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 – 4 week surveys and 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 targeted course

What should I do and expect as faculty?

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
- Add the SI Leader 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
- 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.**