

What is SI?

SI is an international program model developed in 1973 at the University of Missouri-Kansas City by Dr. Deanna Martin. SI offers regularly scheduled, out-of-class, peer facilitated, collaborative group sessions to students enrolled in traditionally difficult courses—those with high D/F/W rates. The SI model has proven to be successful at varying institution and is currently employed at over 3,000 institutions around the world. Supplemental Instruction at Auburn University is housed in Academic Support within the Office of the Provost.

SI is *not* a remedial approach to academic support. SI sessions are informal; participants compare notes, learn study skills, discuss course readings, and participate in active learning. The SI model integrates the “what” to learn from classes with a grasp of “how” to learn. Sessions are open to all students in the course and are attended on a voluntary basis free of charge.

Why SI?

Employing a peer-to-peer model like SI benefits overall student learning, development of peer leaders, and larger program and institutional goals.

Students who regularly attend SI sessions have been shown to...

- ✓ Earn a higher final course grade
- ✓ Have increased self-efficacy and self-esteem
- ✓ Demonstrate long-term skill development

Students who serve as SI Leaders have been shown to...

- ✓ Gain deeper content knowledge of the targeted course material
- ✓ Improve communication skills
- ✓ Develop cultural competence

At the institutional level, SI has been shown to...

- ✓ Reduce attrition rates
- ✓ Increase persistence toward graduation
- ✓ Raise students' overall final course grades and GPA

Citations: Arendale, 1996; Blanc & Martin, 1994; Gattis, 2000; Martin, 1980; Martin & Arendale, 1993a; Ogden et al., 2003; Ramirez, 1997; Stout & McDaniel, 2006; Visor et al., 1995.

Who are SI Leaders?

SI Leaders are employees of Academic Support. They are paid, part-time, undergraduate student employees. An SI Leader is paid to work 9 hrs a week – attending class, planning for sessions, training, and facilitating sessions.

To qualify for consideration, applicants must have a minimum 3.0 GPA and an A or B in the course they're applying to support. After the first round of selection, group interviews are conducted to evaluate applicants. The group interview process is designed to closely reflect the principles of the SI model and realities of the job. Recruiting SI Leaders begins in week 6 of the semester prior to work.

Please contact Jillian Rager (jpr0027@auburn.edu) if you have concerns about an SI Leader.

Faculty members are encouraged to submit student nomination for SI Leaders to aub.ie/SInominations.

What does an SI Leader do?

The primary function of the SI Leader is to lead SI sessions outside of class. During sessions, SI Leaders facilitate critical thinking and discussion among SI participants by planning for active learning. Processing course material and answering questions remains the responsibility of the participants themselves.

SI Leaders attend class

SI Leaders are expected to attend all class meetings as a learner.

- Model effective student behaviors (i.e. active listening, note taking)
- Be familiar with class activities and assigned materials including text(s) and readings
 - Use this knowledge to inform SI session plans and anticipate questions.
- SI Leaders are not tasked with the facilitation of class activities.
- SI Leaders are prohibited from being involved with proctoring or grading assignments or tests.
 - The SI model is explicit in separating the peer learning environment from course grades.

SI Leaders plan sessions

SI Leaders spend two hours a week preparing for and promoting regularly scheduled group study sessions.

- Design collaborative activities, handouts, or other materials for use during SI sessions.
 - Include the following disclaimer on all materials:
 - *This resource was made by an undergraduate student leader for the purposes of an active review session. It is not intended to be exactly like course assignments, and may not contain everything that may appear on your exams.*
 - Only materials approved by faculty may be referred to as “practice test.”
 - Use SI strategy cards and planning template to inform effective session plans.

SI Leaders facilitate regularly scheduled SI sessions

SI Leaders support student learning in informal settings through group facilitation outside of class meetings.

- Conduct 2 active-learning review sessions per week related to mastery of course content.
- Integrate skill development in sessions – “how to learn” embedded with “what to learn.”
- Practice facilitation skills like redirecting questions, wait time, and checking for understanding.
- SI Leaders do not “re-lecture.”
- SI Leaders do not do homework or other graded assignments in SI sessions.

SI Leaders participate in training

SI Leaders participate in professional learning and developmental opportunities.

