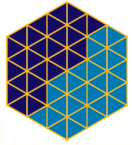


National Center for Postsecondary Research
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VIDEO-BASED SUPPLEMENTAL INSTRUCTION AS AN ALTERNATIVE TO TRADITIONAL DEVELOPMENTAL COURSES

F. Kim Wilcox

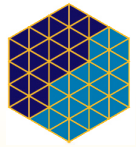
University of Missouri-Kansas City



VSI: MOVING FORWARD AT THE SPEED OF SOUND

“Asked about the best way for students to learn something, instructors may respond that it is to teach it to someone else. If you want to put your heart and your back into learning something, you must begin by putting your voice in it. Our strategy for helping students master challenging course content has been guided by a single concentrated effort to get them *talking*. Our perfect world is students talking to students about course content, as soon as possible, as much as possible, and for as long as possible. To talk is to teach and to teach is to learn. Whoever does most of the talking does most of the learning.”

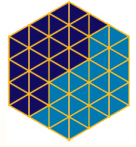
“Thirty-Five Years of Supplemental Instruction.” *Supplemental Instruction: Improving First-Year Student Success in High-Risk Courses*. The First-Year Experience Monograph Series No. 7. University of South Carolina. 2008



VSI DEFINED

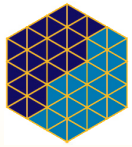
Features:

- Course delivery system
- Class is 8/10 hours per week compared to 3 hours in the mainstream
- Enroll in video section of regular credit college course [Chemistry, Western Civ, College Algebra]
- Students control course pace



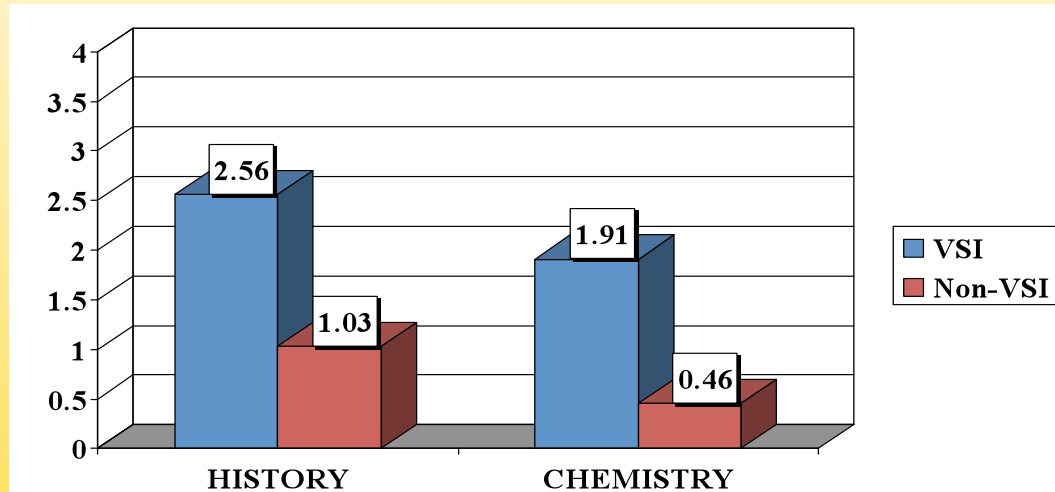
GOALS OF VSI

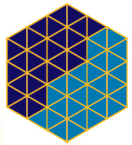
- Master rigorous content
- Acquire study strategies for use in all subjects
- Develop critical thinking
- Become independent learners



ACADEMIC PERFORMANCE OF VSI AND NON-VSI STUDENTS ON ACADEMIC PROBATION IN HISTORY 201 (1992–1997) AND CHEMISTRY 211(1995–1997)

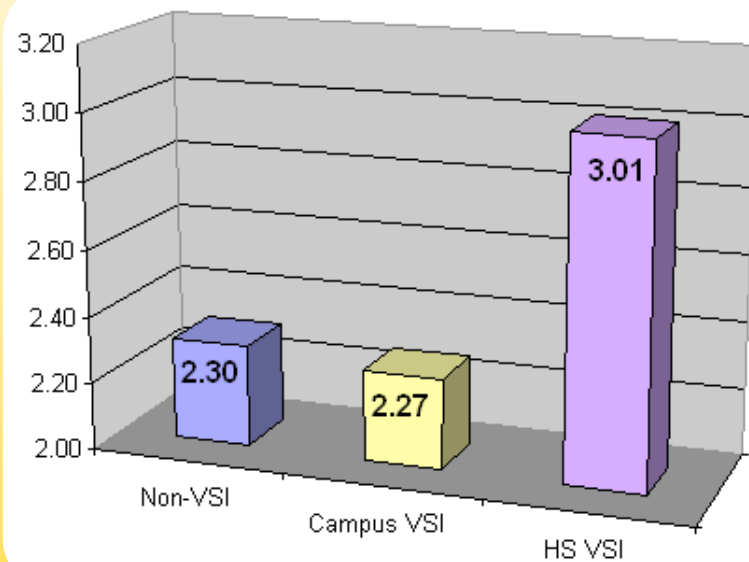
- Data source: UMKC VSI Program. GPA is based on 4-point scale from 0 to 4. (VSI $n = 56$; non-VSI $n = 975$)



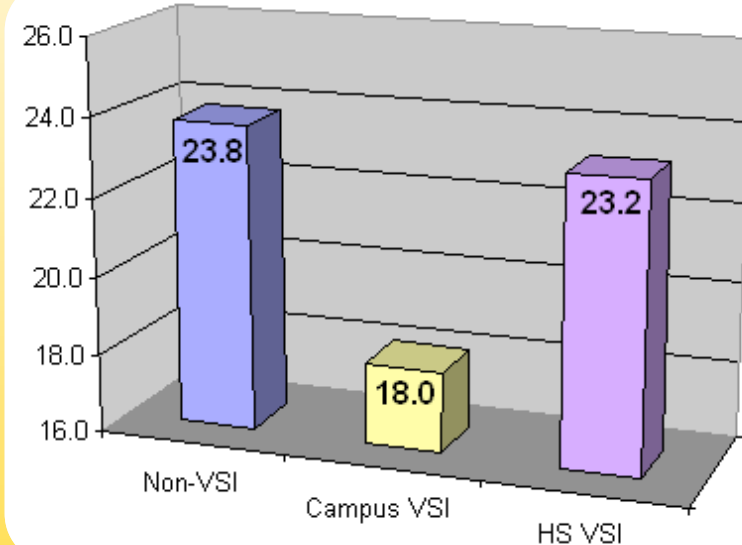


RESULTS OF VSI PROGRAM

Average Course GPA

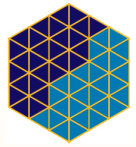


Average ACT Score



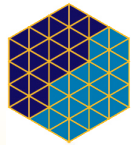
Data represents students enrolled in History 201 at UMKC from fall semester 1997 to fall semester 2005.

Number of Students: Non-VSI: 1,955 Campus VSI: 323 HS VSI: 799



DISCUSSION

- Is there a self-selection bias?
- Do students go on to be successful in non-VSI courses (transferability)?
- Is VSI cost effective?



MORE INFORMATION

Download event materials and learn how to participate in the online follow-up discussion:

[www.PostsecondaryResearch.org/
conference/afterevent.html](http://www.PostsecondaryResearch.org/conference/afterevent.html)

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