

First Year Students' Perceptions of the Supplemental Instruction Programme

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KEYWORDS Academic Institution. Peer Assisted Learning. Perspectives

ABSTRACT This paper sought to establish the perceptions of first year students on the Supplemental Instruction (SI) programme. It argues that first year students' expectations and the facilitation methods of the Supplemental Instruction Leaders (SILs) shape students' perceptions of the SI programme. Framed within the interpretive paradigm and a case study design, the study sought to gain an understanding of first year students' perceptions of SI. A purposive sample of 15 first year students completed an open-ended questionnaire. Content analysis was employed to make sense of the data. Six themes emerged, which showed students' perceptions of Supplemental Instruction. These themes reveal underlying expectations and preferences with respect to the focus of SI, and SI leaders' facilitation methods in comparison to lectures and tutorials. Recommendations are made for bargaining for students' perceptions, and the strategies for addressing the confusion between the Supplemental Instructional programme, the tutorial system and lectures.