



News from the....

# CENTER FOR LEARNING ENHANCEMENT

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## Box.net ~ fostering collaboration & sharing

Peer Educators: We have created both **G-MAIL** and **BOX.NET** accounts for you to utilize. **Box.net** is a quick and simple way to share information with one another. Lesson plans, worksheets, pre-tests, and countless other materials developed by former and current peer educators are at your disposal. Our account is open and to be shared by *all peer educators*. Please upload your materials on to the site; we have plenty of storage (5GB). Note that a “bulk uploading” option is available.

Both the **Box.net login information** and **G-mail log-in information** are posted in the Evening Manager’s office. When you open the **Box.net** account, you’ll see folders titled by subject or course and listed alphabetically, starting at “Accounting” down to “Study Skills.” Each folder contains worksheets, quizzes and pre-tests, games, and other activities. This is a valuable resource for you, so use it to your advantage! If you have questions, see an Evening Manager (Holly or Kim) or Dr. Lipsky.

## Sign-In Goes Green!

- Points to remember:
- Acting out scenarios works for literally all subjects.
  - Matching games are very versatile and can be used with question/answer, definitions, and functions of things.
  - Prepare higher-level thinking questions (*what, how, why*) beforehand since they are hard to come up with on the spot!

The Center for Learning Enhancement is taking steps to become more environmentally friendly and efficient! The old contact sheets are virtually obsolete with the exception of students who need proof of attendance forwarded to another instructor.

However, until a permanent model is set, do remind students in each session about filling out the contact sheets. We continually are updating the attendance lists in order to come up with a cost-effective & logical model. By eliminating the need to spend hours working with

contact sheets, we are able to put that time to good use! Enjoy knowing that you are making a difference for the environment, and look inside to discover other ways to go green!

**Fun tip: use the contact sheets to call on students for answers!**

## Paperless Activities



In our effort to “go green,” remember that paperless activities are a great means to do this! Also, paperless activities can be more engaging and memorable than worksheets. Now that rooms are equipped with projectors, consider using technology in place of traditional paper and worksheets.

\* Use the projectors to show videos of concepts or videos that will help students make a connection

between two things that may seem unrelated (i.e.— a commercial that reminds you of a concept).

\* PowerPoint game templates are available online to provide an engaging, competitive review of information.

\* Take the extra step of emailing attending students the questions and answers from the game so that they do not need to record all of

the information.

\* At the end of sessions, put challenging problems or questions on the board for students to solve for the next session. This doubles as intrinsic motivation for students to return!

**Helpful tip: Evening managers have email lists for your classes and can provide contacts for students who attended a specific session or a certain number of sessions.**

## Lesson Planning

Ever feel like you’re a chicken with its head cut off? With all of the stress that is put on peer educators in their own classes, sometimes it is hard to remember the importance of planning for sessions.

Planning each session by writing specific openings, transitions, activities, and closing is not just for novice

leaders. Planning reduces distracting students, makes leaders more effective, and allows leaders to explore methods they have not used previously.

Resources include internet research, investigating materials in room 209, brainstorming with other leaders, looking on **box.net**, or reviewing “cool things” news-

letters from past semesters.

Take this challenge: try two new “cool things” or interactive activities a month—and invite a Peer Observer to check it out and share the ideas!

**Tip: Prepare higher level thinking questions because they are very difficult to come up with on the spot!**

**“I come to S.I. Monday and Thursday, especially when I saw how much it helped me.”**

**—Jamie Graves,  
Economics Student**

## Study Skills/Learning Strategies



The key to being an effective student is to have a bank of recommended study skills and learning strategies. College students, especially first-year students, often do not know how to learn difficult content. As the Peer Educator, it is your responsibility to provide help with course con-

tent, as well as strategies for students to tackle information on their own.

You can address this by asking students *how* they remember information, or polling them to see what strategies and materials they use to study so that others can bor-

row ideas.

Keep in mind that what may come readily to you, often does not come easily to others!

**Tip:** Direct students to the weekly **College Success Workshops**. The schedule is outside of rm. 209 & online.

## Post-Exam Woes

Dreading cancelling another post-exam session? No need! Post-exam sessions are a good time to reflect on the past and then get ahead before new information becomes confusing!