- Attend training prior to the beginning of the semester.
- Attend regular meetings with subject group peers and supervisors.
- Engage in observation and feedback loop:
 - Formal observations with evaluation tool
 - Self-evaluation – student feedback and formative assessment
 - Program evaluation – end-of-semester surveys for both students and faculty

SI Leaders must communicate

SI Leaders cultivate communicative relationships with course instructor and students

- Meet with the faculty member at the start of the semester to discuss both parties' expectations
- Professional, regular communication with the faculty member throughout the semester regarding SI sessions
- Deliver a brief introduction the first week of the semester informing students about SI
- Collect availability information from enrolled students about when they'd be most likely to attend
- Regular communication and promotion of SI sessions to students enrolled in the course
- Share SI session expectations with students

What should I do and expect as faculty?

Citation: UMKC Supervisor Training Handbook

The faculty member is an essential element for SI to be successful. The faculty member should understand the SI program, acknowledge the expectations of a SI leader, and support the attachment of SI to their course.

At the start of the semester, we ask that faculty members:

- Develop a basic understanding of the SI program model
- Allow the SI Leader to be added to the Canvas course with the role "Undergraduate Support"
- Meet with the SI Leader at the start of the semester to discuss both parties' expectations
- Dedicate a few minutes during the first week of classes for the SI Leader to introduce themselves and SI to the class

Ongoing through the semester, we ask that faculty members:

- Actively encourage all enrolled students to attend SI sessions
- Occasionally dedicate a few minutes during class for the SI Leader to make announcements about sessions throughout the semester
- Meet on a semi-regular basis after class, during the faculty member's office hours, by appointment, or at another mutually agreeable time to discuss SI sessions
- Complete two satisfaction surveys administered by the SI Coordinator, one after the fourth week of class and one at the end of the semester
- Help recruit SI Leaders who demonstrate content competency
- Communicate with the SI Coordinator if concerns arise pertaining to the SI Leader's job duties and expectations

Faculty members can expect:

- The SI Leader will attend class each time it meets to serve as a model student.
- The SI Leader will occasionally make announcements in class.
- The SI Leader will not re-lecture material from class or teach new information. SI sessions are never a substitute for attending class.
- The SI Leader will not cover problems/material that is specifically referenced in assigned homework.
- The SI Leader will prepare a plan for each SI session, incorporating active-learning strategies and relevant course content.
- The SI Leader will not promote or facilitate academic support/tutoring services that are not affiliated with Auburn University, whether they are fee based or not.
- Faculty members will not be given the names of students who attend SI sessions. This is to preserve students' anonymity, which is one of the cornerstones of the SI model.
- The responsibilities of an SI Leader will differ from those of a TA or LA.
- The SI Leader will share the What to Expect When You Come to SI document (pg. 4) with students.

WHAT TO EXPECT WHEN YOU COME TO SI

WHAT IS SI?

- SI consists of regularly scheduled, active-review sessions facilitated by **undergraduate students** who previously excelled in the course (SI Leader).
- SI is **free** and there's no need to make an appointment – just find the room location and show up! (You should get messages from your SI Leader in Canvas or you can check AU Involve)
- Sessions are **informal**; they are not class. But they also aren't a substitution for class. Come to SI sessions having attended the normal class meeting. Bring your books and notes so that you can actively participate in discussion and activities!
- The SI Leader does not re-lecture material from class nor teach new information. The SI Leader is there to model effective strategies and facilitate **active learning** and **discussion**.

SESSION EXPECTATIONS:

- Be ready to talk to your classmates - the SI model is based on **interaction**! It should be clear what the group norms are for that session.
- Do not expect a worksheet or homework review. A Leader may create practice materials for various processes, but this should not be expected at every session. Materials in sessions are meant to facilitate student-centered learning. Leaders may address problems or content that is similar to that on the homework, but SI sessions are not for targeted homework help.
- Expect the leader to be prepared and plan something to organize the time. The SI Leader is there to make sure the session is efficient, but they also need **you** to communicate the difficult concepts on which you want to spend time.

COMMUNITY EXPECTATIONS:

- SI is a place to make and learn from mistakes. SI Leaders are your near peers and you are surrounded by classmates who also want to work towards mastery of the content. The SI Leader is **not** a TA, **not** involved in grading, and they do **not** report to instructors on students' performance or attendance at SI sessions.
- There are some students who think that SI is only for "A" students, and there are some students who think that you only go to SI if you are about to fail the class. SI is designed to help students at **every** knowledge level.
- SI is a place where all Auburn University undergrads are welcome, appreciated, and supported in their academic goals. No insults (physical, verbal, graphic, written, or electronic) related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class will be tolerated in SI sessions.



SI Session Schedule



AUBURN
Office of the Provost
Academic Support

academicsupport.auburn.edu