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PEER-LED TEAM LEARNING INTERNATIONAL SOCIETY

The Peer Leader

Issue No. 22 Contact: newsletter@pltlis.org

- **APLL Deadline for Second Issue: August 29**
- **PLTL Symposium at BCCE**
- **Join a Committee!**
- **Get your water bottle, hot and cold water bottle!**
- **Profile: University of New Hampshire**

Message from the President

Dear PLTLIS Community,

In this year, the Society's tenth anniversary, we invite you to join in the activities to strengthen the practice of Peer-Led Team Learning. The Board of Directors has been focusing on three prongs: Networking, Resources, and Advocacy. The main networking activity is the yearly conference; this newsletter is also a networking resource as each issue presents a brief profile of another campus and its PLTL program. Resources have been developing: the website offerings continue to expand; workbooks aid in supporting PLTL sessions through materials; the PLTLIS journal, *Advances in Peer-Led Learning*, presents facets on current thinking about facilitated practice. Advocacy presents us all with the prospects of new collaborations and possibilities for growth and sustainability of programs.

As we move forward with our lives and enjoy the summer months, I invite you to develop your involvement with the Society by joining a committee, sharing this newsletter by helping to expand its reach, and even by purchasing a water bottle!

Please visit our website at www.pltlis.org and email us at info@ptlis.org with inquiries.

Enjoy your summer!

Milka Montes

President, Board of Directors

WWW.PLT LIS.ORG

Submissions to Advances in Peer-led Learning (APLL) Preliminary Deadline: August 29 for Issue #2 – Fall 2022

Looking to contribute to peer-reviewed scholarship? Expand the vistas on peer-led learning and research in peer-led education methods! Updated submission guidelines are posted for the publication of the second issue of *Advances in Peer-Led Learning (APLL) Journal*, published by the Peer-Led Team Learning International Society. Read the Inaugural Issue and find out more by going to journal.pltlis.org.

PLTL Symposium at BCCE July 31-August 4 at Purdue University

The Biennial Conference on Chemical Education (BCCE) will be hosted this year at Purdue University in West Lafayette, Indiana, and will feature a symposium highlighting the PLTL model as used in Chemistry Education. The symposium includes presentations about alternative methods for teaching chemistry, from examining transferable skills gained in peer leading to exploring how the PLTL model is translated into the British university setting. Presentations about methods developed during the pandemic to facilitate in-person and hybrid classroom spaces are included. See the listing below for the exciting presentations that are sure to interest you as a PLTL practitioner!

For more information and registration, please visit <https://www.bcce2022.org/>

Exploring the implementation of Peer-Led Team Learning and the diverse

outcomes that result. C. F. Bauer, K. A. Bowe, S. E. Lewis, Organizers, Presiding

1090. Born in the USA - Exploring the PLTL Model in U.K Higher Education.

L. Howell, R. Shahid

1091. Transferrable skills gained from experience as a peer-leader in a PLTL program: A mixed-methods study of LinkedIn users.

A. Chase, D. Maric, A.S. Rao, G. Kline, P. Varma-Nelson

1092. Using Undergraduate Peer Leaders in Establishing an Inclusive Classroom.

R. Frey, M. Jareczek, H.L. Torres

1093. PLTL students as partners in creating learning activities for crossdisciplinary scientific and mathematical practices.

C.F. Bauer, M. Aikens, J. Kustina, D. Meredith, K.A. Bowe, A. Gaudreault, N. Altindis

1094. Can artificial intelligence (AI) be used to monitor and enhance cPLTL workshops?

P. Varma-Nelson, K. DSouza, S. Mukhopadhyay, S. Fang, L. Zhu

1095. An evaluation of online Peer-Led Team Learning to promote student success.

J. Young, S.E. Lewis

1096. Embedding Peer Educators into the General Chemistry Classroom.

R.W. Clark, K.E. Leach, T.E. Goynes, J.S. Holt, T.K. Armstrong

1097. If all you have is covalent bonding, every substance is a molecule: Longitudinal study of student enactment of covalent and ionic bonding models.

K.A. Bowe, C.F. Bauer, Y. Wang, S.E. Lewis

Join a Committee and Strengthen PLTLIS!

The success of the Peer-Led Team Learning International Society is dependent on the continued support of practitioners like yourself. Whether you've known about PLTL for only one or more than twenty years, the PLTLIS Board of Directors invites you to join a committee and impact the growth of PLTLIS.

Interested in serving on the Editorial Committee for the PLTLIS Journal, *Advances in Peer-Led Learning*? The *APLL* team welcomes help with peer reviews, as well as coordinating the production of the Second Issue. For more information, send an email to journal@ptlis.org.

Are you interested in contributing to the Workbooks series? Have you developed challenging materials for a course that incorporates PLTL? Interested in marketing or expansion of the workbook series? See the list of available workbooks at <https://shop.ptlis.org>

The Research Committee is working with campuses in the design and development of research topics that are germane to each campus. Explore your research interests!

Of course, the best way to support the organization is to spread the word! If this is a task you would like to be involved with, we invite you to join either the Outreach Committee or the Conference Committee. The Outreach Committee oversees projects like the PLTLIS social media and connecting PLTL programs on campuses. Perhaps the largest committee year-round is the Conference Committee, which was responsible for the wonderful conference we were able to have this past June! This is a great committee for anyone looking for event planning experience.