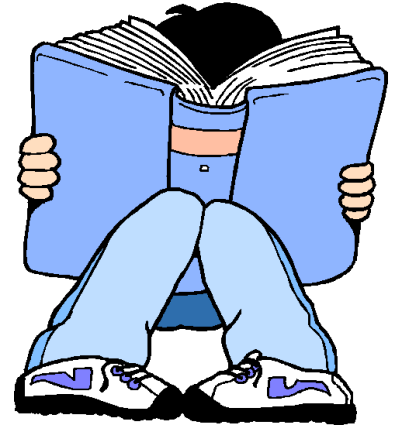
Begin your session with a **post-exam survey** and **discussion circle** for students to analyze the effectiveness of their study strategies.

Then, use time to get the group excited about the next text chapter! Here are a few ways to **preview chapters**:

- A **Group Outline** of a chapter provides a wide overview and gives students a concrete map of what to expect when reading.
- **Jigsaw Outline** is a *cooperative learning technique* where the class is broken into groups; each group outlines either a chapter or a section of a chapter. Next, one person from each group forms a new group so that all components are present, and the “*masters of the information*” then share what they know.

- **Picture Walk** (*previewing pictures & titles in the chapter*) combined with **KWL** (*know-want to know-learned*) gives students a graphic organizer for the whole chapter for them to fill in as they read.

- Play **content BINGO**. Students make a *word bank* from the new chapter and fill in the words on their blank boards/cards. This familiarizes students with new terms and can make reading less intimidating.



## Trouble Phrases

How many Peer Educators are faced with blank stares or mindless nods when they ask the question, “Does everyone understand that?” Unfortunately, this is an ineffective assessment because often times students will not be brave enough to admit that they do not understand.

Instead, try something different, such as “touch your nose

if you still have doubts,” or be positive and say “raise your hand if you *do* understand.” This allows you to see who comprehends and, subsequently, call on one of those students to explain to the other students. Also, this fosters peer collaboration and student talk time.

Remember: “No news” is not always good news in terms of

responses from your session members!

**Helpful tip:** Include some type of assessment (evidence of student learning) *each session* to ensure students’ comprehension (ex.: before leaving, students write a question that the leader can review and analyze and even give to others to answer in the following session).

“You did very well on the practical! You should all be very proud of yourselves!”

—Laura Oniboni, Peer Educator

## Handling Distracting Students

It is important to realize that even if a student is not distracting to *you*, he/she may be distracting to other students.

**Cell phones** create common problems. A solution: at the start of *each session*, direct everyone to get out their phones, put them on *silent*, and *under*

*seats or in their bags/pockets*.

For students who are overtly distracting or monopolizing, give them a *job*, such as calling on people to answer. Or, make a *rule* that no one can answer twice.

Remember: As the leader, do deal with distracting students,

even to the point of telling them (or, Dr. Lipsky can tell them) not to return!

**Tip:** To save yourself from calling on the same people every time, direct students to make name tents. This also helps to ease peer interaction and collaboration.



## Spring 2011 Peer Educators

### Supplemental Instruction (SI) Sections & Leaders

#### Monday/Wednesday SI Sessions

|                                      |                   |
|--------------------------------------|-------------------|
| BIOL 105: 7:00-7:50 Rm. 204          | Olivia Fitzwater  |
| BIOL 150: M 8-8:50/W 7-7:50 Rm. 312  | Chelsea Oliver    |
| BIOL 241: 8:00-8:50 Rm. 204          | Monica Turner     |
| BIOL 263: 6:00-6:50                  | Vicki Constant    |
| CHEM 101: 8:00-8:50 Rm. 209          | Lindsay McManigle |
| CHEM 102: 8:00-8:50 Rm. 313          | Lee Everett       |
| CHEM 232: M 7-7:50/W 8-8:50 Rm. 321  | Nadia Szymanski   |
| NURS 336: 6-6:50 Rm. 313 (Wed. only) | Ryan Rauch        |

