____

12. _____

27. _____

13. _____

28. _____

14. _____

29. _____

15. _____

30. _____

SI Session Plan

SI Session _____

SI Leader _____

Course Instructor _____

SI Session Date: _____

Objective: What does this group most need to accomplish in this session?

SI Session Plan

Content to be covered

Process Used

Notes: _____

SI Frequently Asked Questions

What is SI?

Supplemental Instruction (SI) is a series of weekly review sessions for students in this class. SI is provided for all students who want to improve their understanding of course material and improve their grades.

Attendance at sessions is voluntary. It's a chance to get together with people in this class to compare notes, discuss important concepts, and develop strategies for studying the subject. At each session you will be guided through the material by your SI leader, a student who has already excelled at the material covered in this course.

What's an SI leader?

Have you ever wished you could do something over, knowing what you know now? Your SI leader:

- is a student at UW who has already successfully taken this course
- can help you learn how to study
- knows the course content and is anxious to help guide you through it
- is in class with you, hearing what you hear and reading what you read

Your SI leader's job is to help you think about and review lectures, readings, and concepts. SI can help you learn course material more efficiently.

When do SI review sessions start?

SI will begin on the first or second week of classes—your SI leader will announce when and where sessions will be held. You can attend as many sessions as you like—each one will be different.

SI sessions are informal. Bring your notes; bring your textbook; bring your questions.

What's in it for me?

If you attend SI sessions regularly, chances are you'll earn a better grade. You'll develop a better understanding of course content as well as more effective ways of studying. SI can help you be more successful in other classes, too!



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If you attend SI sessions regularly, chances are you'll earn a better grade. You'll develop a better understanding of course content as well as more effective ways of studying. SI can help you be more successful in other classes, too!



● General Session Types

OK, so you've learned what SI is, how to be an SI leader, how to conduct a session, and how to work with students. So what are you supposed to DO in your SI sessions?

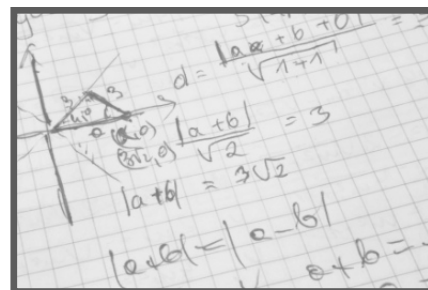
Below are a few types of sessions that are commonly used in SI. You may incorporate one, two, or all (or none) of the sessions below. You will be working with your instructor and your knowledge of the course (what's difficult? where will students struggle?) to develop these sessions more.

Study Skills Improvement: Exam, Note-taking, and Reading

In the study skills model, students attend the supplemental instruction sessions to learn how to more effectively take notes in class, annotate and absorb the readings, and prepare for exams. You can use short activities, group work, and re-playing portions of lecture on videotape to help students become more efficient and effective at organizing and studying course information. You can also help students prepare for memorization tests by introducing techniques such as flashcards, categorizing information, and small group study.

Course Skills Improvement

Skills-based sessions focus on particular skills needed in the class, such as math, quantitative reasoning, reading, or critical thinking. In these sessions, students work through specific course problems or course/SI assignments.



Writing, Research and Oral Presentation Help

Students often need help in narrowing topics for essays, developing theses, and brainstorming organizational strategies for different kinds of essays. You can also meet students in a computer lab or library and assist with secondary research. In addition, the sessions can become non-threatening venues for students to develop and practice oral presentations, individually or in groups.



Extra Credit or Supplemental Projects for Credit

While instructors sometimes offer small credit for simply attending the supplemental instruction meetings, some instructors choose to offer supplemental projects that can only be completed by attending the out of class sessions. These projects are introduced, developed, and finalized in the out of class sessions. The projects can involve community involvement, professional or career exploration, or further study of course material. Projects or reflective writings might also be connected to a guest speaker or campus/community event or speaker.

