

2024

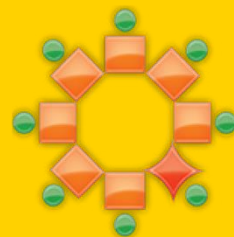
PLTLIS Twelfth Annual Conference: Program



Hosted by the
University of Rochester –
Rochester, New York



Peer-Led
Team Learning
International
Society



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

**PLTL IS: Inclusive, Engaging, and
Meaningful Learning**

Advocacy, Networking, Resources

WELCOME FROM DAVID FIGLIO

Provost, University of Rochester

Welcome to the University of Rochester and to the PLTL International Society's 12th Annual Conference. We are honored to have you here, and I know everyone is looking forward to coming together and discussing innovative ways to advance peer-led team learning at their institutions.

I am proud to say that PLTL is part of the culture at the University of Rochester. In fact, next year we will mark 30 years since the Department of Chemistry first introduced PLTL to our institution in our Organic Chemistry course. Since then, peer-led team learning has helped reshape undergraduate education and provided countless opportunities for students and instructors to build critical collaboration skills for leadership and teamwork.

The impact of peer-led team learning goes far beyond the classroom. It fosters real-life skills, promotes critical thinking, and builds a sense of community among students.

To me, the greatest strength of peer-led team learning is that it is not just a method; rather it's a philosophy that embodies the belief in the power of collaboration and shared knowledge. It recognizes that every individual has something valuable to contribute, and through peer-led interactions, we can unlock the full potential of each member.

I know that each of you will use this conference as an opportunity for us to learn from one another, to exchange best practices, and to explore new possibilities for enhancing the peer-led team learning experience. Through workshops, presentations, posters, and interactive sessions, I am certain that you will gain insights that will enrich your own practices and benefit all our students.

WELCOME FROM DAVID FIGLIO

Provost, University of Rochester

I encourage you all to actively participate, to share your experiences and insights, and to engage with one another in meaningful dialogue. Let us seize this opportunity to inspire each other, to challenge our assumptions, and to strive for excellence in peer-led team learning.

I would like to extend my deepest gratitude to the organizers, sponsors, and volunteers who have worked tirelessly to host this event at the University of Rochester. Your dedication and commitment are truly commendable.

Finally, I wish you all a productive and enriching conference experience. May you leave here with new ideas, new connections, and renewed enthusiasm for peer-led team learning.

Sincerely,



David Figlio, Ph.D.
Provost, University of Rochester

David Figlio is the University of Rochester's Provost and Gordon Fyfe Professor of Economics and Education. He began his role at the University in July of 2022. Figlio is an internationally recognized economist and educational leader whose interdisciplinary research spans educational, public, and social policy, including the link between health and education.

WELCOME TO THE TWELFTH ANNUAL CONFERENCE, PLTL PRACTITIONERS!

It is my great pleasure to welcome you to the 12th Annual Conference of the Peer-Led Team Learning International Society. Our annual conference premieres work in peer-led learning from institutions around the world. This year's meeting is being hosted by the University of Rochester in the fourth-most populated city in New York under the leadership of Cecilia Barone (Conference Chair) and the Rochester team (Nicholas Hammond, Jihan Ayesch, Robin Frye, Alissa Salem, Christina Schmidt, Rachel Theisen, and Kyle Trenshaw). The organizing committee has developed an exciting interdisciplinary program.

Our theme for our 2024 conference is *PLTLIS IS: Inclusive, Engaging and Meaningful Learning*. You will enjoy oral presentations, workshops and poster sessions from practitioners and researchers, including faculty, learning specialists, administrators, peer leaders, and researchers. You will have the opportunity to engage in active learning whether attending in-person or virtually.

We are fortunate to have the expertise of practitioners around the globe and please prepare to engage with these colleagues throughout the conference! PLTLIS has showcased techniques and strategies for peer-led learning throughout the past year in our *Advances in Peer-Led Learning* journal (APPL) and our PLTLIS Newsletter and our conference will be an extension of the sharing of research, best practices, and advances for our field.

Our conference is known for its friendly, collegial atmosphere and I look forward to you connecting with others as we explore "Inclusive, Engaging, and Meaningful" learning. From our keynote speakers Sarah Rose Cavanagh and Tricia Shalka to our presentations, posters, and campus tour, this year's conference has something for everyone including a join in-person and virtual networking discussion for peer leaders.