#### Tuesday/Thursday SI Sessions

|  |                              |
|--|------------------------------|
| BIOL 105: 7-7:50 Rm. 312                     | Devin Convery (Pratik Patel) |
| BIOL 150:7:00-7:50 Rm. 313                   | Laura Oniboni & Katey Doyle  |
| CHEM 101: T 8-8:50 Rm. 212; R 5-5:50 Rm. 204 | Sarah Harper                 |
| CHEM 102: 8:00-8:50 Rm. 313                  | Danielle Snapp               |
| CHEM 102: 8:00-8:50 Rm. 204                  | Arianna Sabo                 |
| CHEM 102: 8:00-8:50 Rm. 312                  | Samantha Calderone           |
| CHEM 102: 8:00-8:50 Rm. 209                  | Jessica Ritzman              |
| CHEM 112: 7:00-7:50 Rm. 209                  | Nadia Szymanski              |
| CHEM 112: 8:00-8:50 Rm. 208                  | Laura Fox                    |
| CHEM 112: 7:00-7:50 Rm. 208                  | Laura Fox                    |
| NURS 214 (up to spring break)                | Tara Miller                  |
| PHYS 112: 6:00-6:50 Rm. 212                  | Jen Beveridge                |

### WALK-IN Courses and Leaders

|  |                                       |
|--|---------------------------------------|
| ECON 101,121,122: M 6-8:30 rm. 208 R 6:30-7:50 rm. 204 | Stephanie Bearjar & Brittany DiChello |
| SPAN 101/102: W 6:00-7:50 rm. 209                      | Claudia Escobar                       |
| BIOL 105: T 8:00-8:50 rm. 203                          | Devin Convery                         |
| CHEM 101-102: T 7:00-7:50 rm. 203                      | Danielle Snapp                        |

*The Center for Learning Enhancement offers a range of programs to promote the success, satisfaction, and intellectual development of all IUP students via academic assistance, learning enhancement, and college success and retention programs.*

*Helping under prepared students prepare, prepared students advance, and advanced students excel!*

**Contact person: Dr. Sally Lipsky [[sal@iup.edu](mailto:sal@iup.edu)]**  
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Developmental Studies Department

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Indiana, PA 15705*

**Holly DeMarco and Kim Hofstetter**  
*Evening Managers/Peer Observers  
& Newsletter Authors*

**Look for us on the web!!**

[www.iup.edu/devstudies](http://www.iup.edu/devstudies)



### *Danielle Snapp: Peer Educator Profile*

Nuclear Medicine Major

Graduation Date: December 2012

4th-Semester SI Leader: CHEM 101/102

Favorite Quote: "Wherever you go, go with all your heart."

**Why should students attend your sessions?**

*"I have been a Supplemental Instruction Leader for the same professor for several semesters. I am familiar with the material and I present information that is relevant."*

**What is your favorite activity you have developed for the students?**

*"I allowed the students to pick candy from a basket and separated them into groups based on their choice. The students then proceeded to do group work."*

**Do you have any advice for new or current peer educators?**

*"Large groups are hard to manage but you can do so many more activities."*

**What study strategy works best for you?**

*"Reviewing with a friend or teammate."*

**What is your favorite course taught here at IUP?**

*"Biology 150 which is Human Anatomy. I liked working with the cadaver and Dr. B is pretty cool."*