Student-centered Discussion and Guest Speakers

For some courses, the greatest benefit of supplemental instruction is the room it offers students for intensive, small group discussion of course concepts. In this model, students bring in topics for discussion, current events, newspaper or magazine clippings, or guest speakers to facilitate greater exploration and debate of course material. You might talk with the instructor about the possibility of guest speakers or extra-credit projects that can happen through SI sessions.

● 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. Present a generalization or broad question. Give students three minutes to find support in their lecture notes.
3. Reinforce new terms or important information by using clearly constructed handouts
 - a. At the beginning of the semester, handouts can be complete or nearly complete (requires some student-fill-in-the-blank)
 - b. At the end of the semester require more and more filling in as the group becomes more accustomed to working together.
4. Review material from previous sessions and lectures.
5. 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.
6. Have students write a one paragraph summary of the lecture. List the new vocabulary terms introduced with this lecture.
7. Formulate potential exam questions, based on the main ideas from the lecture.
8. Formulate potential answers from details in the lecture notes.

● The Informal Quiz

"Quiz" is a misnomer. The focus is on learning rather than grading. This is a nonthreatening activity because:

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

Procedure

1. Use scrap paper or half sheets.
2. Write questions on the board beforehand, or use document camera so you don't have to write while students are watching or repeat yourself.
3. Ask a majority of questions requiring short multiple answers; e.g., "Name one of the three ways to...."
4. Focus on current material but include two or more concepts the instructor will want the students to understand.
5. Most questions should not be difficult, but should emphasize recall of key points or of minor points related to key points. One, or perhaps two, questions should require use of higher order thinking skills.
6. Questions on familiar material can be varied, e.g., the following:
 - a. "The answer is _____; what is the question?"
 - b. "I can't think of any more. Does anyone have a question I might have asked?"
7. If there are students who aren't writing answers, say, "If you don't know the answer, write the question so you will remember what it was you didn't know."
8. In answering questions, ask who would like to answer a question; any question (not necessarily #1, #2, etc). Starting with any question instead of the first question contributes to the informality of the quiz and allows a student who only answered a few questions accurately to participate immediately.
9. Call on the weaker students first, whenever they have raised a hand.
10. Restate the question before the answer is given. Restate the answer once given.
11. If possible, find something complimentary to say about wrong answers. "That's a very good guess. If I weren't sure, I might have guessed that." Don't let wrong answers stand.
12. Keep it light and short. Ask a maximum of ten questions.

● Vocabulary Activities

All disciplines have technical terms which have precise definitions in that subject matter, and may mean something quite different in another context.

- ✓ Continually use and review vocabulary words from previous lectures and from the text.
- ✓ Have students predict vocabulary words that might be used in a lecture from text readings.
- ✓ Work with students on *application* of terms. Instead of saying "What does _____ mean?", say "Here is a situation....This is a good example of what?"

Procedure

Here is a list of suggestions for working with course vocabulary in study groups:

1. Don't "translate" - use the term yourself. For example, if a student in an economics 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 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.

Term	Meaning	Example from Notes	Example from Text	New Example

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 then ask students to name as many words as they can think of that come from the root.

Example: "GAM"--bigamy; polygamy; exogamy; endogamy; monogamy

Ask what the words all have in common. This way the group figures out the meaning of the root them-selves. They can use this same procedure once they become proficient when faced with an unfamiliar word on a test or in a textbook.

● Preparing for Exams

Help students develop confidence and skill by creating practice exams.

- ✓ This type of activity is good shortly before an exam when you have a large 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, outside readings. For example, one half of the points are earned through multiple choice items that focus on information from the lecture and text; the other half of the possible points are earned through two essay questions that focus on the supplemental readings, the assigned novels.

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 Exam 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.

● Writing Skills

Writing itself can pose special challenges for students in the humanities. SI in the humanities is often attached to course in which students are graded and tested by essay (either essay exam or papers) because the course material requires more than a recognition knowledge of the material.



When writing is intensive, the SI session must respond with appropriate help in order for students to succeed. Although the SI session is not the place for one-on-one help with individual writing problems, it is a place where ideas can be generated and where students can practice predicting and answering possible test questions.

