



What is Supplemental Learning

Transcript

00:00:05:54 - 00:00:18:56

Speaker: We will get started so we can see it today. Before we get started. Let's acknowledge that we are located on the traditional lands of Tk'emplúps te Secwépemc within Secwépemc'ulucw the traditional and unseeded territory of the Secwépemc people.

00:00:19:93 - 00:00:49:88

Speaker: And I know that you're all very familiar with those words, but I'm using this as an opportunity and check-in with myself and think about what I'm doing in terms of action around Decolonizing the Writing Center. And the writing processes my kids minds and my own classroom. I mean, in Writing Center, I'm a word nerd so I wonder why if you open up a dictionary and you look for the word, colonizer, yes, you look at the word colonizer, you'll see the word trailblazer or leader.

00:00:50:21 - 00:01:03:98

Speaker: And I always ask students, you know, if I have a positive or a negative, I'm like yeah it's positive. And yes for something that's intrinsically genocidal. If you open up a source and you look for the word indigenous, you will see the word primitive or unacquired.

00:01:04:14 - 00:01:23:91

Speaker: So I always encourage students to think really critically about the language that they're using. Knowing that language can be so powerful, and also so dangerous, I really love to introduce everyone, the amazing Elizabeth Templeman, who is the supplemental Learning coordinator. You might have heard about supplemental learning.

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Speaker: Programs or supplemental. Instruction instruction. She's been at TRU since 1980.

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Speaker: Her background is teaching in SL. She's established I think it was the fourth SL program in Canada. And she would never say this, but I love to share that her SL program has been extremely influential both nationally and internationally for other programs like it being established. She's a published author.

00:01:51:11 - 00:02:04:99

Speaker: She has written two books, numerous essays and book reviews. We have a creative nonfiction writing group with her. I love her writing. I think it's time to finally talk about a sense of belonging, because.

00:02:04:99 - 00:02:20:89

Speaker: Elizabeth was interested in a sense of belonging before it became something that was asked to write. An essay. It is foundational to what she does, and I told her I'm strongly excited to join the meeting today Thank you Jenna Generous introduction.

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Speaker: Nice to be here. I know many of you. Not all of you.

00:02:27:60 - 00:02:42:99

Speaker: And, I yeah, I want to tell you a little bit about both supplemental learning and peer academic coaching. I'll mention some at the end. That's a project that Jenna and I initiated together, sort of off the corner of our of our other roles.

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Speaker: And, yeah, sense of belonging is has definitely been an important and foundational value of SL. And I am I will talk about that through..

00:02:54:50 - 00:03:16:07

Speaker: First, I wanted to share a little bit about what it is for people who may not know. It is called supplemental instruction or pass peer academic study sessions. Internationally, where I think we might be, no other people have taken the name I brought here, but supplemental learning.

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Speaker: There are a couple of programs called that in Canada as well. So SL and I like to shorten it to SL so students don't have to have a handle with so many syllables. So it's a really I always, even when I advertise, when we do promotion SL's always right there.

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Speaker: SL is all about the learning and sessions provide opportunities to study with peers informally and yet with a planned and strategic approach. One thing we hope from SL is it is a secondary goal. One the first goal is to help students feel comfortable and confident and succeed in the course.

00:03:59:78 - 00:04:27:26

Speaker: But a secondary goal is to know how to study strategically on your own, to know how to study with groups on your own. So the leaders are very explicit. We really focus on metacognitive awareness, growth mindset, knowing what you're doing and why, knowing what activity we're doing in a session and why we're doing it so that you'll be able to go on after.

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Speaker: And and actually, one of the cool things it was a few years ago, when we had sessions all over campus and I went by a room in Old Main and I saw a group of regulars because I observed sessions, but there was no leader there. And I thought, oh, is the leader late? I said, no, there's not a session now.

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Speaker: They were actually basically running a session on their own because they knew how from the sessions they'd been to, and that made me really happy. So yeah, sessions are led by a student who, has previously succeeded in the course and has basically learned what it takes to succeed and learned about studying. So they come to me already, experts in the course to

the extent that they need to be.

00:05:16:31 - 00:05:26:57

Speaker: But their job in this session is to be not an expert in this discipline, but an expert learner. They know how to study. They know how to succeed.

00:05:26:57 - 00:05:50:97

Speaker: And so my training so they will come with the content expertise that they need from achieving, generally an A-minus or above in the course. And what I train them in then is preparation, session preparation, facilitation skills and all about learning, all about learning. So I'll show you a little bit about that.

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Speaker: The sessions integrate how to learn with what to learn in a collaborative setting. So for example, you know, what will we focus on. Leaders are taught by me not to cover the content.

