### THURSDAY • MAY 29, 2014 •

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 - 7:00 PM</td>
<td>Conference Registration &amp; Poster Set-up</td>
</tr>
<tr>
<td>9:00 - 12:00 PM</td>
<td><strong>Mini-Course</strong>&lt;br&gt;Introduction to Peer-Led Team Learning through Case Studies of Campus Programs&lt;br&gt;Facilitators: Jose Alberte and AE Dreyfuss, Ed.D.</td>
</tr>
<tr>
<td>1:00 - 4:00 PM</td>
<td><strong>Mini-Course</strong>&lt;br&gt;Effective Techniques in Teaching Science:&lt;br&gt;Active and Collaborative Learning Outside the Laboratory&lt;br&gt;Facilitator: Stamatis Muratidis, Ph.D.</td>
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<tr>
<td>5:00 - 7:00 PM</td>
<td><strong>Poster Presentations I</strong>&lt;br&gt;Reception</td>
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<tr>
<td></td>
<td>Welcome Greetings: Dr. Mohsen Beheshti, CSUDH&lt;br&gt;Welcome Remarks: Dr. Hamoud Salhi, Acting Associate Dean, College of Natural and Behavioral Science</td>
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### FRIDAY • MAY 30, 2014 •

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<th>Time</th>
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<tbody>
<tr>
<td>8:00 - 9:00 AM</td>
<td>Breakfast and Conference Registration</td>
</tr>
<tr>
<td>9:00 - 9:10 AM</td>
<td>Greetings and Opening Remarks&lt;br&gt;Welcome Greetings: Dr. Mohsen Beheshti, CSUDH&lt;br&gt;Opening Remarks: Dr. Mitch Maki, Assistant Provost, CSUDH</td>
</tr>
<tr>
<td>9:10 - 10:15 AM</td>
<td><strong>Panel Presentation</strong>&lt;br&gt;Peer Leaders as Agents of Change&lt;br&gt;James E. Becvar, University of Texas at El Paso -- Moderator&lt;br&gt;Panelists:&lt;br&gt;  * Pamela Brown, New York City College of Technology, CUNY, New York&lt;br&gt;  * Christine Keenan, Bournemouth University, England&lt;br&gt;  * Stephanie Marshall, Higher Education Academy, United Kingdom&lt;br&gt;  * Terry Platt, University of Rochester, New York&lt;br&gt;  * Pratibha Varma-Nelson, Indiana University-Purdue University at Indianapolis, Indiana</td>
</tr>
<tr>
<td>10:15-10:30 AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 - 12:00 PM</td>
<td><strong>Oral Presentations I</strong></td>
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<tr>
<td>Time</td>
<td>Event</td>
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</tbody>
</table>
| 12:15 - 2:00 PM | Lunch  
Theme: How can Peer Leaders act as change agents to promote PLTL?  
Meetings of Practitioners: Peer Leaders, Faculty, Learning Specialists |
| 2:00 - 3:30 PM | ▪ Oral Presentations II ▪                                                                   |
| 3:30 - 3:45 PM | Break                                                                                           |
| 3:45 - 4:45 PM | ▪ Mini Presentations ▪                                                                          |
| 5:00 - 6:00 PM | ▪ Poster Presentations II ▪                                                                      |
|               | Reception                                                                                       |
| 6:00 PM       | Dinner (on own)                                                                                |

**SATURDAY • MAY 31, 2014 •**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 - 9:00 AM</td>
<td>Breakfast and Conference Registration</td>
</tr>
<tr>
<td>9:00 - 10:00 AM</td>
<td>▪ Plenary Session ▪</td>
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<tr>
<td></td>
<td>How can Peer Leaders act as change agents to promote PLTL?</td>
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<tr>
<td>10:00 - 10:05 AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:15 - 11:15 AM</td>
<td>▪ Oral Presentations III ▪</td>
</tr>
<tr>
<td>11:30 - 12:30 PM</td>
<td>▪ Annual Meeting of the Peer-Led Team Learning International Society ▪</td>
</tr>
</tbody>
</table>
| 12:30 - 2:15 PM | Lunch  
▪ Strategic Planning Session ▪  
Promoting Peer-Led Team Learning through Collaborations |
| 2:30 - 6:00 PM | ▪ Board Meeting of the Peer-Led Team Learning International Society ▪                           |
| 6:00 PM       | Dinner (on own)                                                                                |
### ORAL PRESENTATIONS I

**Friday, May 30, 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
</table>
| 10:30 AM | Changing Perspectives  
Peer Leaders’ and Peer Leader Volunteers’ Perspectives of their Involvement in a Mathematics Workshop Program: An Exploration of Motivations and Outcomes  
*Northeastern Illinois University* | Sustainability  
One California Community College’s Journey Towards Sustaining, Expanding and Institutionalizing a PLTL Program  
*San Jose Community College* | Room: EE 1218 |
| 11:00 AM | How Does San Jose’s City College’s Peer Leader Training Program Affect Student Participants’ Performance?  
*San Jose City College* | PLTL - Learning Specialist Model  
*University of Texas at Dallas* | Room: EE 1222 |
| 11:30 AM | Peer Leaders as Agents of Change: Altering Student Perception of Chemistry through Effective Peer Leader Training  
*University of West Georgia* | Workbooks Fund and Organize Peer-Led Workshops  
*University of Texas at El Paso* | |

### ORAL PRESENTATIONS II

**Friday, May 30, 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
</table>
| 2:00 PM | Tracking Performance  
Effect of Leadership on Grades: Part I: Leading First-Semester General Chemistry while Taking Second-Semester General Chemistry  
*University of West Georgia* | PLTL Program Expansion  
UHD Scholars Academy Faculty & Peer Mentoring Organization-Professional Development Making the Mentoring Difference  
*University of Houston-Downtown* | Room: EE 1218 |
| 2:30 PM | Using PLTL to Promote High Impact Practice and Retention in Computer Science 2  
*University of Houston-Downtown* | Beyond Basic: Peer Leaders Reimagine the Developmental Writing Course  
*California State University, Dominguez Hills* | Room: EE 1222 |
| 3:00 PM | Perceptions of Learning in PLTL Workshops  
*Florida International University* | Peers Inspiring Peers: Why a Summer Bridge-to-College Program Benefits from this Partnership  
*New York City College of Technology, CUNY* | |

