

Student Learning Services: Intentional Model of Service Delivery

Creating integral learning experiences to develop self-directed learners

	General	Complementary	Integrated	Embedded
Definition	<ul style="list-style-type: none"> • Generic discussion of skills or strategies • Not connected to any specific course, assignment, or program 	<ul style="list-style-type: none"> • Skills and strategies are connected to a specific course and / or assignment • WLS works with some background knowledge of course and assignment 	<ul style="list-style-type: none"> • Includes some or most of these components <ul style="list-style-type: none"> ○ Attached to course or assignment ○ Collaboration: content, scaffolding, timing ○ Input on wording of assignments ○ Several in-class sessions ○ Opportunities for formative and summative evaluation 	<ul style="list-style-type: none"> • Includes all of the Integrated components AND • Skill/strategy is considered one specific outcome of the course itself • WLS consults for program or course, helps develop curriculum / assignment /outcomes, instructs / models the strategies, conducts long-term assessment
Value	<ul style="list-style-type: none"> • Aids transition to higher education • Fosters self-awareness • Increases flexibility of service delivery • Markets other SLS services 	<ul style="list-style-type: none"> • Increases understanding of relationship between knowledge, self-awareness, personal goals, and academic requirements • Deepens self-awareness • Provides opportunity for application of strategies and self-reflection 	<ul style="list-style-type: none"> • Increases perceived relevance and importance of strategies • Combines practice of strategies with academic goals and needs • Facilitates understanding of course content 	<ul style="list-style-type: none"> • Increases students' perceived value of the strategies and skills • Presents skill or strategy as integral to course content and outcomes • Provides more time for development, instruction, and assessment (because of faculty "buy-in")
Best Practice	<ul style="list-style-type: none"> • Transform to Complementary when applicable <ul style="list-style-type: none"> ○ tailor workshops or appointments by asking about program, courses, assignments, and other influences 	<ul style="list-style-type: none"> • Transform to Integrated whenever possible <ul style="list-style-type: none"> ○ Collaborate with instructors on a wider scale [all sections of multi-section course] [more than one visit to a class] 	<ul style="list-style-type: none"> • Develop as many opportunities as possible to include most or all of these components in the service offered 	<ul style="list-style-type: none"> • Continuing collaboration with faculty to maintain buy-in of the need for explicit teaching of, learning, practice, and transferability of skills and strategies • Formative and summative evaluation of services to support the integration and embedding of strategies and skills
Services	<ul style="list-style-type: none"> • Open workshops • One-on-one appointments • Grammar tutors • Drop-in sessions • MRU Reference Guides • The Good Grammar Guide for University Writing • Training modules for other peer to peer programs 	<ul style="list-style-type: none"> • Instructor-requested workshops: in-class & out-of-class • One-on-one appointment to discuss specific assignment • Tutoring for course content • Drop-in • Tutor training by WLS • Alumni-student mentoring one-on-one • Mentorship speaker series 	<ul style="list-style-type: none"> • Instructor-requested workshops: in-class & out-of-class • WLS support: leading peer writing groups • PASS/Supplemental instruction by students • Course consultation/collaboration 	<ul style="list-style-type: none"> • APA workshops • Effective writing skills • Collaborative writing • Learning strategies
Imperatives	Committee Work	Research Projects	Assessment of Services	Professional Development