



PEER-LED TEAM LEARNING
INTERNATIONAL SOCIETY

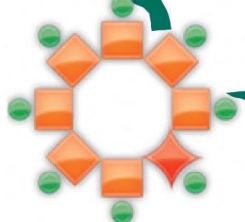
2022

Tenth Annual Conference
Hybrid Event

Wednesday-Saturday | June 1-4

*Navigating the Confluence of Academic Disciplines, Leader
Training, and Student Learning Through the Changing
Landscape of PLTL*

Hosted by Washington University in St. Louis
St. Louis, Missouri



PEER-LED TEAM LEARNING INTERNATIONAL SOCIETY

Vision, Mission, and Goals

VISION

Our vision is that the Peer-Led Team Learning is integral to excellent education practice.

MISSION

Our mission is to foster student learning through peer-led teams by supporting practitioners and institutions.

GOALS

To achieve our mission and vision we will transform formal education by:

1. Training practitioners and students
2. Establishing and maintaining an international organization
3. Disseminating content, research, and best practices
4. Supporting PLTL Programs across disciplines/departments/campuses
5. Examining and addressing hindrances to adoption
6. Providing ideas for PLTL implementation
7. Supporting institutional strategic plans through PLTL implementation

NAVIGATING THE CONFLUENCE OF ACADEMIC DISCIPLINES, LEADER TRAINING, AND STUDENT LEARNING THROUGH THE CHANGING LANDSCAPE OF PLTL

ADVOCACY, NETWORKING, RESOURCES

Welcome From Beverly Wendland

**PROVOST AND EXECUTIVE VICE CHANCELLOR FOR ACADEMIC AFFAIRS,
WASHINGTON UNIVERSITY IN ST. LOUIS**

Welcome to Wash U! We are so excited to host the Peer-Led Team Learning International Society Annual Conference. I'd like to recognize and congratulate the Society on the 10th anniversary of this conference.

To those of you who are able to join us in person, it's wonderful to have you on our beautiful campus and for those unable to attend in person, I look forward to the day when we can host you here in St Louis.

Our mission at Wash U is to act in service of truth, through the formation of leaders, the discovery of knowledge and the treatment of patients, for the betterment of our region our nation and our world. We take special pride in that formation of leaders, we are firmly committed to advancing excellence and undergraduate, graduate, and medical and professional education. Our students are able to draw from a diversity of perspectives and the multitude of disciplines across our eight schools.

Student access is a top priority for our institution. We are working to increase opportunities for talented, diverse students to achieve their educational goals at Wash U. By reducing the financial burden of attendance and enhancing our students support systems, we are also focused on promoting a sense of belonging on our campus and a special connection to the city we call home.

To me, PLTL is in many ways reflective of the collaborative dynamic culture we strive to foster here at Wash U: the close ties between faculty, students, and staff, and the learning done both in and out of the classroom. The team building and sense of confidence we see cultivated in this programming, to me, all of this represents what we aim to achieve throughout so much of our university. I'm proud of the role PLTL has played in undergraduate education for almost 20 years. PLTL has been an invaluable component of our STEM programming across physics, calculus, chemistry, and more. PLTL creates opportunities for students to master course content and to learn the value of engaging with a strong community of scholars.

Welcome From Beverly Wendland

**PROVOST AND EXECUTIVE VICE CHANCELLOR FOR ACADEMIC AFFAIRS,
WASHINGTON UNIVERSITY IN ST. LOUIS**

The theme of this year's conference is "Navigating the Confluence of Academic Disciplines, Leader Training, and Student Learning through the Changing Landscape of PLTL." The theme is a timely one for higher education in general, and Wash U in particular.

At Wash U, we have several initiatives that complement that aim of the PLTL conference. After an 18-month community-driven process, in May we put forward a Strategic Plan for approval by the Board of Trustees. The ambitious shared vision for Washington University's next decade builds a roadmap for distinction across our research enterprise, the campus community, and the region we call home. We emphasize the place of academic excellence and equity, diversity, and inclusion in all that we do. We have a special part of the plan dedicated to cultivating leadership among our students, faculty, and staff. All of these are characteristics that are signature components of our plan and are present in so much of PLTL's mission.

We are Washington University in St Louis and we are Wash U with and for St Louis. I encourage those of you who made the trip to explore our campus and our community. Treat yourself to a concrete, have some Barbecue, and try a little gooey butter cake, and I particularly recommend Gooey Louie butter cake. Take some time to see the sights and Forest Park- it's right across the street from our campus and it's 500 acres bigger than Central Park!