### ORAL PRESENTATIONS III

**Saturday, May 31, 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
</table>
| 10:15 AM | PLTL Program Expansion  
Training Pre-Service Teachers Using PLTL  
*Florida International University* | Tracking Performance  
Quantitative and Qualitative Investigations Using an Effective Combination of Focus Groups and Online Survey Results to Understand Barriers Impeding Students Who Self-Select to Participate in PLTL Workshops  
*San Jose City College* | Room: EE 1218 |
| 10:45 AM | Peer-Led Team Learning in Freshman Seminar  
*University of Houston-Downtown* | Sustainability  
Peering into the Future  
*University of West Indies* | Room: EE 1222 |
**INTRODUCTION TO PEER-LED TEAM LEARNING THROUGH CASE STUDIES OF CAMPUS PROGRAMS**

Facilitators: AE Dreyfuss, Ph.D. and Jose Alberte

One of the greatest challenges facing educational systems is the implementation of changes to make learning internationally relevant and successful. The resistance to change, the possibilities of change, and the roles the many various stakeholders play in leading change have been noted by scholars on the topic of change in education. This interactive workshop will serve as a means of familiarizing participants with details of various PLTL campus programs through case studies, and will focus on how PLTL leaders can act as agents of change.

**EFFECTIVE TECHNIQUES IN TEACHING SCIENCE: ACTIVE AND COLLABORATIVE LEARNING OUTSIDE THE LABORATORY**

Facilitator: Stamatis Muratidis, Ph.D.

While some scientists are drawn to pure theoretical aspects of science, others scientists are first drawn to science through a concrete, “hands-on” predicament. Science as a discipline requires of students to learn “hands-on.” Yet, and perhaps precisely because most science classes are accompanied by a laboratory, the science classroom has been traditionally seen as the location where primarily lecturing takes place. Furthermore providing the answers seems to be a commonplace practice in science tutoring centers. A paradigm shift in teaching practices for instructors and peer leaders is needed if seeking to cultivate communication and teamwork skills, establishing lasting mental pictures about abstract theoretical concepts and make science more accessible to more students. Participants in this workshop will actively participate and rather than simply be informed, they will be engaged by use of a variety of topics, models and tools and will experience tips for successfully involving students. Most of the workshop will take place in a collaborative group format and best practices for forming, molding and nurturing collaborative groups will be emphasized. Along the way we will be promoting data driven best practices, while identifying and mitigating some of the common pitfalls of implementing such activities.
Pamela Brown, Ph.D., P.E.
is Associate Provost at New York City College of Technology, a branch of the City University of New York. A chemical engineer by training, she has taught chemistry and chemical engineering courses. She also served as Dean of Arts and Sciences and was a Program Director for one year at the National Science Foundation in the Division of Undergraduate Education.

Christine Keenan, Ph.D.
is a Learning and Teaching Fellow at Bournemouth University (UK) where her role involves conducting funded education research. Chris has published widely, particularly on the topic of student transition to higher education. She also has a leadership role in the university’s Centre for Excellence in Learning.

Stephanie Marshall, Ph.D.
is the Chief Executive of the Higher Education Academy (HEA) in UK, a Principal Fellow of the HEA and a Professor of Higher Education at the University of Manchester. Prior to the HEA Stephanie was Director of Programmes at the Leadership Foundation, leading the development of executive leadership development programmes and activities, and formerly served as a College Provost at the University of York. She recently co-edited the 4th edition of A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice, the standard text for many ‘New to Teaching’ programmes.
Terry Platt, Ph.D.

began shifting his academic focus at the University of Rochester from laboratory research in molecular biochemistry to interventions in teaching and learning in 1999. He was a major contributor (with Prof. Jack Kampmeier and Dean Vicki Roth) to the development and expansion of the Workshop Program to support students in large introductory lecture courses, initially in STEM disciplines, which culminated in the formation of a Center for Workshop Education within the college’s learning center. An integral and essential component of the program’s success is training the Leaders in a credit-bearing course taught concurrently with the cognate lecture course and devoted to current topics in teaching and learning. Student demand has driven expansion of the Workshop Program, which now serves faculty and students in 12 science and humanities departments (including the business and nursing schools), involving 30% or more of the undergraduates each term in Workshop-associated programs.

Pratibha Varma-Nelson, Ph.D.

is Professor of Chemistry and the Executive Director of the Center for Teaching and Learning (ctl.iupui.edu) at Indiana University-Purdue University Indianapolis (IUPUI). Since 1995 Dr. Varma-Nelson has worked in development, implementation and dissemination of the Peer-Led Team Learning (PLTL) model of teaching. She was a Co-PI of two NSF funded National Dissemination Grants awarded to the PLTL project, and a founding Co-PI of the first NSF funded Undergraduate Research Center “Center for Authentic Science Practice in Education” (CASPiE). Her research group has recently developed cyber-PLTL (cPLTL). Expertise in both PLTL and cPLTL allows the group to study behaviors of students in face-to-face and online environments. For work on cPLTL (cpltl.iupui.edu) she has received funding from IUPUI, NSF, and Educause. Varma-Nelson is co-author of several publications about PLTL, cPLTL and CASPiE. She was the co-recipient of the 2008 James Flack Norris award for her role in developing the PLTL Workshop model.