Enjoy a great conference,

Kimshi Hickman, EdD
President, PLTLIS

CONFERENCE INFORMATION

Tips For a Great Conference Experience

PLTLIS is committed to providing a safe, productive, and welcoming environment for all meeting participants regardless of the format in which they will be joining the conference. Your participation in promoting such an environment is essential, and you can do so in the following ways:

For In-person Participants

- ✓ Ensuring that any personal electronic device is turned to silent mode or set to vibrate
- ✓ Joining the University of Rochester guest wi-fi network:
“UR_RC_Guest”
- ✓ 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

For Virtual Participants

- ✓ **Ensuring you have access to Zoom prior to the conference**
- ✓ **Disabling any AI companions in your Zoom settings before attending:** <https://community.zoom.com/t5/Zoom-AI-Companion/How-to-completely-disable-all-AI-features-in-Zoom-meetings/m-p/150224>
- ✓ **Joining each Zoom meeting 10 minutes before the presentation start time so that you can be admitted from the waiting room in a timely manner**
- ✓ Turning on your camera (if able) to create engagement with the presenter and other participants
- ✓ Contributing to discussion in the Zoom chat or by unmuting your microphone (if able)
- ✓ Staying in a Zoom meeting once the presentation has started
- ✓ If you choose to leave a Zoom meeting, know that there may be some minor delay in being admitted to a second one depending on the ongoing presentation

CONFERENCE INFORMATION

The conference organizers, including Zoom techs, discussion facilitators, WhoVa monitors, and a floating venue AV assistant, will be working on the technical aspects of conducting a conference in hybrid format and can assist you when you experience technical difficulties of any kind (see the “Who’s Who – Hybrid Conference Staff” section below).

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 conference organizers 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 in-person 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 sdelga7701@gmail.com.

CONFERENCE INFORMATION

Who's Who – Hybrid Conference Staff

There are four types of hybrid conference staff available to assist you during your virtual experiences with PLTLIS:

- Venue AV Assistant – a staff member from U of R's Events and Classroom Management department who can assist with audiovisual troubleshooting in physical spaces around campus.
 - Authors/Presenters can ask for assistance with sound/presentation view issues during sessions or with laptop issues when using a UR-supplied laptop during a session.
 - Find in-person: check Douglass 404 (tech home base)
 - Contact via email: ecm@rochester.edu
 - Contact via phone:
 - Main phone line: (585) 276-5757
 - Technology support line: (585) 275-9014
- Zoom Tech – a PLTLIS conference staff member who can assist with Zoom tech issues during a session, regardless of the laptop being used to present.
 - Authors/Presenters/Participants can ask for assistance with recording their sessions, fielding questions from Zoom chat, and making sure that everyone is able to get into the session who would like to join via Zoom.
 - Linh Tran – ltran18@u.rochester.edu
 - Maria Rojas-Tawil – mrojasta@u.rochester.edu
 - Robert Ke – lke3@u.rochester.edu

CONFERENCE INFORMATION

- [Optional] Discussion Facilitator – a PLTLIS conference staff member who has been assigned to facilitate hybrid discussions with in-person attendees (if the presenters are joining virtually) or with Zoom attendees (if the presenters are joining in-person) during the session.
 - Authors/Presenters can request this type of assistance during registration or prior to the conference in order to be assigned a Discussion Facilitator.
 - An author/presenter can fill this role if more than one of the authors/presenters is attending the conference.
 - PLTLIS-assigned Discussion Facilitators include:
 - Cecilia Barone – mbarone@ur.rochester.edu
 - Christina Schmidt – cschmid9@ur.rochester.edu
 - Kyle Trenshaw – kyle.trenshaw@rochester.edu
 - Lisa Kuehne – lmkuehne@wustl.edu
- Whova Monitor – a PLTLIS conference staff member who can assist with Whova troubleshooting and access.
 - Authors/Presenters/Participants can ask for assistance with accessing the Whova app, accessing sessions virtually through Zoom, engaging with Whova content (e.g., discussions, organizing meet-ups, etc.), and building their conference agendas.
 - Whova Monitors include:
 - Allison McKee – allison.amm16@gmail.com
 - Sofia Delgado – sdelga7701@gmail.com

CONFERENCE INFORMATION

Share Your Conference Experience

We are excited to see what you will learn during your time at the twelfth annual conference! To share your experience beyond the Whova app, and to see what others are up to, post with the hashtags #PLTLIS2024 and #PLTL. Be sure to follow us on Facebook, Instagram, and LinkedIn!

Facebook: Peer-Led Team Learning Society

Instagram: @pl_tl_is

LinkedIn: Peer-Led Team Learning International Society

Using the WHOVA Platform

The hybrid conference will be facilitated using the Whova app. “Where can I find the agenda?” “Am I in the right room/Zoom meeting?” “Where can I network?” Thanks to Whova, you won’t need to worry about these issues because they will all be available in one place. Hybrid presentations, networking, and direct messaging are all possible by using the Whova app. Conference registrants will be sent an email invitation from Sofia Delgado (event-noreply@whova.io) to join the Whova app prior to the conference with the subject line “Ready for PLTLIS Annual Meeting 2024 Download the Whova App.” Use the information in the email to set up and access the Whova web browser and/or mobile app. In particular, we recommend using the Whova app to enrich your conference experience by:

- ✓ Ensuring that you have access to the app prior to the conference
- ✓ Engaging in discussion and sharing resources using the discussion topics feature
- ✓ Building your conference schedule in the app so that presenters can get an idea of how many participants to expect, and you can have a roadmap of your conference experience.