And as you go about your conference, I encourage you to model the ideals that you hold in PLTL: to collaborate, share ideas, learn from one another, honor all the voices in the room. You have a great opportunity to continue to bring the potential of PLTL to life, and I cannot wait for all of us to celebrate the next 10-year milestone. Thank you and enjoy the conference!



Beverly Wendland

**PROVOST AND EXECUTIVE VICE CHANCELLOR
FOR ACADEMIC AFFAIRS
WASHINGTON UNIVERSITY IN ST. LOUIS**

Welcome to the Tenth Annual Conference, PLTL Practitioners!

On behalf of the Peer-Led Team Learning International Society, I am pleased to welcome you to our Tenth Annual Conference, hosted by a team of dedicated and enthusiastic leaders at Washington University in St. Louis.

While the Peer-Led Team Learning model has been implemented for over 25 years, this year is of particular importance to the Society as we are officially celebrating our Tenth Anniversary and hosting our first-ever hybrid event.

Whether you are at the beautiful campus in St. Louis, or joining us virtually, we invite you to take full advantage of the extensive program. This conference's theme is Navigating the Confluence of Academic Disciplines, Leader Training, and Student Learning through the Changing Landscape of PLTL. We invite you to share your experiences and stories in this dynamic conference as we all pilot the streams of diverse academic disciplines, sharing how to navigate the changing landscapes of practices in learning.

We have an amazing group of PLTL practitioners on the Conference Planning Committee and they have coordinated four days of exciting programming with something for everyone in the audience. That audience includes representatives from over 20 institutions, coming from around the United States as well as from the United Kingdom and Jamaica! Present, in person and virtually, are Peer Leaders, faculty, and administrators. Our PLTLIS conferences have a friendly atmosphere that is conducive to open dialog which promotes networking and sharing resources. We intend that during, and by the end of the conference, you will be inspired in your practice and enjoy this opportunity to expand your learning and growth by navigating the river of knowledge with other PLTL practitioners!

I look forward to greeting and meeting you!



Milka Montes
PLTLIS PRESIDENT (2021-2023)

CONFERENCE INFORMATION

TIPS FOR A GREAT CONFERENCE

PLTLIS is committed to providing a safe, productive, and welcoming environment for all meeting participants. Your participation in promoting such an environment will include:

- ✓ Ensuring that any personal electronic device is turned to silent mode or set to vibrate
- ✓ Engaging with the presenters during the time set up for interaction and discussion
- ✓ Staying in a room once the presentation has started
- ✓ If you choose to leave a room, do so with minimal noise and disruption so other participants' attention can be given to presenters

The conference organizers and members of the Tech Team will be working on the technical aspects of conducting a conference in hybrid format. To make sure that the conference experiences for both in-person and virtual participants are maximized, capturing, streaming, uploading or re-broadcasting any images, sounds and videos from the conference by participants other than the Tech Team members is prohibited.

Please respect a presenter's request not to copy, take pictures, or take screenshots of presentations, Q&A or any chat room activity that takes place onsite or in a virtual space.

PLTLIS follows guidelines enunciated in federal Title IX statutes. Please abide by these so that all participants, in person and virtual, share this collaborative experience.

For comments or questions, please contact President@pltlis.org

SHARE YOUR CONFERENCE EXPERIENCE

We are excited to see what you will learn during your time at the tenth annual conference! To share your experience, and to see what others are up to, post with the hashtags #PLTLIS2022 and #PLTL be sure to follow us on Facebook, Instagram, and Twitter!

Facebook: Peer-Led Team Learning Society

Instagram: @pl_tl_is

Twitter: @LedPeer

CONFERENCE INFORMATION

WUSTL VISITOR INFORMATION

WUSTL policy states that everyone coming to the campus will be required to be updated with vaccinations and follow the University events and meetings [protocol](#). The protocol can also be accessed with the QR code below.

University Events and Meetings Protocol



Visitors are required to complete the [visitor screening tool](#). The screening tool can also be accessed with the QR code below.

Visitor Screening Tool



Although it is not mandatory, guests are strongly encouraged to wear masks. There is no covid testing for guests on campus.