Moderator: Jim Becvar, Ph.D.

is Professor of Chemistry at the University of Texas at El Paso, an institution he has served for more than 35 years. He introduced Peer-Led Team Learning into the chemistry curriculum in 2000. He promotes the community of scholarship within the Department and the College of Science by helping students become productive, successful, and contributing citizens of the institution.
ORAL PRESENTATIONS I  
FRIDAY, MAY 30, 2014 • 10:30-12:00 PM

Changing Perspectives

10:30 – 11:00 AM
Peer Leaders’ and Peer Leader Volunteers’ Perspectives of their Involvement in a Mathematics Workshop Program: An Exploration of Motivations and Outcomes
Ruben Echevarria, Nic Allen, Sarah Oppland-Cordell, and Doug Rosskamm
Northeastern Illinois University, Chicago, Illinois

This project presents Peer Leaders’ (PLs) and Peer Leader Volunteers’ (PLVs) perspectives of their involvement in the Mathematics Enrichment Workshop Program (MEWP) at a Hispanic-serving, urban, Midwestern university. The MEWP utilizes undergraduate and graduate students as PLs and PLVs to facilitate mathematics workshops that run parallel to required mathematics courses ranging from the developmental through calculus II levels. Participants completed an open-ended survey to examine their MEWP experiences. This study explores participants’ motivations for becoming involved in MEWP and outcomes they ultimately experienced due to this involvement. Findings indicate that participants’ motivations and outcomes were related to three overlapping themes: (a) educational philosophy, educational goals, and/or career goals, (b) implementation of peer group work, and (c) reciprocal benefits related to engagement with students. The use of qualitative methods aided in revealing the significant, diverse, and complex outcomes participants experienced, including those they perceived as preparing them for future teaching careers. Following the presentation, participants will engage in an interactive session where they will have the opportunity to reflect on their involvement in Peer-Led Programs and also brainstorm about questions they might ask Peer Leaders to capture their perspectives of their experiences in such programs.

11:00 – 11:30 AM
Peer Leaders as Agents of Change:
Altering Student Perception of Chemistry through Effective Peer Leader Training
Christopher Greer and Brandon Rittgers
The University of West Georgia

Well-trained leaders can not only help students do better in chemistry, they can influence students’ feelings toward chemistry. The Chemistry Workshop Program at the University of West Georgia trains peer leaders in multiple areas, including communication, time-management, team building, and critical thinking. During a three-day training period, leaders are presented with information, ideas, and situations relevant to their future performance as peer leaders. Guest speakers bring expertise on topics such as stress management, the psychology of communication, and dealing with different learning styles. New leaders write weekly journals that describe the progress of their groups and bring up any issues that need to be addressed. A “retreat” after a few weeks revisits these issues.

To assess changes in how students felt about chemistry, both leaders and students were surveyed: leaders on what they gained from training and on how they have altered the outlook of their group members on chemistry; students on how their own perceptions of chemistry changed over one semester in workshop.
How Does San Jose's City College's Peer Leader Training Program Affect Student Participants' Performance?
Ana Evans, Jessica Snyder, Klayre Guzman and Perla Amaro
San Jose City College, San Jose, California

The San Jose City College PLTL program operates at an unprecedented level of accountability among all its personnel, including peer leaders, faculty and staff. Our presentation will begin with a demonstration on how San Jose City College’s Peer Leaders (PLs) prepare a weekly planning sheet, which is the strength of our PLTL program. We will discuss why two hours allotted to completing a planning sheet, before facilitating a weekly PLTL workshop, is critical in helping STEM students succeed academically and personally. SJCC’s PLs also undergo weekly training activities to expand their knowledge in leadership and managerial skills, with the goals of becoming effective mentors and team leaders. Peer leaders are also coached in the implementation of study techniques, pedagogy, and active learning strategies through role playing, analyzing case studies, etc. Many of the active learning techniques taught in weekly peer leader meetings are derived from On Course’s (TM) student success strategies (see http://oncourseworkshop.com/) and implemented in weekly workshops. In addition to participating in weekly PL trainings, each PL is also required to meet one hour weekly with a lead faculty PLTL practitioner (LFPP) who ensures all course components are consistent with weekly content taught by the instructor in lecture, and reinforced by the PL in Workshop. During the mandatory orientation, prior to the beginning of the semester, prospective peer leaders buddy-up with experienced PL’s and learn about the myriad responsibilities, including the maintenance of an on-line archive, e-planner, roster, etc. Classroom visits are scheduled in STEM classes during the first week of the semester to promote the program and encourage students to participate in weekly workshops. Toward the middle of the semester, each peer leader schedules a peer-to-peer observation and is evaluated by another PL to further improve both the workshop experience and academic success of the participants. The aim of our study is to determine whether a correlation exists between the quality of PL training program and improved participant performance. This will be accomplished by analyzing quantitative and qualitative data as well as effectively combining results of both online focus groups and on-line surveys.

Oral Presentations I  
Friday, May 30, 2014 • 10:30-12:00 PM
Sustainability

Making a Case for PLTL on Your Campus: One California Community College’s Journey towards Sustaining, Expanding and Institutionalizing a PLTL Program
Madeline Adamczeski and Mark Zheng
San Jose City College, San Jose, California

If our lessons come from the journey and not the destination, then SJCC’s tenacious and resilient faculty, staff and students who steadfastly dedicated themselves to rigorously implementing the PLTL program’ six critical components, have been a part of one of the most intensive educational experiments dedicated in passion, persistence and patience. Come learn about implementation, expansion, and financial sustainability strategies of SJCC’s PLTL program and how you can adapt and adopt them at your academic institution toward maintaining a permanent campus program.

PLTL - Learning Specialist Model
Kimshi Hickman and Michael Saenz
University of Texas at Dallas, Richardson, Texas

The University of Texas at Dallas implements PLTL with the Learning Specialist Model. The PLTL Coordinator is located in the Student Success Center and creates training sessions for Workshop leaders and supports leader development in learning theory and practice. This model provides a close working relationship between the learning center and the curriculum in addition to creating increased communication and problem solving for faculty, leaders and students.
Incorporating Peer-Led Team Learning (PLTL) into a course curriculum significantly facilitates student learning. However, financial sustainability often presents a very real barrier to PLTL longevity and success. Another difficulty is creating a well structured and efficient week-by-week sequence for workshop content. At the University of Texas at El Paso, “PLTL Workshop Workbooks” (authored by students and giving them publication credit) overcome these problems. Tailored to complement the General Chemistry 1 & 2 lectures, Workbooks required for workshop serve as a source of content/explanations, quizzes, practice problems, and in-depth explorations of chemistry. They structure lesson plans, ensuring an even pace across all workshops. Workbooks provide quality content for students to learn. A non-profit organization owns this intellectual property, publishes the workbooks, and donates all profits from sales to fund and sustain the peer leading program, ensuring that students reap the benefits that the PLTL program provides. PLTLIS should adopt this model.