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Speaker: So basically they sit in lectures and they and they think where is the greatest struggle from this lecture from this week, from this month. What will we focus on? And that's a quote from our survey.

00:06:22:92 - 00:06:36:97

Speaker: The useful things we work together provides a lot of help and confidence. I was like, when students recognize what we're trying to do, I want to show you now you can hear from the leaders. This was done last year.

00:06:41:85 - 00:07:09:97

Speaker: Supplemental learning is a group study session by a student who has previously done well in the course. They get a little bit of what to study with, how to study. And we incorporate the six strategies for learning from the learning scientists, among other lovely training that I get from our coordinator. And it's really helpful to get that, kind of weekly build up of material instead of leaving everything to the last minute.

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Speaker: I took that self sessions, and that was really inspiring. The leader that I had was, a role model for me. You know, when I was in first year, I met so many amazing SL leaders that supported me through my entire first year, and I knew that that was something I wanted to give back.

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Speaker: And then after these little 50 minute sessions, they leave feeling, hey, everything that that teacher has said to me, I just need to hear it in a different context. And now it all makes sense. Yeah, you kind of get this sense of pride and yes, you got it, you know, and you're happy for them because you know how it feels to be that student who's struggling and then that like, aha it's amazing.

00:07:55:39 - 00:08:06:61

Speaker: I did swell up like a proud parent. And I know this sounds really weird because we're peers. It's kind of cool because it makes us feel like everything I'm doing is making a difference, it's worth it. And that's

00:08:06:61 - 00:08:17:16

Speaker: what makes all of this worth it, is that's actually making a difference. Yeah, well, when you're working alone, you only have your own brain to work from. And when you're working with other people, you might be.

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Speaker: Oh, I didn't think of it like that. And maybe that's something that sticks. And that's the thing that you remember for the test.

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Speaker: And it's more than just coming and studying for 50 minutes. Yeah. You build relationships with people in your courses and in your faculty.

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Speaker: I think that that's really special. Don't be scared. It's not. It'll never be wasting your time.

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Speaker: No matter who you are, you will benefit. You don't know how successful you can be. And, you come and try it, and you don't know how much, success you can have in your courses and in your life if you just show up and try it.

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Speaker: Thank you. In the words of the leaders, I especially like that you can recognize that our masks were on. So what semester we were doing some of that in, But, they're amazing.

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Speaker: Yeah, they are amazing. So how it works? Yeah.

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Speaker: This is basically what we tell students. What's in it for them? Something for everyone.

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Speaker: And this is a little about that sense of belonging. So whether you are the A student who's shooting for to make sure you get the A-plus, or you're the student who needs to just pass this course, it maybe wasn't your favorite, but you need it to do for your program, whichever student, whatever your motivation, if you're the student who's really confident or you're the student who's not, it's going to have something for both of those. An example of that, if I am the student who's confident and who is shooting for the A-plus, and I'm working with the student who's not so confident and just needs to pass.

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Speaker: I get to re-explain things to him or her, and we both benefit. We both benefit from that. So that's a cool thing about, it is a place to make friends.

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Speaker: That's not supposed to be one of our foundations, but it always makes me happy to see the students become friends. I certainly see the leaders become friends. To increase that metacognitive awareness, to fill the gaps in your understanding, to share your strengths, and of course, to improve your grade.

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Speaker: We have a ton of stats on that. What we don't, of course, have stats on is the sense of belonging, where I get evidence of that, or from the student quotes in the surveys. But I've never figured out how to measure sense of belonging.

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Speaker: So, for example, is it an increased sense of belonging that helps a student get a better grade? It might well be. It might well be.

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Speaker: That might just be part of settling in and feeling more confident. And at home. We don't we don't know. We don't ever,

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Speaker: kind of yeah. We don't really get a chance to analyze that at any deeper level. SL and the six you heard, I think Michelle mentioned the learning scientists, and I just wanted to mention this for a few reasons.

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Speaker: Before. Okay, so the learning scientists, how many of you have heard of the learning scientists? Yes. Oh, good.

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Speaker: Because the learning scientists were fairly new. And the learning scientists, if I remember right, the first two of them, and I've met, I've met one of them. I've met both of them virtually.

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Speaker: They were postdocs in the US. One was in. But there was a Canadian connection, too.

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Speaker: One was in psych and one was in education. And they were astonished to learn when they got to know each other, how little education was incorporating psych, how little those disciplines were overlapping. And so they started the learning scientist and the learning scientist is a place to share your research about learning.