CONFERENCE INFORMATION

USING THE WHOVA PLATFORM

The hybrid Conference will be presented via the WHOVA Platform. Understandably, there is much information to examine in order to fully utilize the platform. Since this year's conference will be in person and online, participants will access schedules, event descriptions, and other features through Whova.

Where can I find the agenda? Am I in the right session? Where can I network? Thanks to WHOVA, you won't need to worry about these issues because they will all be available on one platform. Presentations, Networking, Direct Messaging, are all possible by using the WHOVA interface. Conference registrants will be sent an invitation to link to the WHOVA platform prior to the conference, with the subject line: Access to WHOVA and PLTLIS Conference. Use the information to set up and access the WHOVA web and/or mobile apps.

You will also need access to ZOOM if you are attending virtually and add lots of enthusiasm for the World of Peer Leading! If you are presenting (in person or virtually) a member of the Conference Tech Team will be helping you to ensure that anyone attending can enjoy your presentation.

WHAT HAPPENS AFTER I'M DONE PRESENTING?

Attend presentations of your choice. Some presentations are in-person or remote only, while others are livestreamed, offered in-person and virtually at the same time. There is a variety of content for you to enjoy. There are many presentations, keynote workshops and talks, opportunities for networking, and even contests happening during the conference. To satisfy your thirst for knowledge of Peer-Led Team Learning, attend other presentations to learn more about what Peer Leaders and practitioners are doing!

Come to the Conference Networking Sessions to talk to others about their interests. Just attended a presentation that you enjoyed? Reach out using the Direct Messaging feature to set up a meeting without ever having to leave WHOVA! There is plenty to do during this conference so take advantage!

CONFERENCE INFORMATION

WI-FI ACCESS

Although we are a hybrid event, we will not be leaving our in-person attendees without access to the internet. Washington university has two networks for guests to access their Wi-Fi: eduroam and wustl-guest.

EDUROAM

If your institution subscribes to this service, this is the recommended network for visiting faculty, staff, and students. Eduroam (education roaming) is the secure worldwide federated network access service developed for the international research and education community. For instructions on connecting to Eduroam, please visit the [Connect webpage](#).

Connect Webpage



WUSTL-GUEST

This network connections is for guests and does not require a login.

A SHORT GUIDE TO PLTL

New to Peer-Led Team Learning? We invite you to scan the QR Code below for a quick overview of the PLTL model. To see the model in action, we recommend you attend the pre-conference workshop.

A Short Guide to PLTL



PROGRAM OVERVIEW

PRE-CONFERENCE WORKSHOP

Wednesday, June 1, 2022 – **SIMON 017**

Introduction to the PLTL Model (Part 1)

1:00 PM – 1:45 PM

The workshop introduces the experience of working in collaboration with colleagues to solve a problem, facilitated by a trained Peer Leader. The focus of the process of learning is highlighted as well as the critical attributes that students gain. The Peer-Led team Learning model's six critical components are introduced.

Introduction to the PLTL Model (Part 2)

2:00 PM – 3:15 PM

Three components of the PLTL model are introduced, with collaborative exercises that support participants' understanding of each so that they will be able to choose how to apply the concept to implement the program. Faculty roles and responsibilities, recruiting and training Peer Leaders, and the rewards/challenges in implementation are discussed.

Introduction to the PLTL Model (Part 3)

3:30 PM – 5:00 PM

The importance of challenging problems to promote interaction, the issues of integrating peer-led workshops into schedule and physical space, and the attention to issues of assessment for the implementation of PLTL at participants' institutions will be explored through exercises and discussion.

Presenters

James Becvar, The University of Texas at El Paso
Chao Dong, University of Texas Permian Basin
AE Dreyfuss, Peer-Led Team Learning International Society
Ana Fraiman, Northeastern Illinois University
Mitsue Nakamura, University of Houston Downtown
Sofia A. Delgado, Peer Leader, The University of Texas at El Paso
Nick Huynh, Peer Leader, University of Houston Downtown
Allison McKee, Peer Leader, University of Houston Downtown
Jacob Najera, Peer Leader, The University of Texas at El Paso
Taylor Newton, Peer Leader, University of Houston Downtown
Jonathan Tipó, Peer Leader, The University of Texas at El Paso
Azfar Vahidy, Peer Leader, University of Houston Downtown

REMOTE SEMINAR

VOICES OF PEER LEADERS AND PEER LEADER ALUMNI: A VIDEO OVERVIEW OF THE PLTL PROGRAM

The following videos have been selected to highlight ten years of Peer-Led Team Learning. Scan the QR code after the descriptions or click on the link (listed after each title) for each individual video for a closer look. These will be available to all attendees throughout the conference.