One way this works well is to create a question, then ask students to brainstorm all the ideas and facts they know about the question. Students can put similar ideas together and state which facts support the ideas. The group can then write the first sentence or two of the proposed essay. Individuals can be encouraged to finish the practice essay on their own, and read them to each other.

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

● Humanities SI Sessions



Differences

The humanities provide a way of seeing and knowing which is different from the sciences. In the sciences, students learn to use words like: reliability, verifiability, clarity, empirical evidence, correspondence with natural laws, research methods, graphic presentation. In the humanities, students are more likely to encounter words like: ambiguity, uncertainty, intuition, insight, self-knowledge, truths, process, symbolic representation. In the humanities, aesthetic forms--such as metaphor, image, sound,

dance, narrative--lead to understanding rather than empirical research.

Elaboration Rather Than Reduction

Scientific method is predicated on the assumption that truth may be discovered independently of "context" or "time." Physicists, for example, are used to having a high level of certainty, and may find it difficult to pick out what is important in a literature class. Knowledge in physics is arranged vertically (certain things must be learned before others), whereas knowledge in the study of literature is not as vertical and the order in which one takes the courses may not be important.

The tendency for science professors is to simplify complex ideas, while literature professors tend to favor probing for complexity. Professors in the humanities complain that students want certainty rather than enjoying the struggle with complexity. Even the artist who occupies a central position in his or her own discipline may struggle with the issues of certainty and judgment. Students are not comfortable with questioning ambiguities, and lack a map or framework from which to build judgments. SI leaders must help students move beyond simple answers in the humanities. The leaders need to design sessions that encourage elaboration rather than reduction of information. Students may struggle with the fact that, while there may be no one right answer, just any answer will not do either.

Reliance on Language

Talk is the method of presentation most prevalent in the humanities. Language is valued; a well-turned phrase is applauded. In humanities classes there may not be much information written on the black board, and in the textbooks there may be few illustrations or diagrams. This lack of visual presentation may be disconcerting for those used to having it. Because so many lectures in the humanities rely on words, SI sessions need to provide visual models. These visual models should help show how concepts are related to each other.

Because the content of the humanities is particular, students must pay close attention to what is said, how it is said, and by whom it is said. Students new to the discipline may not pay sufficient attention to the author of a statement. Professors frequently summarize various scholars' positions ("according to Tillich") but students may not write down the name of the scholar or critic and then when asked to discuss a position that is identified by the scholar's name, they cannot do so.

Original Thought

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

● 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.

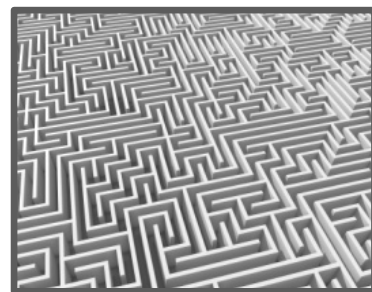
There are two extremely effective and extremely simple models for problem-solving. When there are more than 10 people in a session, break students into groups.

1. Assign a problem or piece of a problem to a student (or group). Give each student (group) a few minutes to complete the piece. You should be visiting with each student as they are working. Put the question on the board and have each student (or group representative) come up to the board and complete the piece.
2. Put a few problems on the board and ask for volunteers to complete one of the problems. Have prizes for whoever finishes first, etc.

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

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

Numbering each step is a great help to students because they can clearly identify each step in an actual solution. When students break problem-solving down into the component steps, they can more easily pinpoint gaps in understanding, ask informed questions about the problem-solving process and practice their current understanding of the problem-solving process to enhance clarity.



● Math SI Sessions



Structure the SI Sessions

At the beginning of the academic term, SI leaders must provide structure to the SI sessions; don't expect to arrive at SI sessions with the intention of "answering questions." You may want to write an agenda of the session on the chalkboard for each session.

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 on during the SI sessions.

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 prelecture notes. Try taking your prelecture 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 prelecture 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 text book sections which apply.

Lecture Notes

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

During the discussion on note taking you can suggest that they use the Cornell method of note taking. 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.