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Speaker: And it it's been a it's made my, my life so much easier because before the learning scientist, I had to dive in pretty constantly and watch the research on learning. You guys all know the academic writing, but I've never been a researcher. And so to track academic journals across something so broad as learning was taking a lot of my PD time.

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Speaker: And I was always afraid I was missing something. The learning scientists I get a weekly bulletin, and I'm constantly alerted to new things in there, and I follow them and my leaders follow them. And it's just been so amazing.

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Speaker: So there are the six, evidence based learning strategies and, I share them. Really. That's a foundation of our training.

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Speaker: The leaders know them all. They know what they look like, how they work, why they work. And so my leaders, last year, the SI International Conference was meeting in Toronto, and I think it was one of those, you know, how you just have too much time one day and you get yourself into something that's going to take so much of that time.

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Speaker: But the next year I did that. I had this idea I'd love to take a few of my leaders, get something to build their CVS and their experience. And we collaborated.

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Speaker: I collaborated with my friend and colleague at university of Guelph. University of Guelph was one of the original three SI programs in Canada who helped me start. And this is the successor to Mary Wilson, who was my colleague at the time.

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Speaker: And Kim Carr Grande is now we are now have a Canadian SI organization, and Kim is the head of that. And he's a wonderful young man. And I went to meet him because, well, this is an aside, but my youngest, Guelph, has sort of taken our youngest kid and kept him.

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Speaker: So Guelph is near to my heart. And I was back visiting my kid, and I met up with Kim to just get to know him personally. And we had lunch together and we had this.

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Speaker: This is where this idea came. Let's bring our teams together. Let's each bring 3 or 4 students, because he was pretty impressed how I was already integrating the six into my sessions.

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Speaker: He felt like they were a bit behind. I was impressed how he was doing it because they were running more virtual sessions than we were. So we put our groups together and we worked for a year and we did an E poster.

00:15:09:82 - 00:15:22:50

Speaker: I didn't even know what an E poster was when I signed up to do this. So this is from the E poster a little bit, and it's just going to give you snippets that are from the leaders of. And I'll just show you.

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Speaker: I think I left out dual coding because it wasn't so arts based as others. So we collaborated on this, concrete examples. As you probably know, all of these but concrete examples is simply abstracts that you make easier to grasp from examples.

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Speaker: The leaders were already doing this. Now they're doing this with a better understanding, new information. You know, you know, this from teaching.

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Speaker: It becomes more digestible, more memorable when it's linked to concrete examples. So that's definitely one of them. Spaced practice SL all by itself is already spaced practice.

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Speaker: If they come, you know, we try to say if you give this 50 minute every week, even every other week, you're already spacing your practice for your exams. It spreads the review in practice over time breaks between the study you probably know and my leaders come to understand the difference between working memory and learning. A lot of learners, a lot of individuals don't understand about working memory.

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Speaker: I didn't understand nearly as much about it as I do now. When you have something and you say, people will know when you have something in working memory, you think you have it. So I sit in a lecture and I listen to somebody and they explain a concept and I've got it.

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Speaker: It makes perfect sense. So if I'm not a very smart about learning, I'm going to think I already understand that. Why do I need to spend time reviewing that?

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Speaker: But then it drops and my working memory is small. I only had to like 2 or 3 of those balls you juggle in mind. It helps me to know it's small, but now I understand that if I read or listen to something really important, I have to do something with it to take it in.

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Speaker: I didn't know that. So I don't know how I ever got through university. My leaders know that, and they share that.

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Speaker: And spaced practice definitely helps. Retrieval. This is the most evidence based of the six.

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Speaker: We use it constantly. So you probably saw a few ideas in the clips, but a lot of leaders start their sessions with brain dumps. So the students are up at a whiteboard or with some chart paper, and they're writing everything they remember, either about last Wednesday's lecture or about this concept or about this chapter, depending on how the course is organized.

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Speaker: And this is a place where we share with them the idea that don't be, don't be uncomfortable if you and I are working together. But you remember liking I remember way less than you do. It's just because my working memory smaller.

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Speaker: It's not because I'm going to learn less. We make that stuff, really. We make people really comfortable with those differences.

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Speaker: And that's part of fostering a sense of belonging. Yeah. So retrieval, we do a lot of retrieval in our sessions.

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Speaker: Elaboration. That's obvious what that is at that probing the deeper questions. The leaders understand that you don't want to do much with elaboration until that the concept is

pretty firmly understood, because otherwise you mess up, you'll mess up the understanding.

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Speaker: Yeah. And and so similar to concrete examples elaborating, elaborating deepens. And the leaders are taught to ask those probing questions and to give these, matrices and these kind of, these ways of organizing what, you know, that will deepen the understanding and contextualize.