Enjoy!

- Introduction ([Watch here](#))
- More Details on PLTL and an Exemplary Funding Model ([Watch here](#))
- Quality Control in Online Workshops ([Watch here](#))
 - Texas Academy of Science undergraduate oral presentation award video
- Facilitation Guide for PLTL ([Watch here](#))
- The Queen Mary Festival of Education 2022 Keynote – Peer-Led Team Learning: Promoting Student Engagement and Success ([Watch here](#))
- PLTLIS Live-Chemistry ([Watch here](#))
- Inaugural PLTLIS Conference in May 2012 ([Watch here](#))
- City Tech Math Peer Leaders ([Watch here](#))
- PLTLIS Live-Evaluation ([Watch here](#))
- Peer Leaders Explaining their PLTL end-of-semester Posters (3 videos; watch [here](#), [here](#), and [here](#))
 - For the full paper in *Advances in Peer-Led Learning*, go to:
<https://journal.pltlis.org/index.php/apll-num1-8>
- A conversation: FIU Peer Leaders 2015 ([Watch here](#))
- Campus Showcase: Chemistry PLTL at Washington University in St. Louis ([Watch here](#))

A Video Overview of the PLTL Program



PROGRAM OVERVIEW

DAY ONE

Thursday, June 2, 2022

Welcoming Remarks

9:00 AM - 9:30 AM
SIMON 023

Milka Montes, President, PLTLIS
Megan Daschbach, Teaching Professor & PLTL Director, WUSTL
Lisa Kuehne, Math PLTL Coordinator, WUSTL
Beverly Wendland, Provost, WUSTL
Michael Wyssession, Director of Teaching and Learning, WUSTL

Introduction of Speaker

Milka Montes, President, PLTLIS

9:30 AM - 11:00 AM
SIMON 023

Keynote Session

Teamwork as Dreamwork: Helping Students (and Instructors)
Navigate Social-Emotional Learning in Teams
Presenter: Barbara Oakley

11:15 AM - 12:00 PM
**SIMON
017,020,022**

Presentations

See presentation schedule for details

12:15 PM - 1:15 PM
DANFORTH (DUC)

Lunch

1:30 PM - 2:45 PM
**SIMON
017,020,022**

Presentations & Workshops

See presentation schedule for details

3:00 PM - 5:00 PM
**SIMON
017,020,022**

Presentations & Workshops

See presentation schedule for details

5:00 PM - 5:30 PM
SIMON 017

Peer Leaders Meeting - Joint In-Person and Virtual

5:00 PM - 5:30 PM
SIMON 023

In-Person and Virtual Networking/Discussion

PROGRAM OVERVIEW

DAY TWO

Friday, June 3, 2022

9:00 AM - 9:15 AM
SIMON 023

Opening Remarks
Milka Montes, President, PLTLIS

9:15 AM - 11:15 AM
SIMON 023

Introduction of Speaker
Jose Alberte, Board of Directors, PLTLIS
Keynote Session
Developing a Sense of Belonging Among Group Members
Presenter: David Arendale

11:30 AM - 12:15 PM
**SIMON
017,020,022**

Presentations
See presentation schedule for details

12:30 PM - 1:00 PM
SIMON 023

Lunch

1:15 PM - 2:00 PM
SIMON 023

Introduction of Speaker
Madeline Adamczeski, Board of Directors, PLTLIS
Alumni Spotlight
Presenter: Athena Sherman

2:15 PM - 3:30 PM
**SIMON
017,020,022**

Presentations & Workshops
See presentation schedule for details

3:45 PM - 5:00 PM
**SIMON
017,020,022**

Presentations & Workshops
See presentation schedule for details

5:15 PM - 7:00 PM
RISA COMMONS

Reception
WELCOMING REMARKS
Milka Montes, President, PLTLIS
HIGHLIGHTING THE PLTL PROGRAMS
AT WASHINGTON UNIVERSITY IN ST. LOUIS
Megan Daschbach, Teaching Professor & PLTL Director, WUSTL
Lisa Kuehne, Math PLTL Coordinator, WUSTL
Jen Smith, Vice President for Educational Activities, WUSTL
Harvey Fields, Associate Dean for Student Success, WUSTL