New leaders are selected each semester at the University of West Georgia and every spring several of those chosen have just completed their first semester of general chemistry. Usually, these new leaders are themselves enrolled in the second semester of general chemistry while serving as leaders for first-semester students. This presentation compares the final grades in the second-semester of students concurrently serving as leaders with final grades of students who performed similarly during the first semester but who did not become PLTL leaders. At UWG the drop between the first and second semesters of general chemistry averages about one letter grade. However, among leaders the average drop, over the past decade for more than one hundred leaders, is less than half that. Thus one may conclude that leadership in first semester general chemistry promotes better understanding of the more advanced concepts introduced in the second semester. These results can also be a recruiting tool for convincing qualified students that becoming PLTL leaders can help them do better in their subsequent courses.

Data has shown a gap between projected computer science related job openings and the number of computer science degrees awarded. Promoting recruitment and retention of computer science majors could help bridge this gap. To accomplish this, an academic support system involving PLTL has been created at the University of Houston-Downtown for the introductory computer science course, CS 1. The support system is being expanded with a program of workshops to cover CS 2 as students have difficulty making the transition from CS 1. To determine the efficacy of the workshop material being developed, the workshop sessions were offered to students and conducted by trained PLTL leaders. Feedback collected from the students and leaders over the course of this inaugural run is being used to refine the workshop materials and improve the program. The results of this work can be used to facilitate student success in CS 2 in subsequent semesters and successive classes. This session will present the results of this work and discuss how the findings can be used to facilitate student success.
Peer-Led Team Learning (PLTL) at Florida International University serves a large volume of students and Peer Leaders (PL). Students who participate in PLTL, on average, perform a letter grade better than their peers who do not participate in PLTL. A survey was conducted to analyze PL perspectives on learning. The survey contained a series of Likert scale statements and free response questions on learning experiences. The nature of the questions considered barriers in education, and the perception that PLTL improved the learner’s capabilities to overcome these obstacles. Based on the survey responses, PLs perceive an improvement in the way they learn during and/or after becoming a PL. PLs perceived that being a PL had a positive impact on their mastery of content, metacognitive and communication skills, and a greater appreciation of learning.
Peers Inspiring Peers: Why a Summer Bridge-to-College Program Benefits from this Partnership
Janet Liou-Mark, A.E. Dreyfuss, Mursheda Ahmed, Christopher Chan, Karmen Yu
New York City College of Technology, CUNY, Brooklyn, New York

New York City College of Technology has designed a “Teaching-Assistant-Scholars Bridge-to-College Summer Academy” to acclimate first-year underrepresented minority students to life in college. Peer Leaders assisted in motivating and encouraging incoming freshmen in gaining the academic and skills needed to successfully navigate college. They also facilitated a three-day mathematics preparatory workshop that provided students with the confidence to excel in their first credit-bearing mathematics course. The vitality of the peer leaders in providing support for their peers will be highlighted and the lessons learned will be presented. (This project is supported by NSF MSP Grant #1102729.)

ORAL PRESENTATIONS III
Saturday, May 31, 2014 • 10:15-11:15 AM

PLTL Program Expansion

10:15 – 10:45 AM  Training Pre-Service Teachers Using PLTL
Jose Alberte, Albert Cruz, Nataly Rodriguez, Thomas Pitzer
Florida International University, Miami, Florida

The Biology Education Seminar is a course designed to train pre-service science teachers in the most effective pedagogical practices. Peer Led Team Learning (PLTL) is utilized as educational fieldwork for the course. This seminar addresses practical and fundamental aspects of student cognitive development. Students will experience and practice the implementation of group learning activities in a completely active environment. The course aims to serve as a progressive means to improve the quality of current science education. By training undergraduates, the seminar can nurture better teaching methods early in an educator’s career. In a typical teaching education program, undergraduates are not placed in charge of a classroom until their final semester. By using PLTL workshops, Peer Leaders (PLs) gain vital experience in classroom management and in the implementation of fundamental pedagogy.

10:45 – 11:15 AM  Peer-Led Team Learning in Freshman Seminar
Mitsue Nakamura
University of Houston-Downtown, Houston, Texas

Many published studies indicate that what students experience during the first year of college greatly affects their mind set to complete a college degree. Other studies confirm that Peer-Led Team Learning helps students understand the concepts in STEM disciplines better, and helps students retain them better. This study shows that Peer-Led Team Learning can be a great tool for a freshman seminar course by discussing the peer leader role in my freshman seminar course, by sharing the syllabus used for the course, and data including the graduation rate of students who completed the freshman seminar with PLTL workshops, and the graduation rate of peer leaders.
Tracking Performance

The purpose of this research is to address the concern that many students who participate in Peer-Led Team Learning workshop via self-selection are those who would earn an A or B in the course regardless of whether or not they participated in Workshops. The goal is to determine whether a full range of students attend PLTL workshops at San Jose City College. We aim to address this dilemma by examining grades of students in PLTL STEM-designated classes over four consecutive semesters (Spring 2012-Fall 2013), in which the instructor promoted PLTL versus classes in which the instructor did not. Additionally, on-line survey results were analyzed over the same period, with focus on responses to attitudinal questions. In addition to the quantitative data, qualitative data was obtained by conducting focus groups with questions centered on the behavior and challenges of students who participate in Peer-Led Team Learning workshops. As we identify behaviors, attitudes, barriers and other factors that impede student participation in PLTL workshops, we anticipate that we will simultaneously be able to increase student participation in PLTL workshops and reject the assumption that students who participate in Peer-Led Team Learning workshops would already succeed with an A or B (e.g., without attending Peer-Led Team Learning workshops). By demonstrating that a normal distribution of students are participating in PLTL workshop, this research should validate the recognition that Peer-Led Team Learning is an effective intervention to decrease the number of students who drop or fail their STEM courses. Further, by analyzing both cognitive and affective results, we can better understand the challenges responsible for impeding students’ ability to participate in PLTL workshops, and thus work to address those barriers, so that they may enjoy academic success through PLTL Workshops.