As you can see, we have plenty of ways for you to get involved, and we look forward to many inquiries of interest to newsletter@ptlis.org.

PLTLIS Water Bottles...

Attendees at this year's PLTLIS Conference received special water bottles, donated by Board member and Past President Jim Becvar. The 17-ounce stainless-steel bottles carry the PLTLIS and *APLL Journal* logos and feature copper plating insulation, allowing for your hot beverages to stay hot and your cold beverages to stay cold for longer. A perfect feature to keep cool in the summer heat!

You can purchase your own, available through the PLTLIS website. Go to shop.pltlis.org and order yours!

Campus Profile

PLTL at the University of New Hampshire, Durham, New Hampshire



1 - Chris Bauer

Chris Bauer

Professor, Department of Chemistry, UNH

In 2000, with the help of a Workshop Project mini-grant (a component of the National Dissemination Project for Peer-led Team Learning, funded by the National Science Foundation), I started PLTL with 12 leaders for General Chemistry. Twenty years plus a pandemic later, Fall 2022 will see 28 leaders: 25 veterans with one or two semesters experience and 12 student coordinators supporting several flavors of Introductory Biology, Chemistry, Organic Chemistry, and Neuroscience and Behavior. In between, there have been more than 500 leaders and 10,000 student participants. Our guiding principles are *make thinking visible* and *build autonomy and self-efficacy*.

PLTL sessions run weekly for 80 minutes outside of normal class time and have always been a course option (historically about 30-60% opt in) with details negotiated with the instructor. While leaders are running their group, they take a stepwise series of three courses, moving from novice to mentor role over three semesters and then into college and department-paid positions. The coordinator structure evolved as a necessity for expanding across different courses and content areas. What I used to do myself (scheduling, mentoring, observations, content reviews) is now handled by student coordinators, making PLTL at UNH very much a student-as-partners model.

With a new NSF institutional grant “STEM Gateway Practices,” we are currently trying to coordinate student coaching structures (such as PLTL and Learning Assistants) across the STEM gateway courses in Biology, Chemistry, Mathematics, and Physics. We want to engage students in collaborating with faculty on teaching in the same way that we engage students in collaborating with faculty on research.

Ava Boutilier



2 - Ava Boutilier

Leader Coordinator for Organic Chemistry

I became a Peer Leader in the Fall of 2019 for Organic Chemistry I and II courses at the University of New Hampshire and it was one of the best decisions I have made to this point in my academics. I participated in PLTL as a student in both General Chemistry I and II and Organic Chemistry I and II. I noticed the profound impact that the leaders had on my learning, and I wanted to give other students the same experience. I have now participated in PLTL for 8 semesters: 2 semesters as a Peer Leader and 6 semesters as a Peer Leader Coordinator for Organic Chemistry I and II.

I graduated with my undergraduate degree in Spring 2020 and felt a strong desire to continue with the PLTL program throughout my graduate degree program and was luckily allowed to do so. PLTL is not just about helping students get the grades they desire, although this is a rewarding part of the experience! PLTL is about facilitating collaboration, teamwork, and instilling a sense of confidence in your peers. PLTL has been one of the most rewarding experiences I have had at UNH, and I am so grateful for the opportunity.

Ava is applying to medical school and is currently doing biochemistry research on Waldenstrom Macroglobulinemia. She was also a goalie for UNH Women's Hockey.

Kelsey Alimandi



3 - Kelsey Alimandi

Leader Coordinator for Biology

I participated in Peer Led Team Learning (PLTL) for Organic Chemistry at the University of New Hampshire. Without my leader and my group of peers, I would have spent hours struggling alone trying

to understand the course material. PLTL gave me the confidence to ask questions, share my thought processes, and attempt to answer questions even if I doubted the correctness of my answer. It helped me become a better student and I am forever grateful for that.

As a biology major who benefited from PLTL, I was excited to hear that the PLTL program at UNH was expanding into the Biology Department. I was given an opportunity to help build the program by working with Professor Aikens (Biology) to create interactive activities for PLTL sessions. It was a fantastic experience to create materials and be a coordinator, but hosting PLTL sessions for students made the process even more rewarding. Throughout the semester, I was able to observe the students grow as individuals and as leaders. It was fulfilling to see students become more comfortable asking others for help, answering questions, and guiding their own discussions. I can't wait to continue passing down my wisdom and see the students grow next year. I am beyond grateful that I was able to give back to the UNH community while also developing skills that will help me in my future careers.

Kelsey is looking into pursuing a graduate degree and becoming a university professor. This summer, she is an intern at the St. Paul's School Advanced Studies Program for high school students, supporting the course on physiology for athletic performance.

Connect on Social Media!

PLTLIS is proud to connect past and present Peer Leaders and all who are interested in Peer-Led Team Learning. What is happening at your campus? What opportunities do you know about where peer leading would be a valuable attribute? *Follow* and *like* us on Instagram and Facebook:

Instagram: [@pl_tl_is](#)

Facebook: [Peer-Led Team Learning Society](#)

Contribute to the Peer Leader!

Do you want to share news with the PLTL community? Send news items, story suggestions, and updates from your campus Peer-Led Team Learning program to newsletter@pltlis.org.