PROGRAM OVERVIEW

DAY THREE

Saturday, June 4, 2022

9:15 AM - 9:30 AM
SIMON 017

Opening Remarks
Milka Montes, President, PLTLIS

9:30 AM - 10:45 AM
SIMON 017

Introduction of Speakers
Sofia Delgado, Board of Directors, PLTLIS

Featured Presentation (In-Person)
A Novel Video-Based Training Resource to Explore Challenges to Student Participation in PLTL Workshops
Presenters: Maria Cecilia Barone, Joe Dinnocenzo, Robin Frye, Karen Gilbert, Nicholas Hammond, Rachel Rimmel and Kyle Trenshaw

9:30 AM - 10:45 AM
SIMON 020

Featured Presentation (Livestreamed)
From Zero to Zoom - Launching PLTL in a Pandemic
Presenters: Kimshi Kickman, Catherine Unite, Monica Franco

11:00 AM - 12:15 PM
SIMON 017,020,022

Presentations & Follow-up Discussions
See presentation schedule for details

12:15 PM - 12:30 PM
SIMON 017

Closing Remarks

12:30 PM - 1:15 PM
TISCH COMMONS, DANFORTH (DUC)

Lunch

1:15 PM

Tour of Washington University; Group Event in St. Louis

1:30 PM - 5:30 PM
SIMON 020

Meeting of the Board of Directors
Peer-Led Team Learning International Society

KEYNOTE SESSION

THURSDAY, JUNE 2, 2022

Teamwork as Dreamwork: Helping Students (and Instructors) Navigate Social-Emotional Learning in Teams

Many social-emotional skills involve both the declarative and procedural learning systems. As it turns out, “intuitive” behavior that we instructors can take for granted must often be explicitly taught. New neural connections – along with the *loss* of neural connections through forgetting – can help students be better learners. Interestingly, faster learners are often less accurate and less flexible in their learning – which means that both fast and slow learners are important on teams. This wide-ranging talk will explore all these ideas, and more!



BARBARA OAKLEY, PhD, PE, is a Distinguished Professor of Engineering at Oakland University in Rochester, Michigan; Michigan’s Distinguished Professor of the Year; and Coursera’s inaugural “Innovation Instructor.” Her work focuses on the complex relationship between neuroscience and social behavior. Dr. Oakley’s research has been described as “revolutionary” in the *Wall Street Journal*. She is a *New York Times* best-selling author who has published in outlets as varied as the

Proceedings of the National Academy of Sciences, the *Wall Street Journal*, and *The New York Times*. Her book *A Mind for Numbers*, on effective learning in STEM disciplines, has sold over a million copies worldwide. Together with Terrence Sejnowski, the Francis Crick Professor at the Salk Institute, she co-teaches Coursera’s “Learning How to Learn,” one of the world’s most popular massive open online courses with some four million registered students, along with a number of other leading MOOCs.

Dr. Oakley has adventured widely through her lifetime, with experiences that have broadened her understanding of team behavior in a variety of real-world situations. She rose from the ranks of Private to Captain in the U.S. Army, during which time she was recognized as a Distinguished Military Scholar. She also worked as a communications expert at the South Pole Station in Antarctica and has served as a Russian translator on board Soviet trawlers on the Bering Sea. Dr. Oakley is an elected Fellow of the American Institute for Medical and Biological Engineering and of the Institute of Electrical and Electronics Engineers and the American Institute for Medical and Biological Engineering.

Dr. Oakley has won numerous teaching awards, including the American Society of Engineering Education’s Chester F. Carlson Award for technical innovation in engineering education and the Institute of Electrical and Electronic Engineers William E. Sayle II Award for Achievement in Education. In 2021, she was selected as one of the “35 Highly Influential Women in Engineering Today” by [AcademicInfluence.com](https://academicinfluence.com).

