Ready, Set, Go: Community-Based Learning Supplemental Instruction Program

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Objectives

- Describe what Supplemental Instruction is.
- Describe the Community-Based Learning Supplemental Instruction program.
- Provide tips and tools to create a similar program.
- Give you resources to overcome any speed bumps.
- Share stories and examples from current CBL SIs.
What is Supplemental Instruction?

What’s it’s role on a campus?
How does it benefit students and faculty?
How can students and faculty get involved?
What is Supplemental Instruction (SI)?

• SI provides opportunities for students in specific courses to participate in SI sessions to explore concepts and solve problems through group discussion and interaction.

• SI sessions are lead by paid and trained SI Leaders, participation is voluntary, and the instruction is to help improve students’ grades and understanding of the course material.
What is Supplemental Instruction (SI)?
- continued -

- SI Leaders attend classes, interact with the professors and students, and hold a minimum of three study sessions in or out of the class per week.
- SI Leaders facilitate learning by using various strategies particularly suited to the participants.
- SI Leaders are trained regularly to improve their skills and are observed by the supervisor during the semester.
- SI training sessions include activities to help students with note taking, test taking, study habits and skills, writing papers, oral presentations and more.
What is Community-Based Learning Supplemental Instruction (CBL SI)?

What’s it’s role on campus?
How does it benefit students and faculty?
How can it benefit CBL faculty?
What is the CBL SI Program?

- The WSU Community Involvement Center collaborates with the SI program to train and fund supplemental instructors to support CBL faculty. Our program involves 3 experienced students who act as SIs to 3 CBL faculty members.

- The instruction provided by the CBL SIs differs from the SI program in that the instruction is specific to the community-based learning experience required in the course. The goal being that students have a better understanding of civic engagement as it relates to their coursework.
What is the CBL SI Program?

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CBL SI Leaders may include the following in SI sessions:

- reflection sessions with students (in and out of class); focus on written, oral, and group reflection.
- project planning and facilitation with students and community partners.
- assistance with community-based learning assignments.
- arranging or helping arrange site visits; engage and observe students during the site visits.
CBL SI Program Objectives

1) To deepen the learning experience of students in service-learning courses;

2) To encourage faculty to utilize the pedagogy despite their heavy teaching load; and

3) To assess the impact of CBL SIs on student learning and attitudes about civic engagement.
CBL SI Responsibilities and Expectations

• Attend a one hour training each week for the first 8-9 weeks;
• Attend the class for which they are an SI;
• Spend three hours doing SI instruction;
• Spend one hour preparing for the SI session;
• Maintain open communication with faculty member and CBL SI coordinator; and
• Act and dress professionally.

• TOTAL TIME: about 7-8 hours a week.
CBL SI Training Schedule

- Faculty and students attend a half day workshop at the beginning of the semester.
- SIs attend 9 weekly training workshops starting at the first of semester and ending around spring break.
- Training includes workshops on:
  - Service-Learning 101
  - Building and Maintaining Community Partnerships
  - Reflection
  - Diversity
  - One-on-one meetings with SI Leaders
CBL SI Spotlight: Andrea and Dr. Rich

- Dr. Rich in Geography is partnering with The Friends of the Great Salt Lake (FoGSL).
- Students are creating educational material for fourth grade curriculum; use as a teaching tool to meet the Geography requirement; many students in class are education majors.
- Class is held once a week on Wednesdays; SI holds sessions during the last 45 minutes of class; SI is doing pre- and post-reflection sessions, assisting students with assignments and working on written reflection through final papers.
- Potential for a long-term partnership; once curriculum is completed students will have other opportunities to interact with fourth graders at the GSL.
Get Started

Tips and tools to help you get moving in the right direction.
Getting Started - Developing a Similar Program

Here are a few resources to get you started:

• Contact and collaborate with your service center on campus.
• Connect and collaborate with the faculty/staff member that coordinates with CBL faculty.
• Coordinate with your SI program on campus. If you don’t have a SI program try possibly teaming up with the testing/tutoring resources on your campus.
• Start a similar program in your own class, department or college.
Getting Started - Working with Faculty and Staff