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Speaker: So that's sort of what they do. I just want to show you a couple of these because I'm so proud. This is the graphic from the six.

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Speaker: It's not the best graphic, but I I've come to really love it because I associate it with the learning scientists. The headbands. And you saw that in the video a little bit.

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Speaker: The leaders love headbands. It was started by an arts leader many years ago, because the first time I ever saw it was a session over in this building. It's retrieval and interleave practice.

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Speaker: And basically I just put up a term and you all help me figure out what it is. It's that simple. But students love it.

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Speaker: Sometimes I have to really get the new leaders to be assertive with their plan, because if they're not, the students will just say, we just want to keep doing this and they'll do it for the whole 50 minutes. So they love headbands. And headbands, of course, gives me a chance.

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Speaker: They're allowed to, of course, look at their notes, but we tell them to start without looking. So there's that retrieval opportunity. But with headbands, they're giving concrete examples.

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Speaker: They're sometimes they're doing jokey kind of clues that actually probably stick really well. Board work model and ideal framework is another, these are two other ways to combine. And these are from the poster that the that the leaders did, by the way.

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Speaker: Both facilitate that process based understanding. Board work model is is demonstrated here. There's a lot of language, but basically it's I want to write down what I need to know to do this problem.

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Speaker: And then I want to write the steps in in the process I'm going to use. And then I want to describe the steps. And then I want to share a similar problem.

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Speaker: So basically you're doing the deep dive in how to solve the problem, not just solving a problem. And then ideal framework. You've probably heard of that too.

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Speaker: Identify decide question estimate. Answer. Look back.

00:21:11:22 - 00:21:23:40

Speaker: So there are just two of the kind of mixed models that they learn. So that's the yeah, that's the poster I should have said. You can ask me questions any time.

00:21:23:40 - 00:21:34:87

Speaker: By the way, I didn't mean to sort of present like I had this formal thing. I'm just talking, so really interrupt me any time. Where do you find that, e poster?

00:21:34:87 - 00:21:46:76

Speaker: Oh, I'll send it to you. It was on the SI international, website for a while, but I couldn't find it there. But I'm happy to share it with you because I'm very proud of the work they did.

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Speaker: Yet, where can students find the schedule for different sessions? because from what I understand, different courses don't have SL sessions. Exactly.

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Speaker: So if you go to the SL web page and go to the sessions schedule, and I keep that up to date, every, every change is on there like within two minutes. So it should be reliable. Most sessions are in HL.

00:22:11:03 - 00:22:16:29

Speaker: We now have a room space. So you should you can find it there. And I should have brought it.

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Speaker: We've actually I didn't because I'm really old school. I didn't know about it. What is it called.

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Speaker: That symbol that you can scan. Sorry. QR code.

00:22:25:71 - 00:22:32:76

Speaker: I didn't even know what it's called. I don't have a cell phone. But anyway, my leaders all have QR codes to go right to the website.

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Speaker: But you found it for me, so you know how to find it. So that's where you can always tell and you can always email me. Also, and my email is on the SL website too.

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Speaker: This is what students tell us on surveys. And this I looked for things. I actually talked about belonging to give you some idea.

00:22:55:87 - 00:23:04:96

Speaker: So love the community felt comfortable and welcomed. The leader really cares. I love that they can tell that the leaders care.

00:23:05:46 - 00:23:12:30

Speaker: Felt like part of the team. The fourth one supported and encouraged. Love to meet new people.

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Speaker: I mean, this is how we know that it reinforces that sense of belonging because they tell us in so many comments, at the next, the last, even when we worked on things I was comfortable with, it cemented my knowledge further. Yeah. So we get lots of positive comments.

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Speaker: I mean, we do get the odd negative comment a lot of times it's about us not being attached to a particular course. And sometimes we get negative comments, but usually if they don't like it, they just don't come back. And I don't see a lot of evidence of that, but I'm sure it's there.

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Speaker: I'm sure, you know, there are probably the really shy introverts like, I am that might not be really excited to go to something where I had to collaborate. Yeah that sounds awful. Yeah.

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Speaker: I'm with you. Yeah, but the leaders are trained to respect the introverts and to if they're not comfortable with a particular activity, to pick up on that and find a way to get them comfortable. That's wonderful. Yeah. So no, definitely.

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Speaker: And I actually hire a lot of introverted leaders. I had to be really careful. I have such a strong bias that there was one year I had no extroverted leaders.

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Speaker: So I had to review my interviewing to make sure that I wasn't against them. But they are learning, you know, they definitely are trained to respect all kinds of people and comfort levels you meet. Yeah, you have or you go first.