PRESENTATIONS

THURSDAY, JUNE 2, 2022

11:15 AM - 12:00 PM

Professional Skills Development
SIMON 020

Learn How to Learn Math Concepts - Workshop Style
Mitsue Nakamura and Mary Jo Parker
University of Houston Downtown

Program Development
SIMON 022

Leveling Up - Using PLTL to address the impact of the pandemic on learning
Kimshi Hickman
University of Texas at Arlington

Workshop Development
SIMON 017

The Necessity of Simplicity: Mnemonics
Annalise Gonzales, Abigail Valles,
James Becvar, Geoffrey Saupe
The University of Texas at El Paso

1:30 PM - 2:00 PM

Professional Skills Development
SIMON 020

The Process of Facilitation
AE Dreyfuss
PLTLIS

(Continued through next session)

Program Development
SIMON 022

Forging New Alliances, Exploring New Training Models
Nadia Kennedy and Ariane Masuda
New York City College of Technology

Workshop Development
SIMON 017

Exploring Microbes: A Workshop for Non-Majors
Ellis Paulk and Jose Alberte
Florida International University

PRESENTATIONS & WORKSHOPS

THURSDAY, JUNE 2, 2022

2:15 PM – 2:45 PM

Professional Skills Development
SIMON 020

The Process of Facilitation
AE Dreyfuss
PLTLIS
(Continued through next session)

Program Development
SIMON 022

Leadership Opportunities in a Peer-Assisted Learning Program
Jennifer Lundmark, Brianna Davis, Polly Demyanchuk, Nathaniel Schultz, Mariah Taylor, Matthew Krauel, Vincent Pigno, and Corey Shanbrom
California State University at Sacramento

Workshop Development
SIMON 017

Employing the PLTL Philosophy in Study Skills Workshops in General Chemistry at Wash U
Megan Daschbach
Washington University in St. Louis

3:00 PM – 3:30 PM

Professional Skills Development
SIMON 020

The Process of Facilitation
AE Dreyfuss
PLTLIS
(Continued from last session)

Program Development
SIMON 022

Diversity, Inclusion and Well-being: A Holistic Approach to Peer Leader Training
Jay Schroeder and Jay Sriram
Washington University in St. Louis

Workshop Development
SIMON 017

Peer-Led Team Learning Analysis Through Bloom's Taxonomy
Rahel Bokretzion, Emily Alessandri, Andrea Garcia, Jacquelin Gutierrez, and Leslie Valdez
Dominican University

PRESENTATIONS & WORKSHOPS

THURSDAY, JUNE 2, 2022

3:45 PM – 4:15 PM

Professional Skills Development
SIMON 020

The Process of Facilitation
AE Dreyfuss
PLTLIS
(Continued from last session)

Professional Skills Development
SIMON 022

Professional Growth as a Peer Leader
Luis Duran and Ariana Ramirez
The University of Texas at El Paso

Professional Skills Development
SIMON 017

Developing Study Skills for Chemistry
Jeremiah DavisBell, Andrea Sarinana,
Geoffrey Saupe, and James Becvar
The University of Texas at El Paso

4:30 PM – 5:00 PM

Professional Skills Development
SIMON 020

Facilitating Learning Through Video Tutorials
Sergio Saucedo, Sofia Delgado,
James Becvar, Geoffrey Saupe, and Mahesh Narayan
The University of Texas at El Paso

Professional Skills Development
SIMON 022

**Peer Leading in Perspective: Why You Should
Consider Peer Leading in a Discipline
Other than Your Own**
Masiel Velarde,
James Becvar, and Geoffrey Saupe
The University of Texas at El Paso

Professional Skills Development
SIMON 017

**The Journey from Freshmen to Becoming Peer
Leaders**
Allison McKee, Nick Huynh, Taylor Newton,
and Azfar Vahidy
University of Houston Downtown

KEYNOTE SESSION

FRIDAY, JUNE 3, 2022

Developing a Sense of Belonging Among Group Members

While today's students are the most connected generation through social media, their feelings of aloneness have never been higher. Online learning has increased a sense of loneliness of students who crave real community. Overt and subtle forms of racism impede success for historically-underrepresented students. Small learning groups and their leaders have a unique opportunity to be on the frontlines of engagement by creating an inclusive learning environment so that all have a sense of belonging. Principles shared during this talk can also be applied to the classroom by faculty members as well.



DAVID ARENDALE, Ph.D., is an Associate Professor Emeritus in the Curriculum and Instruction Department at the University of Minnesota-Twin Cities (UMN) and Co-convenor of Colleagues of Color for Social Justice. At UMN, he led a team that developed the Peer Assisted Learning program for courses throughout the curriculum. Arendale investigates the history and best practices of peer assisted learning groups, equity programs, learning assistance, and academic interventions supporting

improved student achievement and persistence. For more than three decades, Arendale taught an introductory global history course which he embedded with best practices of peer learning groups and learning assistance to increase student engagement, acquiring learning strategies, and increasing academic achievement in the course. The course served as a laboratory for development of course-specific application of Universal Design for Learning.