Sustainability

One critical role of a university education is to sustain human development. A quality university education should therefore be holistic, value-added, relevant, culturally sensitive and equip its graduates with the high-level skills to meet the demands of the labour market, civil society and governance. An important component of this quality enhanced education is the provision of unique environments that will aid in the development of graduates who are excellent team players, problem solvers, communicators and decision-makers. The Peer-Led Team Learning (PLTL) model was implemented at the University of the West Indies in 2008 to improve students’ learning experiences and academic performance in chemistry. Students’ performances on their final examinations and their responses to specially designed questionnaires and interviews were analyzed. Our research has shown that the PLTL experience has enriched students’ learning outcomes beyond their academic performance and has enhanced their problem solving, communication, and team building skills as well as their self-esteem, confidence; interest in chemistry and careers in chemistry. In this paper we report on the PLTL model as an instructional strategy to prepare future leaders and scholars.
Design and Development of PLTL Workshop Material for Computer Science 2
Melissa Greenlee, Alisa Turchaninova, Eloy Perez, Steve Leon, Kevin Castillo
University of Houston-Downtown, Houston, Texas

At the University of Houston-Downtown, students find it difficult in making a transition from the first programming course (CS 1) to the second programming course (CS 2). This is due to the nature of concepts that are covered in CS 2. CS 1 covers mostly simple structures and constructs of programming concepts. This makes it less of a problem for students to comprehend. In contrast, CS 2 includes much more complex structures of programming, where students strain to grasp the concepts. To alleviate the problem, a decision was made to incorporate PLTL into CS 2. PLTL workshop exercises are currently designed, developed, and tested, to assist and guide students to improve understanding of the concepts. Each set of exercises in a workshop is designed to address only one concept.

Scaffolding: A Tool for Developing Peer Leaders
Vivian Fayowski and Saphida Migabo
University of Northern British Columbia

Scaffolding is the provision of structures and adaptive support that enables a learner to achieve an idealized level of competency in the performance of a task. We will define scaffolding as used in our program and share some best practices to develop scaffolding skills in our leaders. By modeling scaffolding while training the leaders for our peer-facilitated programs, peer leaders develop knowledge and skills to fulfill their roles as supporters of student learning. We incorporate strategies such as modeling, communication techniques, group facilitation, structuring team tasks, and creating learning outcomes. Ongoing support and peer-to-peer observations provide opportunities for reflection and refinement of skills. Formal and informal assessments contribute to leaders’ development of effective scaffolding practices.

Visual Representation of Matter Aids Understanding of Chemical Kinetics
Carmen G. Kerstiens, James E. Becvar, Mahesh Narayan
University of Texas at El Paso, El Paso, Texas

For second semester General Chemistry classes at the University of Texas at El Paso, students must plot and understand Concentration vs. Time graphs for substances during kinetic processes. Many students are not able to conceptualize conservation of mass under constant volume conditions and are thus unable to rationalize concentration changes during chemical reactions. The use of shapes (e.g. triangles, circles, squares) to represent different atoms in molecules, aids comprehension of chemical kinetics in Peer-Led Team Learning Workshops. Pictorial representation of atoms using fixed numbers of specific shapes helps students visualize the conservation of matter in chemical reactions. Reactions start and end with the same number of atoms as the reaction progresses from reactants to products. Through this visual interpretation students can see which compound is the limiting reagent, how much of the other reactant is left over, and how much product can be made. This method allows students to learn and remember by visual manipulatives.
Promoting Critical Thinking Through Bloom's Taxonomy in Biology 1101 Peer-Led Workshops
Ayesha Rasool and Davida S. Smyth
New York City College of Technology, CUNY, Brooklyn, New York

Students at New York City College of Technology, CUNY have been shown to struggle with reading in foundational biology courses. A program titled “Reading Effectively Across the Disciplines” is currently in progress, aimed at teaching reading strategies, assessing reading assignment completion and outcomes of these interventions. These reading strategies can be designed to assess critical thinking. As part of READ, experienced biology students have been recruited as Peer Leaders to implement workshops and guide student reading. Peer-led workshops provide a support structure to discuss the concepts presented in lecture. Strategies used were based upon Bloom’s Taxonomy of Learning Objectives (B. Bloom and Associates, 1956) and provided a basis to move through stages in developing critical thinking around biological systems. This presentation will demonstrate examples of strategies designed and implemented in peer-led workshops over the course of an academic year.

iWorkshop: Implementing the I-Clicker in Peer-Led Workshop
Jose E. Marin & Javier Benitez
The University of Texas at El Paso

The Peer-Led Team Learning (PLTL) Program at the University of Texas at El Paso has advanced many ideas to promote learning in PLTL Workshop. We report here that the use of the I-Clicker in the Workshop environment directly prepares students to solve problems of various degrees of difficulty against the all important criterion of time. This is a very helpful lesson for students in today’s classes because of the widespread use of multiple choice questions on examinations. Facile use of the I-Clicker has direct impact on the students’ class grade. Use of the I-Clicker allows students to take chances and ‘be wrong’ anonymously. The I-Clicker is a versatile resource to promote team-work as well as solo-work to reinforce concepts, as well as to practice new material to the point of mastery.

Use of Reflective Strategies to Develop Problem-solving, Reading, and Writing in a Laboratory Course in Electro-Mechanical Technology
Andris Pinkhasik
New York City College of Technology, CUNY, Brooklyn, New York

This presentation will examine how the use of reflection can help freshmen students develop crucial engineering skills. Reflection is an exercise used after students perform various actions and then reflect on their actions. As the student reflects, questions appear, challenges faced are resolved, and the task is connected with prior knowledge. In Spring 2014, students in EMT 1130 were asked to answer three to five questions per week. Two of the questions were more general, dealing with reflection and their task for the day. The remaining questions consisted of actions performed with the electronic and safety aspects of the class. As the semester progressed, students answer more electronic-specific questions. These findings suggest that a reflection period in engineering classes may help freshmen students develop their problem-solving, reading, and writing skills crucial to their futures as engineers and technicians.