• Start talking to potential faculty now to get a feel for who would like to be involved next semester.
• Identify and invite outstanding faculty, whether CBL designated or not, to participate.
• Faculty can start noticing and approaching potential SIs for next semester.
• Start identifying community partners that work with, could work with, or would like to work with faculty and start establishing relationships.
Getting Started - Developing Community Partnerships

New or existing partnerships: arrange a meeting with faculty and partner to identify the following:

- the needs of the community partner.
- the course objectives, service-learning requirements, and needs in the classroom.
- possible projects that will meet everyone’s needs.

Also creates:

- an open dialogue between faculty and partner.
- opportunities for a long-term partnership.
- strong community connection to encourage students to continue serving.
CBL SI Spotlight: Tyler and Dr. Akombo

- Dr. Akombo in Music is a new CBL designated faculty member; SI will assist him during his first semester.
- Students choose either a final paper or a service-learning project; 15 students choose project.
- Students divided up into 3 groups of five; students will research one area of music to then teach and/or perform to three different audiences.
- Working with three community partners: Beehive Assisted Living, OWCAP, and Mound Fort Middle School.
- SI is doing pre- and post-reflection sessions, arranging out of class SI sessions to meet with community partners, and attending each group presentation.
Get Going

Here’s your green light to get going
Get Going - Off To A Good Start

• Kick off your program with a half-day retreat before the semester; invite faculty and SIs.
  ▫ Review the goals and objectives of the program and have everyone set their own goals.
  ▫ Do a preflection activity.
  ▫ Allow faculty and students to openly communicate with each other.
• Establish your weekly training schedule with SIs.
• Create a one-on-one relationship with CBL SIs.
• Review faculty’s course syllabus and keep assignments and projects in mind for weekly trainings.
• Follow up with SIs after training and SI sessions.
Get Going - Half Way There

- Visit at least one class and one SI session per CBL SI around mid-semester. Make sure to give honest feedback.
- Host a mid-semester workshop/retreat for faculty and SIs. Review some of the goals and information you discussed in the beginning.
- Continue the one-on-one relationships; help each SI relate training material to their class.
- Weekly trainings will end around week 9. Continue to observe and communicate with SIs.
Get Going - Almost There

- Around the end of the semester you will have two types of assessment:
  - Assessment of the SI and the CBL SI program.
  - Assessment of the students in class; SI helps you gather information.
- Continue the one-on-one relationships; help each SI wrap up the course with a final reflection activity; can be done on the same day as the assessment.
Get Going - Crossing the Finishline

- Evaluate what worked and what didn’t work.
- Collect feedback from faculty members.
- Compute data from assessment forms.
- Invite new or continuing faculty members to participate in the program next semester.
CBL SI Spotlight: Misty and Dr. Cost

- Dr. Cost has a CBR component in her upper division health promotion course; last semester Misty developed a great relationship with Catholic Community Services (CCS).
- Students work in two groups to serve two community organizations; students are running two health clinics: one for CCS and Mound Fort Middle School.
- Students will complete a final research project including compiling research and data, plus a final written paper.
- SI is doing pre- and post-reflection sessions; holds SI sessions in class; maintains relationships with community partners and assists students with project planning and completion.
Speed Bumps

- CBL SI not invested in the program or drops out of the program.
- Faculty member or community partner not invested in the program or project.
- CBL SI doesn’t attend trainings, classes, or SI sessions.
- Faculty or community partners upset; unhappy with the outcome of program or project.
- Students unhappy with SI Leader, faculty, program or project.
- No funding available to support program.
Overcoming Speed Bumps

• Communicate, communicate, communicate
• Follow up after weekly training and SI sessions.
• Keep faculty and community partner in the loop whenever possible.
• If a student, faculty member, or community partner is not invested, try a different approach. But remember...don’t spend your time and energy on someone who doesn’t want to be there.
• Take any student complaints to the faculty member or SI leader.
• Research funding options and/or possible grants available to faculty and staff on campus.
Any Questions?
Contact Us

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