

Introduction to Sociology (SOCL 1101) Course Redesign at Georgia Southwestern State University

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The following is a case study on a Gateways to Completion (G2C) course redesign in two sections of Introduction to Sociology (SOCL 1101) at Georgia Southwestern State University (GSW). The course redesign is currently in year two of the process and, so far, consists of: 1. bolstering supplemental instruction (SI) and 2. the administration of pre- and post-exam wrappers. Results indicate that SI is beneficial for the small number of students who utilize it and that exam wrappers increase metacognitive skills and slightly improve subsequent exam performance.

potential for increasing the performance of those students who are most at risk (i.e., those with low high school GPAs, men, Blacks, and first-year students). We introduced this redesign element in the fall of 2019. Specifically, we encouraged students in the first week of the semester to attend weekly SI sessions, reminded them each week during the semester, and gave them extra credit for attending. The instructor implementing the redesign also worked closely with the student supplemental instructor to

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The effectiveness of SI sessions has been encouraging, albeit limited to very few students. As such, their