Pop Culture Entertainment Induces Enhanced, Interactive Learning
Audrey Lacerte, John Martin Gabriel B. Sabandal, Andrea Chavez, Marissa Velazquez, Juan Noveron, Geoffrey Saupe
University of Texas at El Paso, El Paso, Texas

Peer Lead Team Learning is a vital component in the learning arsenal of students in General Chemistry. Through organized and interactive methodologies, students are more apt to master the concepts throughout the course. Furthermore, these students are able to integrate and apply them outside of the classroom. Here, we present an engaging and competitive technique influenced by Suzanne Collins' The Hunger Games. In a three-round battle, “The Chemical Games” ensues in increased learning aptitude through engaging and intense competition. By having two control groups and two groups actively participating in the game, our results showed an increase in quiz grades of 30%. Furthermore, students were able to retain the material and incorporate the concepts repeatedly in future sessions. By fusing what students are exposed to in the entertainment world with concepts in General Chemistry, our study may provide a novel way to induce an interactive learning environment.
How do Students in Mathematics (MAT1175) Benefit from Vygotsky’s Zone of Proximal Development?
Joe Nathan Abellard
New York City College of Technology, CUNY
ABSTRACT: The Peer-Led Team Learning (PLTL) Workshop model focuses on engaging students with discussion and problem solving pertaining to their course work with the intent of strengthening their skills and understanding of the material. Peer leaders are a vital component of the workshop model as they are faced with the responsibility of effectively facilitating workshops. Therefore, the success of a workshop is contingent on not only student performance, but also on the performance of the peer leader. It behooves the peer leader to steer students in the right direction to engage their minds in learning, in thought-provoking discussion, and in problem solving. To do that, the peer leader must effectively implement techniques to provide scaffolding for students’ learning. This poster examines how the application of Lev Vygotsky’s concept of the Zone of Proximal Development (ZPD) contributes to the success of a Mathematics workshop through scaffolding of student learning.

Peer Leader’s Perceptions of Learning Experiences
Jose Alberite, Alberto Cruz, Nataly Rodriguez, Aida van Mossel, Stephanie Sardinas, Thomas Pitzer
Florida International University, Miami, Florida
ABSTRACT: Peer-Led Team Learning (PLTL) at Florida International University serves a large volume of students and Peer Leaders (PL). Students who participate in PLTL, on average, perform a letter grade better than their peers who do not participate in PLTL. A survey was conducted to analyze PL perspectives on learning. The survey contained a series of Likert scale statements and free response questions on learning experiences. The nature of the questions considered barriers in education, and the perception that PLTL improved the learner’s capabilities to overcome these obstacles. Based on the survey responses, PLs perceive an improvement in the way they learn during and/or after becoming a PL. PLs perceived that being a PL had a positive impact on their mastery of content, metacognitive and communication skills, and a greater appreciation of learning.

Scaffolding: A Tool for Developing Peer Leaders
Vivian Fayowski and Saphida Migabo
University of Northern British Columbia
ABSTRACT: Scaffolding is the provision of structures and adaptive support that enables a learner to achieve an idealized level of competency in the performance of a task. We will define scaffolding as used in our program and share some best practices to develop scaffolding skills in our leaders. By modeling scaffolding while training the leaders for our peer-facilitated programs, peer leaders develop knowledge and skills to fulfill their roles as supporters of student learning. We incorporate strategies such as modeling, communication techniques, group facilitation, structuring team tasks, and creating learning outcomes. Ongoing support and peer-to-peer observations provide opportunities for reflection and refinement of skills. Formal and informal assessments contribute to leaders’ development of effective scaffolding practices.
Peer Leaders’ and Peer Leader Volunteers’ Perspectives of their Involvement in a Mathematics Workshop Program: An Exploration of Motivations and Outcomes
Sarah Oppland-Cordell, Doug Rosskamm, Ruben Echevarria, Nic Allen
Northeastern Illinois University, Chicago, Illinois

ABSTRACT: Our poster will highlight key aspects of our oral presentation which describes a study that investigated Peer Leaders’ (PLs) and Peer Leader Volunteers’ (PLVs) perspectives of their involvement in the Mathematics Enrichment Workshop Program (MEWP) at a Hispanic-serving, urban, Midwestern university. The MEWP utilizes undergraduate and graduate students as PLs and PLVs to facilitate mathematics workshops that run parallel to required mathematics courses ranging from the developmental through calculus II levels. In our study, participants completed an open-ended survey to examine their MEWP experiences. Findings indicate that participants’ motivations and outcomes were related to three overlapping themes: (a) educational philosophy, educational goals, and/or career goals, (b) implementation of peer group work, and (c) reciprocal benefits related to engagement with students. This poster will describe the significance of our research, our main research questions, our methods, key findings, and future work. When describing key findings, we will share powerful quotations that capture participants’ motivations for becoming involved in MEWP and outcomes they ultimately experienced due to this involvement.

Design and Development of PLTL Workshop Material for an Intermediate Programming Course
Melissa Greenlee, Alisa Turchaninova, Eloy Perez, Steve Leon, Kevin Castillo
University of Houston-Downtown, Houston, Texas

ABSTRACT: At the University of Houston-Downtown, students find it difficult in making a transition from the beginning programming course in Computer Science (CS 1) to the intermediate programming course (CS 2). This is due to the nature of concepts that are covered in CS 2. CS 1 covers mostly simple structures and constructs of programming concepts. This makes it less of a problem for students to comprehend. In contrast, CS 2 includes much more complex structures of programming. It presents a strain for students to grasp the concepts. To alleviate the problem, a decision was made to incorporate PLTL into CS 2. So, PLTL workshop exercises are currently designed, developed, and tested. The main goal of the poster is to show how the exercises are used to assist and guide students to improve understanding of the concepts present in CS 2.

