



PLTLIS Newsletter 6

[01/23/19]

[Peer Led Team Learning International Society]

ANNOUNCEMENTS

MARCH 18TH IS THE NEW DEADLINE: Extension of deadline for the submission of abstracts

o https://fiu.qualtrics.com/jfe/form/SV_6ijN8QeNY4uDw6p

The Gallery Walk Showcase Call for Abstracts is also extended to March 18th

APRIL 1ST IS THE NEW DEADLINE FOR THE EARLY BIRD REGISTRATION FEES:

<https://pltlis.org/registration-form/>

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Calling Peer Leaders!



Gatherings at 8th Annual Conference:

Where do YOU want to take PLTL in the future?

* Thursday, June 6th

- o Meet and get to know Peer Leaders from other campuses
- o Discuss the election of the Peer Leader Student Representative to the PLTLIS Board of Directors

* Friday, June 7th

- o Discuss common goals for PLTL on your campus
- o Make plans to increase outreach of the PLTL program
- o Elect the Peer Leader Student Representative to the PLTLIS Board of Directors

For more information, email Usman Hyder, at usman.hyder@utsouthwestern.edu

Come and help “weave together best practices” of Peer-Led Team Learning

Friday, June 7, 2019 -- Plenary Workshop DESIGNING OUR LIVES:

Building on the experience of leading

Facilitated by

Barbara Waugh, Virginia Rath & A.E. Dreyfuss

We all struggle with questions about life, work and our purpose in the world. This workshop gives participants time to reflect on where they are, where they would like to be and ways to create a pathway between the two. Building on the experience of leading – as a Peer Leader, faculty, staff or in some other role – participants will design their lives, cycling through the stages, tools, and mindsets of Design Thinking. How can our past leadership experience guide us in our lives, and increase our impact in the workplace, graduate school, or in other contexts?

We build on a study by one of us (Dreyfuss) on the experience of leading by Peer Leaders and draw on teaching and consulting by two of us (Rath and Waugh) in life design. The role of Peer Leader in supporting the dissemination of knowledge also supports the understanding of the processes and dynamics of leading a group. In sharing and reflecting on their experiences, Peer Leaders’ understanding of their leadership skills can inform their life design. In addition to gaining confidence, assuming responsibility, and motivating their students, Peer Leaders engage in a meaning-making process that moves from observation, to insights, to new models of teaching, to ideas and then solutions that are prototyped in the Peer-Led Team Learning environment. This meaning-making process can be thought of as a mini-cycle of Design Thinking.

Designers have long practiced immersion in ambiguous situations, imagining and conceptualizing alternative futures, and learning through experimentation and failure. Human Centered Design brings the value of a deep understanding of the human experience to the development of new products, services and experiences. Design Thinking mindsets, skillsets and toolsets offer a means by which we can approach designing our own lives for a world in which we all want to live and work.



1 - Barbara Waugh

Barbara Waugh is an Executive-in-Residence at the University of California-Berkeley Haas School of Business, and a co-developer of and team coach for ‘Teaming with Diversity,’ in the College of Engineering.

Lessons learned and taught in her 25 years at Hewlett Packard inform her coaching, talks/listenings and book, *Soul in the Computer*, enthusiastically reviewed by Dow-Jones, Fast Company and Business 2.0. She has appeared in numerous books and publications including *The Dance of Change*, *The Rebel Rules*, *The 12 Secrets of Highly Creative Women*, *Speak the Truth and Point to Hope*, *Faith and Fortune*, *Fast Company*, *Strategy & Business*, *Fortune*, and the *Stanford Innovation Review*.

Barb has a doctorate in psychology and a Masters in Theology and Comparative Literature. She has served or serves on many (advisory) boards including the State of the World Forum, the Global Fund for Women, Engineers for a Sustainable World, the Global Women's Leadership Network, the Khadafy Foundation for Non-violence, Oxfam America, the Positive Deviance Initiative, the Silicon Valley African

Film Festival, and the PTA at Grass Valley Elementary School, a high-poverty, high-hopes K-5 in Oakland, CA. She is a mother and grandmother.



2 - Virginia L. Rath

Virginia L. Rath is an accomplished scientist, design research consultant and serial entrepreneur with broad expertise in health care, pharma and biotech. She combines hands-on business experience with a strong science background to evaluate technology businesses and marketing strategies. She was a co-founder of Quotient Design Research and has extensive experience in both quantitative and

ethnographic research. Virginia's experience ranges from startups to large multinationals, for- and non-profit organizations and includes medical device manufacturers, health care delivery institutions, biotech and pharmaceutical companies and other consumer product and service companies. She is a Lecturer in the Haas School of Business at UC Berkeley and in the d.school at Stanford University. Virginia received B.S. and M.S. degrees in Biological Sciences from Stanford University and a Ph.D. in Biochemistry and Biophysics from the University of California at San Francisco. She has dual MBA degrees from the Haas School of Business at the University of California at Berkeley and Columbia University in New York.



3 - A.E. Dreyfuss

A.E. Dreyfuss is a Learning Specialist in the field of Adult Learning and Leadership. She has helped develop and promote the Peer-Led Team Learning model (PLTL) which has been used at over 200 colleges and universities. She trained Peer Leaders who facilitate learning for groups of students at City University of New York (CUNY) campuses for 15 years. She co-founded the Peer-Led Team Learning International Society (www.pltlis.org) and was elected as the first President. She led Team SusSTEM, through the Innovation Corps for Learning (I-Corps L) program sponsored by the National Science Foundation, developing sustainability mechanisms for PLTL campus programs.

