



SCIENCE LEARNING CENTER

Peer-led learning experiences in the natural sciences encourage undergraduate students to embrace the process of learning

The Science Learning Center (SLC) challenges and inspires undergraduate science students to strengthen and apply their learning outside the classroom. The SLC provides students opportunities to teach and learn from each other through peer-led study groups and tutoring, and to build their knowledge and skills through workshops on research and study abroad, research-based learning strategies, and graduate and professional school programs. Every day, over 1,500 students visit the SLC to study, meet with a tutor, apply their learning in a study group, pose questions to a graduate student instructor, work on class projects and presentations, and engage in other activities that demonstrate how much learning occurs outside the classroom. As a donor to the SLC, you have the opportunity to help create new learning opportunities for undergraduate students in the natural sciences.

STUDENT CREATED LEARNING TOOLS

This initiative will encourage science students to: 1) create short, video-based teaching tools to explain concepts associated with specific natural science courses; 2) build a library of short TED-style talks addressing the application of course concepts to real life problems; and 3) create online guides in order to share their strategies for how to be successful in specific, popular natural science courses. A gift of \$5,000 to \$10,000 annually will help provide students with the resources needed to produce high quality materials and will also help the SLC present an annual competition to award the best of the students' projects. All of these student-created materials will be evaluated and vetted by instructors and students alike, and the best will be made available to all students enrolled in the covered courses.

MENTOR PROGRAM

SLC is seeking funding for the development of an SLC peer mentor program that will extend support for science students to encompass broader study and learning strategies, provide advice on courses and applying to graduate or professional school, and help obtain research opportunities, among other initiatives. Annual gifts of \$10,000 to \$15,000 will help to support the training and supervision of a corps of outstanding undergraduate students to serve as peer mentors who will provide support to first year and continuing science students. Peer mentors will build supportive relationships with their mentees, providing both academic and social guidance. Peer mentors will also work together to offer educational and social programming for mentees.

SCIENCE CAREER IMMERSION EXPERIENCES

Gifts of \$10,000 to \$20,000 annually will provide the resources needed to coordinate bimonthly “immersion excursions” for undergraduate students to visit area corporations and research and development laboratories that employ interns and graduates of STEM fields. These field trips will expose undergraduates to career and higher education options they might not otherwise have considered and will help them think about competing for research-based internships. This sort of exposure often serves as the seed for the development of young scholars into leading scientists and citizens.

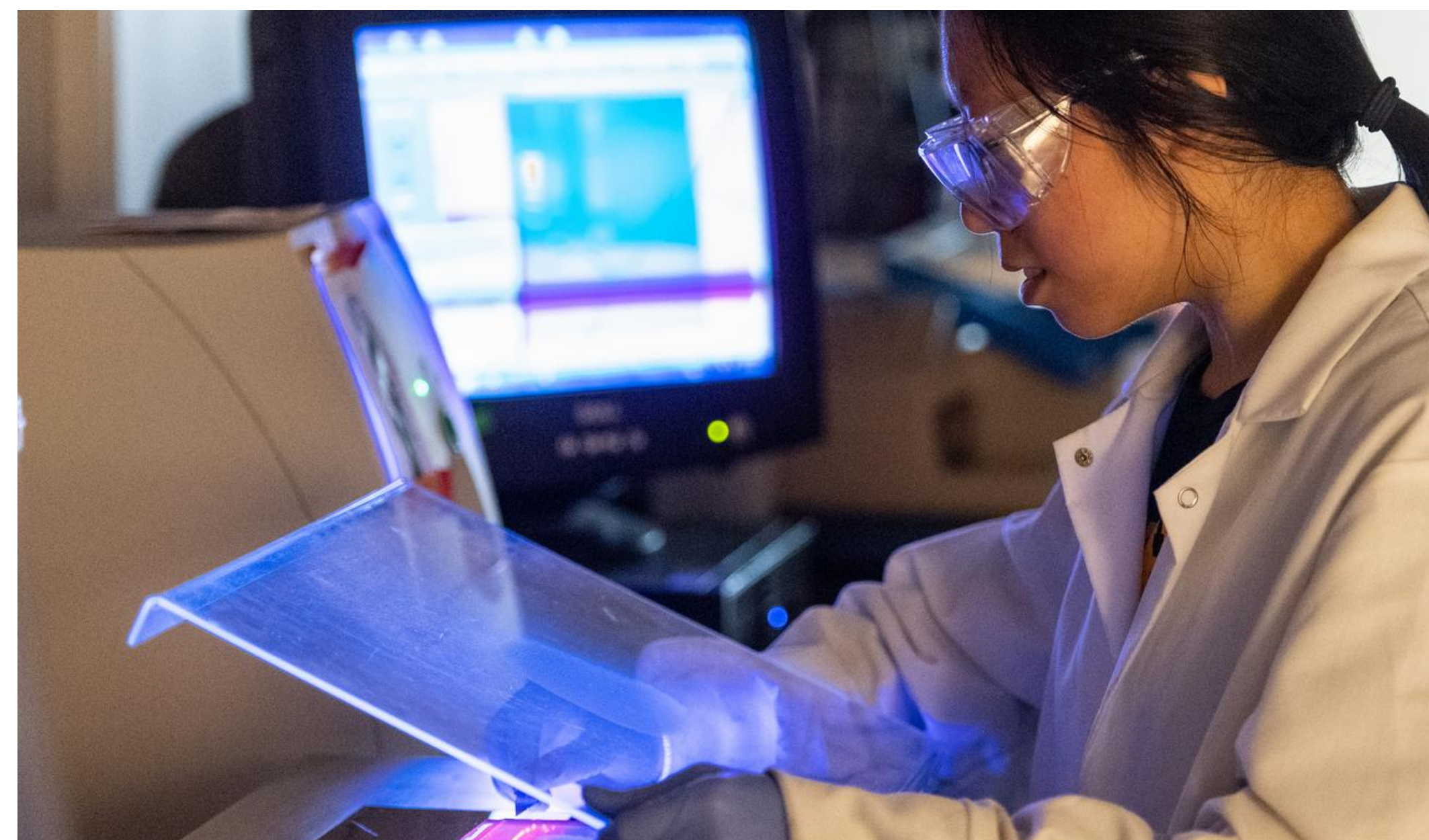
WAYS TO FUND YOUR GIFT

Your gifts of cash, pledges, or appreciated securities change lives. Wills, estate, and planned gifts allow you to create a lasting legacy that will enable the best and brightest minds to experience a liberal arts education, solve problems in a changing world, and yield ideas and innovations that will make a difference in Michigan and around the globe.

CONTACT INFO

LSA Advancement // College of Literature, Science, and the Arts
101 N. Main Street, Suite 850 // Ann Arbor, MI 48104

P. 734.615.6333 // F. 734.647.3061 // lsa.umich.edu/slc



“I remember feeling so intimidated by the giant lecture rooms during my first year of college. I felt challenged by my classes but didn’t know who to turn to for help. I joined an SLC study group during my second year and especially loved having a small, supportive community of peers who could ask questions without fear of judgment and help each other. SLC enabled me to overcome the feeling of intimidation and enjoy the rest of my college classes much more.”

“It was such a refreshing experience that I decided to join the SLC as a facilitator. It’s always a pleasure to see students grow comfortable with participating and embrace the learning process. Each semester, I aim to not only help students succeed in their classes, but also feel a little more supported and emboldened.”

—Niki Q., B.S. '21