00:24:48:90 - 00:24:57:99

Speaker: You had your hand up and I just went there. How do we associate that person in your program? Right.

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Speaker: Yeah. And and not. Really, because it's a hard one.

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Speaker: So when I say one of the things I look at are the DFW stats. Every semester, I get a DFW report from IPE And I try to make sure if there's. So I look at the stats for where students are struggling to succeed.

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Speaker: There are some courses that probably wouldn't be very appropriate if it was applied.

So for example, we don't support labs. So much as the course.

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Speaker: Yeah. I'm trying to think of another example. With English, we've tried it, but the writing center is just better for that.

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Speaker: It it's, it's so applied that it's hard to find ways to come at it in a set pattern, sort of. If you're interested, email me and I will have a look. We look at first year courses mostly some second, we look at things that are difficult and where the motivation for students is high.

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Speaker: So they need it to get in this program. They need it for the next level. And faculty who are open to it.

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Speaker: Yeah. So I teach theory so that it's a fair. Yeah.

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Speaker: Well, theory it's what what kind of which course. I did classical social. Theory, which is the one course that all sociology students.

00:26:30:54 - 00:26:46:06

Speaker: And what level is it, what year? Three We should talk about it some time. I haven't supported a third year for, I supported law courses for a while, but if it's really difficult and they all need it, we can look at it.

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Speaker: Yeah, we could look at that. Definitely say in sciences we support. O-Chem And they come to that we're now supporting genetics and they come to that.

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Speaker: But in the sciences they definitely know about SL. It's harder to spread the word in the arts. But yeah we should talk about that. Yeah.

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Speaker: I think mine is maybe a little bit of a follow up to going to this last comment. Yeah. To what?

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Speaker: Those courses. Yeah, it's think. It's partly funding.

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Speaker: And my funding was slashed this year, so I'm gonna have to be more careful until I leave unless they restore it. But the main thing I've always looked at is what are our chances of getting students? And it's tricky.

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Speaker: I'm also going to tell you there's not much of anything probably you can do about this, but the arts is very tricky because as the schedules have gotten crazier and more chaotic, it's very tricky to predict a time they can come. It used to be Monday. Wednesday.

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Speaker: If there were, the Friday was not. There wasn't a course. Friday.

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Speaker: I knew those students would be free that day. Now there is no predictability. Our schedules are chaotic, our timetabling, our scheduling.

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Speaker: So it's very tricky. Whereas in the sciences I can and I do, I map, first year physics, chem and bio. And I know that most students who are in science are in two of those three.

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Speaker: So I map all the labs and I find the gaps, and that's where we try to get our sessions. I can't predict what they're in, if they're in psych or philosophy. And so all I can do is make sure we're not conflicting with any of the lectures and then, you know, so that's tricky.

00:28:39:42 - 00:28:55:94

Speaker: But so are they not coming because we do try to tell them, let me know if you want to come in and you can't you know, nothing works. But it also, you know, are they can we motivate them to try it and that's the others. So that's also part of it.

00:28:55:94 - 00:29:07:95

Speaker: With the pilot, it can take a while. Again, it's easier in the sciences. They all know of SL by the end of the second week, and the you know, whereas in the arts it's harder.

00:29:07:95 - 00:29:21:88

Speaker: They won't have heard about it. The roommates probably haven't heard about it. So if I can spread the word better and I also it's very hard to predict some semesters say in psych, you know, Logan had 6 or 8 regulars.

00:29:21:88 - 00:29:41:69

Speaker: I remember really clearly one year, sometimes she get 11 or 12, and then the next semester she'd only get 1 or 2 from that same prof, same course. So it's very hard. I mean, and you guys are really helpful in encouraging them to come just even just come try it.

00:29:41:69 - 00:29:59:79

Speaker: And of course, the other thing they don't know is if they try it the first week, they have a brand new leader who's just learning and might not be the strongest yet, but we just do what we can do right? I'm wondering if that's something we just asked months ago. Is that something that the Dean's. Office can help with?

00:29:59:79 - 00:30:13:89

Speaker: Because just as we have carved out times with faculty, sometimes you know. Ways we can encourage it, there's a scheduling across the arts or. The first year where there are shall be amazing things or some spots.

00:30:14:43 - 00:30:24:53

Speaker: Oh, and if you let us know, that would be incredible that that would just like it. That's a great idea. Because it seems like something systemic.

00:30:24:53 - 00:30:27:11

Speaker: Where we could kind. Of be, yeah, I don't. Know if it's hard.

