PEER-LED TEAM LEARNING
LEADER TRAINING

Adapting the 'Three Man' game scenario as a collaborative learning strategy in chemistry

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Introduction

One continuing difficulty is in engaging students to effectively participate because of wide variance in abilities. An effective way to keep students' involvement at a maximum is to use competition in the form of a game. The origins of the Three Man Game come from a common thinking pool, the college party. 'Three Man' can be applied to any subject, using two dice and two decks of questions: one deck being fast paced, concept based questions, the other deck containing problem solving and strategy based questions.

Materials and Methods

Two dice are needed along with two decks of cards.
One deck of cards is quick-answer and based on concepts
The second deck of cards contains more comprehensive problems.

Object of Game

The object of the game is to have the lowest score. A player collects points against himself by either running out of time, or giving an incorrect answer.

Rules of the Game

The dice are passed in one direction, each person taking turns rolling.
The first person to roll a **three** (any combination involving three dots on the dice) becomes the three man, thereafter must answer questions from the quick concept based stack every time a three is rolled until they roll out (roll another three).

If a **seven** is rolled by a player, the person sitting **to the right** must answer a question from the problem solving deck.

If an **eleven** is rolled the person **to the left** must answer from the problem solving deck.

If a **nine** is rolled, a question is drawn from the problem based deck and **everyone** in the circle must answer in a timely manner because the last to answer gets a point against.

If **doubles** are rolled by a player, the player must pick two players to face off on a question from the problem solving deck. The player to come up with the answer last receives the point.



Advantages to the 'Three-Man' learning strategy

- Comprehensive learning
- Can be applied to any subject
- Competitive and pressure performance in a fun environment
- Statistically students do better when tested if more problems are solved in practice
- Improves students of all abilities by repetition and demonstration
- MOTIVATION!!

Learning strategies like "Three man" help keep students engaged and task oriented in a fun competitive environment.

Background

Peer-Led Team Learning (PLTL) is a collaborative pedagogical strategy achieving positive results in student learning gains. The 'Plus Two' format at UTEP replaces one hour of lecture with two hours of PLTL Workshop: small group, team based, active learning sessions integrated with lecture. Plus Two PLTL has increased the C-or-better passing rate from 53% to 74% in first-semester general chemistry here at the University of Texas at El Paso since 2000.

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