At the University of Missouri-Kansas City, Arendale was National Project Director of Supplemental Instruction and guided dissemination and research. The Council of Learning Assistance and Developmental Education Associations inducted him as a Founding Fellow of the profession. Among his publications is *Access at the crossroads: Learning assistance in higher education* (Jossey-Bass). Current research and publications are available at www.arendale.org and his podcasts and social media are at www.davidmedia.org

PRESENTATIONS

FRIDAY, JUNE 3, 2022

11:30 AM - 12:15 PM

Professional Skills Development
SIMON 022

Inclusion Skills in Practice: PLTL Leadership
Mark Jareczek and Regina Frey
Washington University in St. Louis and University of
Utah

Program Development
SIMON 017

**Born in the USA - Exploring the PLTL Model in U.K.
Higher Education**
Lesley Howell and Redwan Shahid
Queen Mary University of London

Program Development
SIMON 020

UTEP PLTL Council
Paulina Torres, Diego Maldonado, Jeremiah DavisBell,
Brooke Dorsey, Luis Duran, Jonathan Tipó,
Alan Murgia, Geoffrey Saupe, and James Becvar
The University of Texas at El Paso

ALUMNI SPOTLIGHT

FRIDAY, JUNE 3, 2022

PLTL: Facilitating Individual, Community, and Societal Change

Purposeful peer facilitation is one of the key ingredients to a successful PLTL session. Learning to create space, nourish the aptitude of peers, and celebrate individual and group accomplishments is no small feat. Moreover, the success of interdisciplinary teams is often determined by their style of collaborative leadership. Join our valued alum as they describe the profound effect of purposeful peer facilitation on individual, community, and societal change.



ATHENADF SHERMAN, Ph.D. PHN, RN, CNE, (xe/they/she; First Gen) is an Assistant Professor at Nell Hodgson Woodruff School of Nursing at Emory University. Throughout their educational journey, Dr. Sherman spent many years as a PLTL leader at San Jose City College and later brought the PLTL model to San Jose State University where they ran the Tutoring Center through the Educational Opportunity Program. Sherman's research focuses on examining how complex systems of racism,

cisgenderism, and heterosexism influence health and health equity for racial, ethnic, sexual, and gender minoritized populations. Moreover, Sherman seeks to lift the voices of LGBTQI+ violence survivors and co-create a foundation of research to improve LGBTQI+ healthcare delivery, focused on the impacts of stigma on psychological distress among transgender and gender diverse people. Additionally, their educational research focuses on improving the inclusion of LGBTQI+ health content in nursing curricula locally and nationally. Sherman has a growing family and splits their time between a tenure track faculty appointment in Atlanta, Georgia, and a clinical practice in end-of-life care throughout the San Francisco Bay Area.

PRESENTATIONS & WORKSHOPS

FRIDAY, JUNE 3, 2022

2:15 PM – 2:45 PM

Professional Skills Development
SIMON 022

**The Benefits of Teamwork for First Semester
General Chemistry**
Andrea Sarinana, Andrea Granados Baca,
Geoffrey Saupe, and James Becvar
The University of Texas at El Paso

Program Development
SIMON 017

**Social Network Analysis (SNA) and PLTL:
Analyzing the Interactions in the
Peer Leader Community**
Jose Alberte
Florida International University

Program Development
SIMON 020

**Improving Peer-Led Team Learning and
Peer Leader Training Through COVID-19**
Nadia Mills and Meria Marcel-Lewis
University of the Virgin Islands

3:00 PM – 3:30 PM

Workshop Development
SIMON 022

**Battleship Among a Sea of
Compounds and Elements**
Madeline Olivas, Rene Aguilar,
James Becvar, and Geoffrey Saupe
The University of Texas at El Paso

Program Development
SIMON 017

Confidence in the Chemistry Workshop
Reagan Hudson, Rylyn Reyes, Sofia Delgado,
Milka Montes, and James Becvar
University of Texas Permian Basin
The University of Texas at El Paso

Program Development
SIMON 020

**We're All in the Same Boat: PLTL at
Washington University**
Lisa Kuehne, Jay Sriram, and Prasheil Mandava
Washington University in St. Louis