00:30:27:11 - 00:30:31:66

Speaker: It's hard. I know, I know, it's true how we can do it. The system.

00:30:31:66 - 00:30:47:13

Speaker: Hartman's who who does their program? I mean, so if if you have like as an example, when I sketch as a chair and, you know, there's a slot that is for meetings and. We get it, then you charge it on, you got it.

00:30:47:88 - 00:30:54:93

Speaker: And these are slots. That would be pretty cool, even if it were a single hour.

Facilitation focus.

00:30:54:93 - 00:31:00:60

Speaker: But I think just putting it out there as a just solution. Yeah, that's a great meeting. There it is.

00:31:00:60 - 00:31:11:61

Speaker: Yeah, exactly. Well, actually, that's funny because that's how I find my nursing slot It's when they're having their department meeting is where I always have sessions. Yeah. even for me.

00:31:11:61 - 00:31:15:83

Speaker: Yeah I consistently schedule. Yeah. So.

00:31:15:83 - 00:31:22:75

Speaker: Well I'm somebody that you know and if you, if you do something like that. Definitely let me know. That's a super idea.

00:31:22:79 - 00:31:33:34

Speaker: And there was a question earlier about how I match. Oh okay. And the other thing is I have to find a good I have to find a leader, but that's not so hard.

00:31:33:76 - 00:31:45:40

Speaker: Yeah, I think that is really. A really great opportunity for them to bring up. In the case of my introduction to sociology for example, we have ten sessions They call five, five different things. Yes.

00:31:45:98 - 00:31:55:33

Speaker: But do you have any experience? Yes, lots of experience with that. And actually sociology is a course that people have brought up a few times.

00:31:55:33 - 00:32:21:27

Speaker: And I would like to look at again. And yeah, it's actually the two that are famous for that are psych and accounting. Those are the leaders I'm always so proud of because they juggle so many sections and so many profs so that that they communication's tricky, the coordination, the promotion, but they learn to do it.

00:32:21:27 - 00:32:29:53

Speaker: And it's in my training. So absolutely. And those would be the leaders who could then

go on and mentor, like Logan does for psych.

00:32:29:53 - 00:32:34:99

Speaker: How to coordinate. It's easier. I have to say this.

00:32:34:99 - 00:32:52:22

Speaker: It's easier if the profs, do some kind of sharing, even to make sure that you're covering. Sometimes the sections can feel so different. They feel like a different course now. And I am sorry to keep mentioning the sciences,

00:32:52:22 - 00:33:34:47

Speaker: but the sciences, for example, I think chem and bio both, but chem they have a shared their exams questions are shared like there's a pool so that you know what you're covering. That's trickier in the arts just so you know, if you want SL and you're willing to do some sharing, even just to sort of say, like, even if you can explain to the two the leaders, they can't, of course, go to all your sections. They can only go 2 to 3 to four hours of lecture a week, and it might only work with their timetables to go to two profs, not five.

00:33:35:01 - 00:33:55:24

Speaker: But if the profs could do things like if they met some times and pooled and let the leader know, my group is doing chapter five this week, this other group is doing it next week. If they know that they can plan for it, it's when they don't know and when they don't know. By the way, my strategy is to get them.

00:33:55:24 - 00:34:15:21

Speaker: And this is another way to increase the sense of belonging and responsibility. If, if they can't go with sometimes they can just go to one profs lectures because you know what student timetables are like. But they will get the participants in their session to share what section they're in, who's their prof.

00:34:15:76 - 00:34:28:35

Speaker: And then they'll be the ones. So the leaders might come in and say, to start today, tell us about in section four what's the toughest thing you're doing this week? In section five, what's the toughest thing you guys are doing this week?

00:34:28:69 - 00:34:44:16

Speaker: And then they'll sort of, first of all, they make it transport parent because, you know, first year students often don't even know there are those kind of differences. But that will help them a little bit. Like they'll come in with a plan, but they'll know they may have to adapt it.

00:34:44:16 - 00:34:49:71

Speaker: Leaders are so good at that. Yeah. I hope that answered yes.

00:34:49:71 - 00:34:55:17

Speaker: Thinking as an. Instructor, I mean, I. Well, yes, very supportive. Yes, definitely.

00:34:55:17 - 00:35:03:43

Speaker: But yeah, some of it's just, you know, getting it as simple as getting the, supplemental learning leader on your Moodle site. Yes. Oh, that. Helps a lot.

00:35:03:43 - 00:35:10:73

Speaker: And anytime I see them in the group, my point them out. And so it's that that's going on or you can do. Things that sort of look.