A.E. has extensive experience designing materials, conducting training sessions for faculty, administrators and staff, and evaluating programs. She authored *The Work Matters: A Guide for New Faculty Teaching at City Tech*, co-authored *The Companion for the First Year at City Tech*, an introduction to the culture of higher education, and has been published in peer-reviewed journals and conference proceedings. She received her Bachelor's degree from the University of Michigan, and her Master's and Doctorate degrees from Teachers College, Columbia University.

Thursday, June 6, 2019 Keynote Presentation What Are the Limits of Adaptability of the PLTL Model?

In the 1990's, Leo Gafney, the PLTL National Project evaluator, articulated six critical components for successful implementation of PLTL, based on the evaluations he had conducted at several campuses around the country. Those six Critical Components will be revisited in this presentation and discussed in terms of evaluating the fidelity of implementation of the PLTL model. A seventh critical component will be suggested. The value of these components in implementation of cPLTL will also be discussed. This talk is adapted from a chapter co-authored by Pratibha Varma-Nelson and Mark Cracolice.

Professor of Chemistry and the founding executive director of the STEM Education Innovation and Research Institute at Indiana University-Purdue University Indianapolis (IUPUI). Before she joined SEIRI she was the executive director of the Center for Teaching and Learning. She is well known in the STEM education community for her pioneering work in the development, implementation and dissemination of the Peer-Led Team Learning (PLTL) model of teaching. She has been a Co-PI of three NSF funded National Dissemination Grants. In addition she was a founding Co-PI of the first NSF funded Undergraduate Research Center “Center for Authentic Science Practice in Education, (CASPiE).” Her research group is currently working on the development, implementation, evaluation, and dissemination of cyber-PLTL (cPLTL). For the cPLTL project, she has received funding from IUPUI, NSF, and EDUCAUSE, Next Generation Learning Challenges. This work broadly informs the understanding of how students learn chemistry (general and organic) in online environments as well as in face-to-face environments. Dr. Varma-Nelson is co-author of several publications about PLTL, cPLTL, and CASPiE and has made numerous presentations in local, national, and international venues. She co-authored the 2011 AAAS report, “Vision and Change in Undergraduate Biology Education: A Call to Action” as well as several other national reports. Varma-Nelson received James Flack Norris Award (2008), Stanley C. Israel regional award from the American Chemical Society (2011), George C. Pimentel Award (2018) among others. In 2017 she was selected as the ACS Fellow. She received her Ph.D. from the University of Illinois at Chicago and her B.Sc. from Pune University, India.



4 - Pratibha Varma-Nelson

Keynote Address: The Brain, Physiology, Psychology and Implications for Instruction

The overarching theme of this presentation is development, exploring how the brain physically develops over the human lifespan. The brain forms in the third gestational week, grows further after birth until it reaches about 90% of adult volume by age 6, and reaches maximum volume at the onset of adolescence. It then enters a healthy pruning phase influenced by the environment into early adulthood that is critical

in establishing young adult brain physiology. After approximately age 40, the volume of the brain again begins to decrease, and this continues for the remainder of one's life.

Developmental psychology correlates with changes in brain physiology, first focusing on the middle school, high school, and college years. The work of founders of developmental psychology will be presented, establishing a model of how learning occurs. Problem solving and the importance of deconstruction and re-representation of problems will be presented, and how this relates to a student's developmental level. The implications for instruction will explore how the peer-led team learning model provides a learning environment that allows instructors to design curricula that transcend simple content knowledge transmission, providing an opportunity to facilitate the development of the reasoning and problem-solving abilities of students.



5 - Mark Cracolice

Mark Cracolice is a Professor of Chemistry Education Research and Practice in the Department of Chemistry & Biochemistry at the University of Montana. He teaches general chemistry lecture and lab, undergraduate and graduate courses in teaching chemistry, and graduate courses in chemistry education. His general chemistry courses have included a peer-led team learning component for the past two decades. He has authored or co-authored textbooks for high school chemistry, introductory college chemistry, peer-led team learning in general and GOB chemistry, and college general chemistry. The general theme of his group's research program is investigations of how students learn chemistry. Specifically, Cracolice is interested in research topics such as the effectiveness of curriculum design, the facilitation of the development of scientific reasoning skills and general intelligence, and transfer of learning. He is also involved in the professional development of high school and college science instructors.

Saturday, June 8, 2019 Gallery Walk Showcase Of Collaborative Learning Activities

- Introduce the essence of the idea, game, or original collaborative activity
- Discuss a: Card Game? Board Game? Pass a Problem? Jigsaw? Round Robin? Exploration?
- Explain the essence? What makes it work to help students learn? Why? How?
- Detail how to conduct the activity by using Annual Meeting participants as if in an actual workshop
- Describe how the session will engage and immerse participants in interactive learning
- Make clear to participants what Leaders should be doing to use the activity in an actual workshop
- Explain what students would be doing during an actual workshop to gain understanding from the activity
- Describe what Leaders might do after the activity to help students reflect on the learning
- Give possible follow-up assignment(s) to process what students learned

Ø To submit abstracts by **March 18, 2019**: Use the abstract submission form and state '*Showcase Entry*' in the title for the abstract. Each PLTL Program may submit one or two proposed active learning activities.

https://fiu.qualtrics.com/jfe/form/SV_6ijN8QeNY4uDw6p

Coming in the next issue of the PLTLIS Newsletter:

Information on the debut of the PLTLIS Journal: Webpage with guidelines and deadlines

NEW! PLTLIS publishes WORKBOOKS; find out what is available and how to order

TRAVEL GRANTS AVAILABLE FOR PEER LEADERS: [INFORMATION AND APPLICATION](#)

We exist to assist students and programs devoted to group active learning paradigm. In that regard we invite you to make contact with us for any concern or interest you may have.



We would love to hear from you.

Peer Led Team Learning International Society

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[VISIT OUR WEBSITE](#)