VIDEO-BASED SUPPLEMENTAL INSTRUCTION AS AN ALTERNATIVE TO TRADITIONAL DEVELOPMENTAL COURSES

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“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
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

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

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