Visual Representation of Matter Aids Understanding of Chemical Kinetics
Carmen G. Kerstiens, James E. Becvar, Mahesh Narayan
University of Texas at El Paso, El Paso, Texas

ABSTRACT: For second semester General Chemistry classes at the University of Texas at El Paso, students must plot and understand Concentration vs. Time graphs for substances during kinetic processes. Many students are not able to conceptualize conservation of mass under constant volume conditions and are thus unable to rationalize concentration changes during chemical reactions. The use of shapes (e.g. triangles, circles, squares) to represent different atoms in molecules aids comprehension of chemical kinetics in Peer-Led Team Learning Workshop. Pictorial representation of atoms using fixed numbers of specific shapes helps students visualize the conservation of matter in chemical reactions. Reactions start and end with the same number of atoms as the reaction progresses from reactants to products. Through this visual interpretation students can see which compound is the limiting reagent, how much of the other reactant is left over, and how much product can be made.

Do Current Party-Related Games Diminish or Enhance the Learning Outcomes in Peer-Led Workshop?
Yvette Y. Lopez, Luis Salazar, Elizabeth Montes, James E. Becvar, Geoffrey Saupe
University of Texas at El Paso, El Paso, Texas

ABSTRACT: Learning through games improves first semester general chemistry Peer-Led Team Learning (PLTL) workshop outcomes. Nevertheless, a gap exists in understanding which games best facilitate learning. We hypothesize that learning Chemistry through Chem Pong, a relatively new party-related game, enhances assimilation of chemical concepts compared to existing games such as “Around the World” and/or “Battleship.” Chem Pong is played like Beer Pong with the alcohol replaced by chemistry questions. We tested our hypothesis by examining workshop quiz and participation grades. Our results revealed that the Chem Pong pedagogical approach was more effective in enhancing assimilation of selected general chemistry I concepts than previous learning games. This could result from the fact that current college enrollees readily relate to Chem Pong more than to similar, but older learning games.
iWorkshop: Implementing the I>Clicker in Peer-Led Workshop
Jose E. Marin, Javier Benitez, Andres H. Belmont, James E. Becvar, Geoffrey Saupe.
University of Texas at El Paso, El Paso, Texas
ABSTRACT: The Peer-Led Team Learning (PLTL) Program at the University of Texas at El Paso has advanced many ideas to promote learning in PLTL Workshop. We report here that the use of the I>Clicker in the Workshop environment directly prepares students to solve problems of various degrees of difficulty against the all important criterion of time. This is a very helpful lesson for students in today’s classes because of the widespread use of multiple choice questions on examinations. Facile use of the I>Clicker has direct impact on the students’ class grade. Use of the I>Clicker allows students to take chances and ‘be wrong’ anonymously. The I>Clicker is a versatile resource to promote team-work as well as solo-work to reinforce concepts, as well as to practice new material to the point of mastery.

How Can a Peer-Led Workshop in Statics Play a Role in the Development of First-Generation College Students?
Roger Brian Mason
New York City College of Technology, CUNY, Brooklyn, New York
ABSTRACT: Financial, academic, and emotional ups and downs are just some of the hurdles students face on a daily basis. To overcome these hurdles, students need a solid support system for success. Students may not have a support system, not because family and friends do not want to help, but because they cannot. My experience this semester in leading a workshop in Statics, the first course in Civil Engineering, has provided a practical illustration of how large the demographic of first-generation Engineering students is, and how Peer Leaders are on the front lines of helping these students on their path to higher education. This poster will explore how the Peer Leader can provide both academic and emotional support in engineering students’ success, without taking on the roles of tutors or counselors/therapists.

What is the Role of the Peer Leader in Helping Students Develop Perseverance in a Statics I workshop?
Carolina Mata
New York City College of Technology, CUNY, Brooklyn, New York
ABSTRACT: The profession of Civil Engineering needs Peer Leaders in order for students to have excellent results in their Statics 1 course, a first-level course in Civil Engineering and Construction Management. Yet students often fail this course and have to take it again. A survey of “second-timers” was conducted and found that the workshop and the role of the Peer Leader were instrumental in helping students understand the modules and concepts of the course. This poster will present the findings of the survey and the connection to Deci and Ryan’s Self-Determination Theory. The role of the Peer Leader in helping students develop perseverance in a Static 1 workshop is mainly through the feeling of comfort for the student in a stressful environment, where the students interact with each other. It is also clear that issues of motivation and perseverance are of great concern in the field of engineering education (Matusovich, et al., 2009). PLTL may be one way to support students to persevere and succeed as engineers.

Leader Training at the University of West Georgia
Dusty Otwell, Christopher Greer, Brandon Rittgers, Darrius Shaw, Casey Brown, Yash Raval
University of West Georgia, Carrollton, Georgia
ABSTRACT: This poster summarizes and illustrates the training of new chemistry leaders at the University of West Georgia, beginning with three days of formal training prior to the start of classes. The formal training consists of presentations, discussions and activities, general housekeeping matters and, most important, practice workshops. Training continues with weekly leaders’ meetings, observations of new leaders by veterans (and vice versa), a “retreat” a few weeks into the semester to extend the formal training and address issues that have surfaced since then, midterm and end-of-semester surveys of group members, and feedback on weekly journals submitted by new leaders.
How Can the Peer Leader Develop Students' Understanding of Instructions in a Laboratory Course in Electro-Mechanical Technology?
Andris Pinkhasik
New York City College of Technology, CUNY, Brooklyn, New York

ABSTRACT: This poster examines the effects of Peer Leader implementation in Electro-Mechanical Technology 1130 (Computer Engineering Technology) at New York City College of Technology, CUNY during the Fall 2013 semester. A capable Peer Leader is a student who has already taken the class and is able to assist freshmen students. This laboratory course incorporates the workshop. In this setting, the Peer Leader performs a type of “on the job training.” If a student has difficulty performing the task, the Peer Leader, using verbal and visual communication, provides an example of performing the task to help the student understand the steps. Observations of types of mediation that can assist students were made. Some students preferred visual help, some preferred written instructions. These observations suggest ways to arrange the laboratory class to be more suited to students’ needs.