Textbook

Share with the students your method for reading the textbook. Focus on the different parts of the chapters: sample problems, new symbols and vocabulary, discussion and homework problems.

● Math SI Sessions, continued

Strategies

Math SI sessions focus on getting students to work on problems. We encourage SI leaders to have the students first write problems on the board. Then ask students, "What do we do first?" or "Where do we start?" Promote interaction and encourage students to help each other. For example, to start the session, have students work a word problem or statement problem for about five minutes. Then have them pair up and discuss the problem. This technique helps students discover different ways to work similar problems while helping each other. SI leaders need to help students see the progression of mathematics. For example, the SI leader might point out that a student will see a new application for a familiar concept when moving from Algebra to Calculus.

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 work out the solutions to the problems ahead of time.

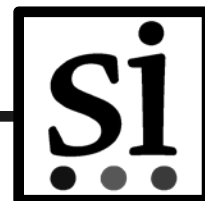
● Handouts

The following pages are intended as one-page handouts to be distributed over the course of the semester to your SI students. It may not be appropriate to distribute all (or any) handouts to your students.

- Note Taking*
- Organizing Notes
- Note Cards*
- Scheduling Study Time
- Mnemonic Devices*
- Eight Ways To Abbreviate*
- Reading Textbooks
- Annotating your Textbooks*
- True/False Exam Questions*
- Multiple Choice Exam Questions*
- Matching Exam Questions*
- Essay Exam Questions*
- Common Words Used in Essay Exams*
- Short-Answer/Fill-in-the-Blank Exam Questions*

● 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. Draw a large margin on each piece of paper. Write your notes on the right side of the line. After the lecture, use the left margin for key words or phrases, or questions you have 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. Suggestions for abbreviations are listed in this section.
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, supplemental instruction leader, or study groups.
7. As you review your notes, look at the information as answers to questions. As these questions become more clear 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.



● Note Cards

Creating and using note cards can alleviate anxiety about remembering facts throughout an academic term as well as provide a portable study tool. An additional advantage of using note cards is to present written information out of sequence. This will help you learn the information free of association to the information it proceeds and follows.

Procedure

1. 3 x 5 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.



● Time Management

1. **Use dead-time when you study.** Dead time means no cell phone, no internet, no TV, no computer/video games. The power of the “avoidance cycle” leads us to use cell phone or internet to escape from the work because it’s difficult, and it’s not always fun. We all know that starting work on something is the hardest part! Schedule homework times during the week (if it can be the same time every week, all the better).

Another tip: **Don’t go back to your room between classes.** Go to a place where you will have the best conditions for you to work, and knock out an hour or two of “dead-time” homework. If you can’t take the silence, play some music. You might even consider listening to Mozart. Studies show that listening to Mozart can enhance intellectual functioning!¹ At the end of the day, you can kick back and really enjoy your guilt-free leisure time.

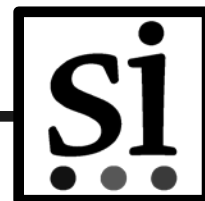
2. **Start studying at least a week before an exam.** One of the biggest mistakes students make when it comes to studying is trying to study the night before. One night of studying—even two—will not be enough in most cases to do well on an exam. Instructors are often looking for two things when they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

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

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

Tips: Think positively! Get a full night’s sleep the night before an exam. Eat light, and eat healthy (that means no pop-tarts and no Mountain Dew) before the exam to keep the blood circulating to your brain. **And, most importantly, spend 5-10 minutes after difficult classes reviewing your notes, and 30 minutes each week reviewing the whole week’s notes.** This will make a BIG difference in your ability to ace the material and study effectively.

¹ Rauscher, Frances H., Gordon L. Shaw, & Catherine N. Ky. *Music and spatial task performance.* Nature 365, 611 (1993).



● 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 (catchwords)

the Great Lakes--*HOMES*
the only spot in the U.S. where four states meet--*CANU*

Acrostics (catch phrases)

the colors of the spectrum--*Roy G. Biv*
the order of the planets from the sun--*My very educated mother just served us nine pickles*

Procedure for Developing Acronyms and Acrostics (Catchwords/Phrases)

Step 1: Present information to be learned. Underline the first letter of each word.