| Supplemental Instruction: Summary of Results for Fall Term 2010 |                   |                     |                          |                   |                       |                  |                               |                              |              |             |                              |
|---|-------------------|---------------------|--------------------------|-------------------|-----------------------|------------------|-------------------------------|------------------------------|--------------|-------------|------------------------------|
| SI Leader   | SI Section        | Total Contact Hours | Mean # Sessions Attended | Mean Size Session | Attended SI: 5+ times |                  |                               | D/F/W Rates: 5+ times        |              |             |                              |
|   |                   |                     |                          |                   | No. Students          | % of Total Class | Mean Final Grade: 5+ times SI | Grade Differ: 5+ vs. 0 times | SI: 5+ times | SI: 0 times | D/F/W Differ: 5+ vs. 0 times |
| Holly D.  | Biol 103, sec G01 | 237                 | 7                        | 10                | 17                    | 14%              | 1.94                          | 0.13                         | 35%          | 43%         | 8%                           |
| Devin C.  | Biol 105, sec 001 | 299                 | 5                        | 12                | 28                    | 23%              | 2.71                          | 1.28                         | 14%          | 51%         | 37%                          |
| Pratik P.   | Biol 105, sec 002 | 184                 | 5                        | 9                 | 15                    | 18%              | 2.80                          | 1.37                         | 7%           | 49%         | 42%                          |
| Olivia F.   | Biol 105, sec 003 | 134                 | 5                        | 6                 | 11                    | 18%              | 2.55                          | 0.66                         | 18%          | 34%         | 16%                          |
| Chelsea O./Katey D.   | Biol 150, sec A01 | 652                 | 8                        | 27                | 49                    | 41%              | 2.73                          | 0.88                         | 8%           | 44%         | 36%                          |
| Tara M. & Jacob T.  | Biol 151, sec A01 | 440                 | 7                        | 18                | 37                    | 29%              | 2.84                          | 0.77                         | 5%           | 21%         | 16%                          |
| Monica T.   | Biol 241, sec A01 | 177                 | 7                        | 8                 | 16                    | 23%              | 1.69                          | 0.51                         | 44%          | 58%         | 14%                          |
| Katelyn C./Danielle S.  | Chem 101, sec A01 | 197                 | 6                        | 9                 | 14                    | 16%              | 2.79                          | 0.88                         | 14%          | 38%         | 24%                          |
| Danielle S.   | Chem 101, sec A02 | 548                 | 10                       | 22                | 39                    | 48%              | 3.18                          | 1.21                         | 0%           | 31%         | 31%                          |
| Sarah H.  | Chem 101, sec B01 | 197                 | 5                        | 8                 | 14                    | 17%              | 2.79                          | 0.96                         | 7%           | 36%         | 29%                          |
| Samantha C.   | Chem 101, sec B02 | 124                 | 6                        | 5                 | 10                    | 10%              | 3.30                          | 0.76                         | 0%           | 15%         | 15%                          |
| Jessica R.  | Chem 101, sec B03 | 114                 | 6                        | 5                 | 5                     | 6%               | 3.00                          | 1.38                         | 0%           | 43%         | 43%                          |
| Lee E.  | Chem 102, sec A01 | 283                 | 8                        | 12                | 20                    | 27%              | 2.30                          | 0.63                         | 25%          | 50%         | 25%                          |
| Laura F.  | Chem 101, sec A01 | 176                 | 7                        | 7                 | 14                    | 16%              | 2.00                          | 0.69                         | 29%          | 55%         | 26%                          |
| Jennifer C.   | Chem 111, sec A02 | 97                  | 3                        | 4                 | 6                     | 5%               | 1.33                          | -0.44                        | 50%          | 39%         | -11%                         |
| Laura O.  | Chem 111, sec A03 | 99                  | 4                        | 4                 | 8                     | 9%               | 2.00                          | 0.14                         | 25%          | 44%         | 19%                          |
| Nadia S.  | Chem 231, sec A02 | 354                 | 10                       | 15                | 27                    | 46%              | 2.74                          | 0.03                         | 19%          | 17%         | -2%                          |
| Ruth R.   | Chem 231, sec A01 | 127                 | 6                        | 7                 | 6                     | 11%              | 2.50                          | 1.03                         | 33%          | 53%         | 20%                          |
| Ryan R.   | Nurs 336, sec 001 | 327                 | 8                        | 15                | 28                    | 39%              | 2.25                          | 0.35                         | 7%           | 23%         | 16%                          |
| Jen B.  | Phys 111, sec001  | 226                 | 8                        | 12                | 20                    | 17%              | 2.95                          | 0.95                         | 15%          | 33%         | 18%                          |
| Jen B.  | Phys 131, sec 001 | 122                 | 5                        | 6                 | 7                     | 10%              | 3.43                          | 1.48                         | 0%           | 35%         | 35%                          |
| <b>Overall:</b>   |                   | <b>5,112</b>        | <b>6</b>                 | <b>11</b>         | <b>391</b>            | <b>21%</b>       | <b>2.56</b>                   | <b>0.75</b>                  | <b>17%</b>   | <b>39%</b>  | <b>22%</b>                   |