00:35:10:73 - 00:35:16:23

Speaker: Like supplemental learning classrooms and you can do more of that. Every time you test it. Okay.

00:35:16:23 - 00:35:18:99

Speaker: Well what did you do? What can you do. Yes

00:35:18:99 - 00:35:28:96

Speaker: To reinforce it that way. Yeah I agree, but I think you're right. The more you can have, courses where the learning outcomes and how they're being.

00:35:29:25 - 00:36:00:28

Speaker: Tested and assessed. Yeah, I think that would be very beneficial. And even it might not seem like much, but even if if you could I mean, I've taught so I certainly don't want to take the freedom from teachers, but if you could and it wasn't a big deal to all decide to do two midterms, because if some of you do two midterms and some of you do one, that leaves the leaders doing like three exam midterm exam reviews, that's a lot for a busy leader to be doing.

00:36:00:65 - 00:36:07:62

Speaker: So even that kind of thing can be really helpful. Yeah. There was another question I thought.

00:36:07:62 - 00:36:09:87

Speaker: That the students. Right. So in history.

00:36:09:87 - 00:36:24:80

Speaker: Yeah. We're starting with the idea, we have to create a capstone at some point like, what. We're floating with the idea of elevating our Canadian history necessarily 1120 1220 we're gonna elevate them to the second year because it doesn't make sense when all the other pretty much offer.

00:36:26:85 - 00:36:39:53

Speaker: I see, and all for like the ways of knowing we're doing history. Yeah, the first year. But one of the big things that I found a very successful at Carlson, at Windsor Alma maters is mentorship component part of that Yes.

00:36:39:73 - 00:36:46:62

Speaker: And so you have these fourth year students who are taking the capstone that. Have to mentor. Yeah, first year class as.

00:36:46:62 - 00:36:54:96

Speaker: Well as like history or ways of knowing class. Yeah. So is there opportunity to collaborate with SL to better equip them as mentors?

00:36:55:21 - 00:37:02:80

Speaker: Because that's something I did. at Windsor when I was it was a whole year program, and we got credit for it. So those are also mentors for ways of knowing past.

00:37:02:80 - 00:37:18:48

Speaker: Yeah. And so I that I definitely have taken on and trained other teams in the past, and definitely am happy to share what I know about training and my training materials. I like doing that.

00:37:18:48 - 00:37:36:29

Speaker: I mean, I work all alone mostly, so except for my leaders, I and I and so definitely I like sharing and we can talk about that. The other thing is we used to support Canadian history. I can't remember why or when we stopped, but it was quite those sessions were quite popular.

00:37:36:29 - 00:37:42:34

Speaker: I think it was more it was required for more things. And something changed. Something changed. I can't remember when.

00:37:43:34 - 00:37:53:56

Speaker: Yeah, but that would be something we can look at again too. But absolutely connect with me about that. Yeah, I think, that guy has his oh yes.

00:37:53:77 - 00:38:19:67

Speaker: So it's just an extension of what his suggestion was. But is it possible to like, let your program have an extension to something else, a vocational program, so that students who are more inclined to learn about it and they themselves want to like closed programs like this by themselves to be. Able to do it. You mean the leaders.

00:38:19:67 - 00:38:55:41

Speaker: Apart from the leaders Because from what I understand, the leaders are currently peer mentors under TRU's, student body. But I'm talking about the student body in general. Like a lot like a general student like me would want to be part of SL but can't be because well it's an official body but rather I would love to host a program where I'm helping students or my friends study I'm not exactly sure how.

00:38:55:87 - 00:39:02:04

Speaker: Sorry, Elizabeth. That's right. Like you're thinking of like a study group, but implementing Elizabeth's aspect.

00:39:02:04 - 00:39:13:60

Speaker: Yes, into, like, your own study group? Yes. The best way I could say would be to go to sessions and figure out what works for you and then just take those things.

00:39:13:89 - 00:39:21:52

Speaker: But the reason I'm expressing it is so that, like, I can directly learn from you. Yeah. From the source so that.

00:39:21:52 - 00:39:29:15

Speaker: Like any form of like variability is, is taken out of the equation of interest. Yeah. I'm not exactly sure.

00:39:29:15 - 00:39:37:79

Speaker: You might have to come talk to me about this. There's not much I wouldn't share. I, you know, our e posters.

00:39:37:79 - 00:39:44:25

Speaker: I've shared my training material with lots of people. It's been. I've been working on it since 2004.

00:39:45:21 - 00:39:57:64

Speaker: It's pretty successful because the leaders have to hit the ground running the, like a new prof. Almost. They have to be presenting to the classes the first week before they've even run a session.

