

# PEER-LED TEAM LEARNING IMPLEMENTATION

## WHAT CAN FACULTY DO TO MAKE OUR JOB EASIER? PEER LEADERS' SUGGESTIONS

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During the peer leader breakout session at the Fourth Annual Leadership Conference on Peer-Led Team Learning in Missoula, Montana (August 2002), peer leaders discussed possible ways to improve the workshop model in general. The peer leaders at this conference first discussed the way the PLTL program worked at their institution as well as their workshop model/structure. As a group, the peer leaders brought up several points regarding the administration of PLTL at each campus. These points were compiled as suggestions to faculty and those managing the campus program, to help maintain a better PLTL program and improve the quality of education that students receive.

### Suggestions for Supporting Peer Leaders

1. The professor should incorporate cooperative learning by encouraging student input to “interrupt” the lectures.
2. Professors should remember that peer leaders are not to take on the responsibility of teaching “new” content not covered in lecture.
3. Education specialists should be encouraged to join the PLTL team, and be an advocate/mediator when there is a peer leader–professor confrontation.
4. When a course has several instructors, peer leaders should be assured that there is faculty consistency over material to be covered and tested.
5. When there are different workshop sessions with several peer leaders, faculty should have uniform methods of covering the same material to ensure consistency.
6. Faculty should work with the peer leaders to have workshop run-throughs before the workshop, to focus more on techniques to be used to cover as many different learning styles as possible, and to ensure that peer leaders fully understand what the professor wants them to cover.
7. As part of the recruitment process for peer leaders, faculty and learning specialists should promote workshops through campus advertising, and follow up with a formal interview process, and applicants should present a resume and letter of recommendation to become workshop leaders in the PLTL programs.

8. Those managing the Workshop program should conduct mid-semester evaluations with feedback to student leaders to realize the progress of the workshop.
9. A message board should be established to create a support information center, not only for the students but also for peer leaders and professors.
10. Peer leaders should be trained, and informed of the sources available to improve the program by networking with other peer leaders nationwide.

There are three key ideas in which the points above have been arranged. These are the role of the professor and peer leaders to encourage active learning among the students, ensuring consistency in the campus PLTL program, and supporting feedback and networking within the PLTL team. The idea is to maintain a balance of input and output, and good communication among the team members involved (professors, peer leaders, learning specialist, students) to aid in delivering the best quality of education that can be achieved.

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