Step 2: Devise a word or phrase (nonsense or otherwise) using each letter underlined.

For example: Psychology - 4 symptoms of schizophrenia

1) withdrawal 2) hallucinations 3) inappropriate emotional response 4) delusions

Catchword: *whid*

For example: Chemistry - 7 diatomic molecules

Bromine, Hydrogen, Chlorine, Fluorine, Oxygen, Nitrogen, Iodine

Catch phrase: *Brian helps Claire find out new ideas.*

If a series of phrases needs to be learned, have the students first circle the key word, or most significant wording 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

Catch phrase: *Bob sings clearly each afternoon.*



● Eight Ways to Abbreviate

1. Symbols and graphics

= equal	* important	> greater than
≠ does not equal	** very important	< less than
& and	# number	\$ cost, money
w/ with	w/o without	vs versus, against
(), { }, [] = information that belongs together		

2. Abbreviations (don't worry about punctuation)

cf = compare	eg = for example	dept = department
NYC = New York City	mx = maximum	mn = minimum

3. Use only the first syllable of the word

pol = politics	dem = democracy	lib = liberal
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4. Use the first syllable and only the first letter of the second

subj = subject	cons = conservative
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5. Eliminate the final letters; just use enough to recognize the abbreviation

assoc = association	biol = biology	rep = repetition
intro = introduction	concl = conclusion	info = information

6. Omit vowels from the middle to words

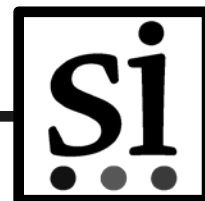
bkgd = background	pprd = prepared	estmt = estimate
gov = governor	rdng = reading	orgnsm = organism

7. Use apostrophes:

gov't = government	am't = amount	cont'd = continued
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8. Form a plural of a symbol by adding "s":

co-ops = cooperatives	libs = liberals	/s = ratios
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● Reading Textbooks

Many assigned texts will challenge you when you're faced with the complexity and volume of expected reading in college courses. Here are some topics to consider when you're taking on an academic text:

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

Some Strategies to Consider

Graphic organizers are also called structure overviews or tree diagrams of key concepts. These are closest to the traditional "Harvard Outline."

- ➔ Do this as a post-reading strategy to help yourself visualize text structure by indicating cause-effect, problem-solution, compare-contrast, chronology, and other patterns.

Concept Maps or flow charts are helpful for depicting relationships among ideas.

- ➔ Concept mapping has proven to be the most helpful strategy very difficult texts, although it can be difficult if students do not possess sufficient content knowledge.

Annotating involves helping students learn one of the most effective strategies for increasing comprehension, recall, and critical thinking about reading.

- ➔ A general description of annotation includes writing brief comments in the margins in a your own words (ie. identifying key ideas, noting examples in the margins, marking material relevant to reading questions, identifying confusing ideas with a question mark, highlighting personal responses, and underlining key words or phrases.) It is important that you annotate in your own words. Don't be reluctant to write in your texts. Annotation is standard practice among students, scholars, and professionals, and will double or more your ability to remember the details of what you read.



● Annotating your Textbook

1. Finish reading before marking.

Never mark until you have finished reading a full paragraph or headed section and have paused to think about what you just read. The procedure will keep you from grabbing at everything that looks important at first glance.

2. Be extremely selective.

Don't underline or jot down so many items that they overload your memory or cause you to try to think in several directions at once. Be stingy with your markings, but don't be so brief that you'll have to read through the page again when you review.

3. Use your own words.

The jottings in the margins should be in your own words. Since your own words represent your own thinking they will later be powerful cues to the ideas on the page.

4. Be brief.

Underline brief but meaningful phrases, rather than complete sentences. Make your marginal jottings short and to the point. They will make a sharper impression on your memory, and they will be easier to use when you recite and review.

5. Be swift.

You don't have all day for marking. Read, go back for a mini-overview, and make your markings. Then attack the next portion of the chapter.