PRESENTATIONS & WORKSHOPS

FRIDAY, JUNE 3, 2022

3:45 PM – 4:15 PM

Workshop Development
SIMON 022

Explorations and Their Function in PLTL
Alan Murguia and Jonathan Tipó
The University of Texas at El Paso

Professional Skills Development
SIMON 017

**The Practice of Reflection: Being a Reflective
Member of the PLTL Community**
Jose Alberte
Florida International University
(Continued through next session)

Professional Skills Development
SIMON 020

**Developing Interpersonal Skills Through Peer-Led
Team Learning: An Exploration of the World**
Diego Fierro, Sofia Delgado, Jeremiah DavisBell,
Geoffrey Saupe, and James Becvar
The University of Texas at El Paso

4:30 PM – 5:00 PM

Workshop Development
SIMON 022

Intermolecular Forces Roulette
Sergio Saucedo, Sofia Delgado,
Geoffrey Saupe, James Becvar, and Mahesh Narayan
The University of Texas at El Paso

Professional Skills Development
SIMON 017

**The Practice of Reflection: Being a Reflective
Member of the PLTL Community**
Jose Alberte
Florida International University
(Continued from last session)

Workshop Development
SIMON 020

**Authoring PLTL Packets in General Chemistry
at Wash U**
Megan Daschbach
Washington University in St. Louis

FEATURED PRESENTATIONS

SATURDAY, JUNE 4, 2022

A Novel Video-Based Training Resource to Explore Challenges to Student Participation in PLTL Workshops

Peer-led Team Learning has been widely used in undergraduate STEM education for over two decades, however, a closer examination of the experiences of students in peer-led sessions reveals that social comparison concerns, lack of sense of belonging and other factors can act as barriers to student participation in groupwork, which in turn can limit a successful implementation of the PLTL model. At the University of Rochester, we are developing a video-based resource based on interactive theatre to help peer leaders recognize and mitigate barriers to student participation that can occur in PLTL Workshops. The student participation issues included in this resource have been identified in partnership with peer leaders and instructors at the University of Texas at El Paso (UTEP) and Rochester Institute of Technology (RIT).

*Presented by Maria Cecilia Barone, Joe Dinnocenzo, Robin Frye,
Karen Gilbert, Nicholas Hammond, Rachel Rimmel, and Kyle Trenshaw
University of Rochester*

From Zero to Zoom - Launching PLTL in a Pandemic

PLTL was launched at The University of Texas at Arlington in a pandemic and has rapidly grown to support six courses. This session will look at how this program is implementing the six critical components for a PLTL program. Hear our story and take part in process documentation in this interactive session and document your business processes.

*Presented by Kimshi Hickman, Catherine Unite, and Monica Franco
University of Texas at Arlington*

PRESENTATIONS & FOLLOW-UP DISCUSSIONS

SATURDAY, JUNE 4, 2022

11:00 AM - 11:30 AM

Professional Skills Development
SIMON 022

Handling Difficult Situations in a PLTL Workshop
Dina Abed, Meril Saied, Georgina Martinez,
Geoffrey Saupe, James Becvar
The University of Texas at El Paso

Workshop Development
SIMON 017

Factors, Multiples, and Prime Numbers
Meria Marcel-Lewis, Serena Shillingford,
Carissa George, Shamir Smith, and Nadia Mills
University of the Virgin Islands

Professional Skills Development
SIMON 020

**LTPLTL: Linking The Peer-Led Team
Learning Team**
Lisa Kuehne, Isabel Sangimino, and Nicholas Glass
Washington University in St. Louis

11:45 AM - 12:15 PM

Program Development
SIMON 022

Why Faculty Development Is Important
Ana Fraiman, AE Dreyfuss, and Chao Dong
Northeastern Illinois University, PLTLIS,
University of Texas Permian Basin

Program Development
SIMON 017

**Putting Into Action Ideas from David Arendale's
Workshop**
Facilitated by Sofia Delgado

Professional Skills Development
SIMON 020

**PLTLIS Research- Focus Group Session:
Peer Leader Self-Efficacy**
Jose Alberte
Florida International University

ACKNOWLEDGMENTS

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Amazing Peer Leaders

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Special thank you to the Moderators and you, the participants!

ACKNOWLEDGMENTS

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For more information:

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The Peer-Led Team Learning International Society was founded in September 2011 at Morehouse College, Atlanta, Georgia and incorporated in April 2012 in the state of Texas and is registered as a 501(c)(3) organization.