Use of Reflective Strategies to Develop Problem-Solving, Reading, and Writing in a Laboratory Course in Electro-Mechanical Technology
Andris Pinkhasik
New York City College of Technology, CUNY, Brooklyn, New York

ABSTRACT: This poster will present how the use of reflection can help freshmen students develop crucial engineering skills. Reflection is an exercise used after students perform various actions and then reflect on their actions. As the student reflects, questions appear, challenges faced are resolved, and the task is connected with prior knowledge. In Spring 2014, students in Electro-Mechanical Technology 1130 (Computer Engineering Technology) were asked to answer three to five questions per week. Two of the questions were more general questions dealing with reflection and their task for the day. The remaining questions consisted of actions performed with the electronic and safety aspects of the class. As the semester has progressed, students answer more electronic-specific questions. These findings suggest that a reflection period in engineering classes may help freshmen students develop their problem-solving, reading, and writing skills crucial to their futures as engineers and technicians.

What Reading Strategies Support Student Learning in a Biology 1101 Workshop?
Ayesha Rasool
New York City College of Technology, CUNY, Brooklyn, New York

ABSTRACT: As a student majoring in Biomedical Informatics and as a Peer Leader for introductory Biology 1101 workshop, I experienced both roles while planning and presenting my workshop. To fulfill the necessary learning goals for students to understand the Biology materials, including their textbook, “Bloom’s Taxonomy of Learning Objectives” provides an understanding of stages that promote critical thinking.

Promoting critical thinking through Bloom’s Taxonomy in Biology 1101 peer led workshops
Ayesha Rasool and Davida S. Smyth
New York City College of Technology, CUNY, Brooklyn, New York

ABSTRACT: Students at New York City College of Technology, CUNY have been shown to struggle with reading in foundational biology courses. A program titled “Reading Effectively Across the Disciplines” is currently in progress, aimed at teaching reading strategies, assessing reading assignment completion and outcomes of these interventions. These reading strategies can be designed to assess critical thinking. As part of READ, experienced biology students have been recruited to implement workshops and guide student reading as peer leaders. ‘Bloom’s Taxonomy of Learning Objectives’ was developed by educational psychologist Benjamin Bloom and colleagues in 1956. One of the three domains of the Taxonomy focuses on cognitive skills, to help students know, understand, apply, analyze, synthesize, and evaluate basic concepts. This poster shall demonstrate how reading strategies can be designed in the context of Bloom’s Taxonomy and present selected reading strategies that connect students’ understanding and comprehension of the curriculum from the lectures and textbook that were used in workshops.
Super Leader Pilot Program – Roles and Outcomes
Ariane Lemieux and Christine Truong
University of Texas – Dallas

**ABSTRACT:** This poster will present the newly implemented “super leader” program at the University of Texas, Dallas. Preliminary research includes results of surveys of PLTL workshop participants and “Super Leader” satisfaction.

Group Formation and its Effects in a Math Workshop
Julia Rivera
New York City College of Technology, CUNY, Brooklyn, New York

**ABSTRACT:** Changing the composition of groups in workshop can affect students in their performance and ability to work together as a team in a College Algebra and Geometry (Math 1175) workshop at New York City College of Technology, CUNY. How would each person act and interact as group configuration changed? Using Tuckman & Jensen’s (1977) five stages of group development and Dixon’s (2012) discussion of group behaviors, Peer Leaders can ensure that there is active engagement among students to develop reasoning and social skills. However, there may be some difficulties for group members to develop the procedures and skills needed to work together.

How Can Peer Leader Help Students Create Habits of Perseverance in College Algebra / Geometry?
Ricky Santana
New York City College of Technology, CUNY

**ABSTRACT:** How the Peer Leader can help students create habits of perseverance in College Algebra/Geometry (MAT 1175, the first credit-bearing mathematics course) is in part based on the Peer Leader’s knowledge of course concepts in higher-level courses. Encouraging students to make efforts in preparing them for the upper level Math courses they will be taking is challenging, and even more so for students who have to take a remedial Math course. This is due to the sense that such a course is like having to sit through High School Math all over again, despite the college classroom. Remedial courses are meant to provide students with the necessary building blocks, and the essential foundation to be prepared for the College level Math courses. I know first-hand the struggles and the successes because I too was in this situation in my first year in college. Now, several years later, I am now leading my very own Math 1175 workshop with six students. Some of the struggles I will examine are how to adequately get students to not only create study patterns that will work for them, but successfully helping students to persevere.

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John Martin Gabriel B. Sabandal, Andrea Chavez, Audrey Lacerte, Marissa Velazquez, Juan Noveron, Geoffrey Saupe
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**ABSTRACT:** Peer Lead Team Learning is a vital component in the learning arsenal of students in General Chemistry. Through organized and interactive methodologies, students are more apt to master the concepts throughout the course. Furthermore, these students are able to integrate and apply them outside of the classroom. Here, we present an engaging and competitive technique influenced by Suzanne Collins’ *The Hunger Games*. In a three-round battle, “The Chemical Games” ensues in increased learning aptitude through engaging and intense competition. By having two control groups and two groups actively participating in the game, our results showed an increase in quiz grades of 30%. Furthermore, students were able to retain the material and incorporate the concepts repeatedly in future sessions. By fusing what students are exposed to in the entertainment world with concepts in General Chemistry, our study may provide a novel way to induce an interactive learning environment.

Peers Empowering Peers to Succeed in Foundation Courses in Chemistry, Civil Engineering, and Mathematics
Melanie Villatoro (Civil Engineering & Construction Management), Diana Samaroo (Chemical Technology), Janet Liou-Mark, Sandie Han, Laura Ghezzi (Mathematics)
New York City College of Technology, CUNY, Brooklyn, New York

**ABSTRACT:** Foundation courses essential in succeeding in Science, Technology, Engineering, and Mathematics (STEM) fields are targeted at an open-access urban minority-serving institution (MSI) and Hispanic-serving institution (HSI). Because of the high failure rates of selected courses, the Peer-Led Team Learning instructional model was implemented as best practice. Having peers empowering peers has led to an increase in pass rates of critical courses in Chemistry, Civil Engineering, and Mathematics.
Acknowledgements
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Lead For America Corporation
Dodson Fund at UTEP
UTEP College of Science
Rio Grande Valley Section of the American Chemical Society
UTEP College of Engineering
NSF STEM Talent Expansion Grant I-STAR DUE – 0653270
and
NSF Model Institutions of Excellence Grant HRD-9550502
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