

## Supplemental Instruction and Teaching Teams Programs Comparison

### At the University of Wisconsin-Milwaukee

	<b>Supplemental Instruction (SI)</b>	<b>Teaching Teams Program (TTP)</b>
Program goals	<ul style="list-style-type: none"> <li>-Improve retention rates especially for high- risk courses which are typically large lecture classes.</li> <li>-Incorporate college study strategies into course content</li> <li>-Improve student grades for students enrolled in these historically difficult courses.</li> </ul>	<ul style="list-style-type: none"> <li>-Increase retention rates particularly for GER courses</li> <li>-All enrolled students improve grades, gain confidence working with course material and learn study strategies appropriate to college-level coursework</li> <li>-Preceptors learn how to facilitate group learning and develop leadership skills</li> </ul>
Courses targeted	Historically difficult courses (high D/F/W rates), including large, intro-level lecture courses	
Courses served	15 courses: Anatomy & Physiology 202 & 203, Physics 110 and 120/122, Chemistry 100 and 101/103, Calculus 211, Logic 211, Spanish 103 & 104, Art 106, Comp Lit 133, Business 201, 210 and 230	Business Communication 105 (Sp04) Math 175 (F04) Economics 104, Social Problems 102 (Sp05) Psych 101(F 05), Econ 104 (S'06)
Leaders	SI Leaders: graduate or undergraduate students previously enrolled in course; usually earned an "A"	Preceptors- undergraduate students concurrently enrolled in the course
Leader roles	Facilitates weekly discussion section to review, reinforce, and clarify course content; fosters independent learning through a variety of active learning techniques; promotes student awareness of levels of learning, including application, synthesis, and evaluation; models and develops the thinking and analytical skills for the discipline	Role determined by faculty member and preceptors; each preceptor generally leads and participates in weekly peer study group; preceptors serve as mentors, guides, and additional instructional support for fellow students (not expected to be content expert)
Course-specific study strategies	Leader integrates relevant learning skills with content including information on note taking, text reading, test preparation, problem solving, and other discipline-specific study skills.	

Weekly sessions	Range from large group discussions to Q&A sessions to small group activities	Peer-led study group sessions; usually small groups actively studying course material
Leader responsibilities	Attends all classes; reads text assignments; reviews or completes all homework assignments ahead of schedule; is a model student	
Leader training	Training of 10 hours per semester Weekly meetings and supervisor	One-credit training course on study strategies, leadership skills; group facilitation; weekly meetings with professor and study group
Leader compensation	Hourly wage: \$10 per hour , typically \$900-\$1500/semester	Student receives course credit, not pay
Course compensation	N/A	Cost for instructor of a one-credit course
Other program costs	Program coordinator(s); departmental supervisors (SI); office assistant; training materials; promotional materials	
Faculty role	SI supervisor or coordinator connects with faculty member via classroom visits and/or email once or twice a semester, but faculty members do not have a specific role in the program.	Sets up weekly meeting time for teaching team (faculty, preceptors, and sometimes graduate teaching assistants) to communicate about lecture, discussions, and study group sessions; defines preceptor roles; may provide activities or ideas for out-of-class sessions