

Suggested checklist for setting up a LEAD Learning Center for a course

1. **Determine the hours** you (and any other instructor assigned a section of the course) are willing to use your 'office hours' to run a **LEAD Learning Center (LC)** in some classroom. Generally, this should be 1.5-2.0 hrs/instructor/week (Please see recommendations at the bottom).
2. **Reserve room:**
 - a. contact Amy Cracraft (x4074, amyc@mst.edu) [backup Jennifer Thorpe (x4224, thorpej@mst.edu)] to reserve a room at days/times you want. You can also try reservations online at <http://registrar.mst.edu/links/reservations.html>, and click on Academic Events link.
 - b. Request that the reservation confirmation be sent to Rachael Riley (LEAD Admin Assistant), 209 Norwood Hall, x4608. Give LEAD as the department name on reservation and your course number. If you have difficulties, contact the LEAD Admin Assistant.
3. **Send** LEAD Director Prof. Ronald Bieniek (bieniek@mst.edu) the following **information** (simple email is fine) in order that I can advertise the information on the website.
 - a. Course number (name), e.g. Chem 1 (General Chemistry), Math 15 (Calc for Engrs II)
 - b. List faculty participating in the Learning Center (at least one on duty during open hours)
 - c. Building and room number reserved through central campus reservation system
 - d. Days and hours that the Learning Center will operate.
 - e. Number of students enrolled in the sections serviced by the Learning Center
4. If over 60 students are enrolled in sections with faculty participating in the LC, you can request a Peer Learning Assistant (PLA) be supplied to work in the Learning Center with you. PLAs are undergraduate students who received an A in the course, have a cumulative GPA of 3.6, and participate in monthly LEAD Training. Usually, the instructor's assistance in recruiting a PLA is critical. Note: if you have a record that at least 20 students regularly attend the LC you have established, then LEAD can probably supply a PLA even for smaller enrollment courses.
5. LEAD advertises that academic assistance begins the second week of classes; however, you can communicate with your students if your Learning Center begins the first week.
6. Include above information in your **syllabus** if possible and distribute to your students.
7. **Remind your class** at the end of EACH class period that you or another instructor of the course will be available during the Learning Center hours (occasionally review hours with them) and that that will be an efficient way to work on homework collaboratively.
8. **At the Learning Center:**
 - a. Have students sign in on a roster sheet (ID numbers or swipe card) – but give no or few points if they do come. This just helps with assessing the usage and impact of the LC.
 - b. Encourage students to work problems together on the chalk or white board and figure out solutions by cooperation. To break natural reluctance, "volunteer" them to form fluid groups. Avoid hovering and being part of the solution.
 - c. Enjoy watching them learn.
 - d. We suggest that you do not use this time to lecture but as time-on-task for the students
9. **At the end of the semester:**
 - a. Send your Learning Center sign-in lists to Bieniek at semester's end. (We are doing research and analysis on the learning outcomes of Learning Centers.)
 - b. Distribute end-of-semester surveys to your students in the course (Dr. Bieniek will send these electronically before the last week of class)
 - c. Send Bieniek an email note if you will have Learning Center hours during finals week.

Recommendations:

Do only 1.5-2.0 hours/week of learning center as your office hours, either in the late afternoon or early evening. Not all students will be able to make it, but don't stretch hours to accommodate. You want to concentrate them in time to boost collaborative density. Have homework due on a regular specific day (e.g., Wednesday or Wednesday/Friday). **You don't need to always collect or grade every problem when you do.** Have the Learning Center the day before homework is due (at most two days before) in the late afternoon or early evening. Always be there -- and remind your students that YOU are there to help them succeed. It is for everyone to improve, hone and validate mastery – not just those that are struggling. Don't call it a "help session". It is a cooperative student-oriented guided-**learning center**.