00:39:57:64 - 00:40:18:33

Speaker: They have to stand up in front of sometimes 100 students and introduce SL And then that first week or the second week, they run their first sessions where they have to look like they know what they're doing, even if they're just starting. So we learn about imposter syndrome and how to pull that off. So they have to hit the ground running.

00:40:18:33 - 00:40:51:69

Speaker: So the two and a half days of training and also because at TRU So most of our students are working, when I learned about, you know, when Guelph and Carleton, who helped me get started, a lot of those students at that time weren't also working to the same level that TRU students. So I had to design my training as compact as I could, because they're coming back from a job two days earlier for it, and it's two and a half very intense days. So it would be hard to sort of replicate that.

00:40:51:69 - 00:41:03:37

Speaker: I would absolutely share anything. One thing I can tell you that is just vaguely related to what you asked. Leaders want to go on and do more with what they know.

00:41:03:37 - 00:41:10:92

Speaker: That's why I have mentors now. They help me train new leaders. And then a few years ago, I had a leader.

00:41:11:71 - 00:41:19:81

Speaker: I had a leader who was in her. I think she was awaiting med school applications. She was doing, directive studies.

00:41:19:81 - 00:41:32:69

Speaker: And so this was a science student, and, you know, their timetables are crazy. Who suddenly had time, and she wanted to do more. And she talked me into going and finding Jenna and starting peer academic coaching.

00:41:32:74 - 00:41:48:33

Speaker: So that was the idea of a leader who just wanted to help more students. She wanted to help students who didn't have SL and that's how peer academic coaching got started. And it's really a great program too.

00:41:49:00 - 00:42:07:90

Speaker: And it I think I have a on a site, so it was oh, I'm sorry, I can skip the evidence. The evidence is kind of boring, but I'm not a stats person. And so connect with me after because I don't think I did a good job with your question.

00:42:07:90 - 00:42:12:27

Speaker: Okay. Because one of the things with this rule is we don't have. A lot of.

00:42:12:27 - 00:42:19:07

Speaker: Folks I know and and the time is up. The time is up. Okay. I'm going to share the slides.

00:42:19:07 - 00:42:27:87

Speaker: I just wanted to peer academic coaching. So there's some quotes from students about that. And it's a one on one session.

00:42:28:00 - 00:42:38:22

Speaker: Jenna and I train them basically in boundaries and that they're not counselors. But to how to link with resources. Mainly it's active listening.

00:42:38:22 - 00:42:57:03

Speaker: Mainly they get to, you know, you get a chance for a near peer to listen to you. So it's been really great too I don't think that was very coherent . You guys are too you're too nice you're too nice, you know.

00:42:57:11 - 00:43:03:58

Speaker: And just give us the opportunity to ask questions. Yeah, yeah, yeah. I think we more ways.

00:43:04:08 - 00:43:10:12

Speaker: Oh excellent. And I will share the slide and I will. Answer any further questions.

00:43:10:12 - 00:43:14:34

Speaker: Just email me it's great to see you. All right. Yeah.

00:43:14:34 - 00:43:26:89

Speaker: So appreciate that you spread the word about me. So out on post. And I think in this I just know a little bit about the cohort a very little bit.

00:43:27:43 - 00:43:42:57

Speaker: But definitely to have those students encouraged to go to SL as a cluster as a group would be awesome. Yeah. I was just thinking in the community college, I think Crystal and co faculty.

00:43:42:57 - 00:43:57:92

Speaker: Lead here, or just wanting to take that opportunity to just set up, SL for the courses that we have so that. Yeah, we should look at that and not necessarily all of them because they won't have time, but which couple of them? Yeah.

00:43:57:92 - 00:44:22:66

Speaker: And we are from you have to practice responsibly. So simple things to have more collaboration to make it easier to get to every year and year by year in college in my space. That to be talked about is definitely because I felt this way that I have a midterm exam but before that I am organizing a workshop.

00:44:22:91 - 00:44:31:75

Speaker: So I prepped before exams. But, now hearing from what you're saying instead of

going to say for this person, you wouldn't have to do this it would be better for students. So yeah.

00:44:31:75 - 00:44:45:84

Speaker: So you'll have more individual collaboration. Oh absolutely. And I mean with profs, for example, who do, want to do their own exam review, I want to make sure that our exam reviews don't conflict.

00:44:45:97 - 00:44:53:64

Speaker: We want to make sure that actually they complement each other. Oh, absolutely. I like the connection with faculty and with other faculty.

00:44:54:52 - 00:44:57:52

Speaker: Thank you. Yeah. Oh, you're so welcome. Oh.