6. Be neat.

Neatness takes conscious effort, not time. Later when you review, the neat marks will encourage you and save time, since the ideas will be easily and clearly perceived.

7. Organize facts and ideas under categories.

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

8. Try cross-referencing.

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

9. Be systematic.

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



● 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 state 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 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. 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 distracters.

Analyze the options as true/false questions. In a negatively worded question (as in "which of the following are 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, 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.

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 whether it's 1884 or 1894. The approximate time 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 unlikenesses of associated things.
Criticize	Express your judgment with respect to the correctness or merit of the 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 a 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 Exams

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 were 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.



● Self-Test for SI Leaders

1. Which of the following best describes the SI program?
 - a. program for high-risk students
 - b. students come for answers
 - c. tutoring
 - d. workshop on study skills
 - e. service for all students enrolled in course
2. Supplemental Instruction is designed primarily to assist students in mastering which of the following:
 - a. general study skills
 - b. reading
 - c. English
 - d. reasoning
 - e. course content
3. The SI leader is most accurately described as which of the following?
 - a. tutor
 - b. counselor
 - c. teaching assistant
 - d. peer leader
 - e. subject expert
4. Students who obtain which of the following grades are considered unsuccessful enrollees?
 - a. F
 - b. D
 - c. Withdrawal
 - d. F and D
 - e. Withdrawal, D and F
5. Which of the following factors makes is most significant when considering SI as a whole?
 - a. that grades are improved
 - b. that students find the experience enjoyable
 - c. that sessions are designed to promote student collaborative learning
 - d. that SI leaders are trained in leadership role
6. SI leaders' responsibilities include all of the following **except**:
 - a. taking notes
 - b. reading assigned and supplementary material
 - c. grading exams to help out the instructor
 - d. scheduling and running a minimum of one SI sessions each week
 - e. attending all class sessions
7. What can you do to make students feel welcome at Supplemental Instruction sessions?
 - a. give hugs
 - b. attempt to treat all students as you would treat a friend.
 - c. establish yourself as an undeniable expert of the subject to put students at ease
 - d. offer to spend time outside of SI with your students to help them ace the material
8. Which of the following should you *not* consider when conducting an SI session?
 - a. making use of discipline's language or vocabulary
 - b. doing a session on every unit of lecture
 - c. getting students to look up information if no one knows an answer
 - d. referring to the syllabus regularly to remind students of upcoming dates, exams, etc
 - e. waiting for students to develop a response to your questions

● Self-Test for SI Leaders, continued

9. Which of the following statements concerning SI sessions does **not** follow the SI model?
- cancel an SI session if only 1 or 2 students show
 - redirecting questions to the group, rather than having the SI leader answer all questions
 - make SI material available to the entire class
 - integrate how to learn with what to learn
10. Why is directing questions back to the group so important?
- it takes the pressure off the SI leader to know everything
 - it puts the responsibility for learning on the students
 - it engages every student in the discussion
 - it establishes to students that you are not an answer-machine
 - all of the above
11. The ideal size of an SI group is about 10 students. When SI sessions grow beyond an ideal number you should:
- break large groups into small groups
 - consider adding additional sessions
 - ask the instructor to suggest additional students that may be interested in volunteering to help
 - tell the SI coordinator
 - all of the above
12. The ultimate goal of SI leader training is **best** represented by which of the following statements?
- to make the SI leader autonomous by the first day of class
 - to teach the SI leader study skills techniques
 - to give the SI leader a general overview of the program
 - to have the SI leader understand how typical students learn
 - to have the SI leader understand how to integrate study skills and content
13. The primary purpose of SI Observations is:
- to make sure the SI leader isn't just goofing off
 - to evaluate the SI leader's job performance
 - to evaluate the session's effectiveness
 - to provide feedback on sessions
 - a & b
 - c & d
14. Which statement best describes the reason(s) students might attend SI?
- to improve grades
 - to learn more
 - to improve grades while reducing work load
 - to socialize with friends
 - all of the above
15. The SI leader is ultimately responsible to:
- the SI coordinator
 - the faculty member
 - the students
 - the department
 - all of the above