CONFERENCE INFORMATION

Presenting Your Work

In order to ensure that presenters are able to effectively share their work with both in-person and virtual audiences, please consider the following guidelines as you prepare for your presentation at the conference:

- ✓ **Bring a digital copy on a flash drive of any paper handouts that you plan to use** for in-person participants so that virtual participants can also view/use the handout
- ✓ If using your personal device to present during your session, **MUTE your device's audio prior to joining the Zoom meeting** for the session and **do NOT unmute either your device's audio or your Zoom audio** at any time after joining the Zoom meeting – all audio will be routed through the conference-supplied laptop and AV system by the Zoom tech in the room to ensure quality recordings and to limit audio issues for all participants
- ✓ If you plan to transfer your presentation to the conference-supplied laptop available in the session room, **please bring your presentation on a flash drive. Delays may result** when you email it to yourself, or expect to download it from a personal Google Drive or other cloud storage system, or have difficulties logging in at the conference
- ✓ **Repeat any question from participants verbally** or put them into the Zoom chat before answering them so that all participants will know what was asked in case they did not hear it.

CONFERENCE INFORMATION

Regardless of the format of your presentation, the existing tech setup in all conference sessions is designed to pick up audio from anywhere in the room and transmit audio effectively through Zoom. **For presentations in the Feldman Ballroom**, microphones will be available for in-person participants and presenters to transmit audio to virtual participants; presenters should be prepared to speak into a microphone at all times and to manage microphone sharing with participants during any audience engagement. **For presentations in Douglass 401 and 403**, presenters are able to move around the room freely as they present without holding a microphone or being near a device; there is no need to stand in any particular location during your presentation or to manage any microphone sharing in these two rooms. If you have any questions about these setups or the capabilities included in your assigned session room, the hybrid conference staff will be available at the registration table and/or our tech home base (Douglass 404) during the conference to assist (as described in the “Who’s Who – Hybrid Conference Staff” section above).


Oral Presentations and Workshops

Presenters have two non-poster options for presenting their work: oral presentations and workshops. The session format for oral presentations is 30 minutes (20 minutes presentation, 10 minutes Q&A), while workshops have been scheduled for 60 to 120 minutes based on presenter requests during abstract submission. Regardless of your session format, there is a dedicated time on **Thursday, May 30th, from 12 to 1:30 PM** during which you can find your session room, meet your room’s Zoom tech, check the tech setup, upload your presentation and/or handouts from your flash drive (if you plan to use the conference-supplied laptop), practice joining the Zoom meeting and sharing your presentation and/or handouts, and generally get a feel for the environment so you can go into your session prepared and confident.

CONFERENCE INFORMATION

Steps to Practice on May 30th: Using Your Personal Device

If you will be using your personal device during the conference, please practice the following steps with your room's assigned Zoom tech during the dedicated time on May 30th:

1. Opening your presentation and/or handouts on your device
2. Uploading your handouts to the conference-supplied laptop from your personal flash drive
3. Muting your device's audio

4. Joining the Zoom meeting for your assigned session via Whova
5. Familiarizing yourself with how the Zoom meeting appears on your device
6. Muting your Zoom microphone audio if it is unmuted when you join
7. Renaming yourself to “[your name and pronouns] - Presenter” in the Zoom meeting
8. Sharing your presentation and/or handouts

CONFERENCE INFORMATION

Steps to Practice on May 30th: Using the Conference-Supplied Laptop

If you will be uploading your presentation and/or handouts to the conference-supplied laptop and presenting with that device, please practice the following steps with your room's assigned Zoom tech during the dedicated time on May 30th:

1. Uploading your presentation and/or handouts to the conference-supplied laptop from your personal flash drive
2. Familiarizing yourself with how the Zoom meeting appears on the laptop
3. Renaming yourself to “[your name and pronouns] - Presenter” in the Zoom meeting
4. Sharing your presentation and/or handouts
5. Coordinating with the Zoom tech on monitoring the Zoom chat and how to arrange the screen in order to do so effectively
 - a. The Zoom tech has been trained to monitor the Zoom chat for you during your presentation so that you can focus on presenting; however, if you prefer to monitor the Zoom chat yourself, they are also trained to support you in that process and will step back in that case once you share your preference with them

CONFERENCE INFORMATION

If you have requested a discussion facilitator or one of your co-authors will fill this role, they will be able to join the Zoom meeting using computers provided in our tech home base (Douglass 404). If your co-author will fill this role, they can also use their personal device if preferred. All discussion facilitators will receive additional instructions on how to effectively serve in their role during the conference. Please note that in order to be effective in their role, **they need to be briefed by you on the timing, duration, and nature of the discussion/small-group activity they will be facilitating BEFORE the session in which it occurs**. This briefing is especially important if your discussion facilitator is a PLTLIS conference staff member instead of a co-author.

If your discussion facilitator will be a PLTLIS conference staff member, **please email a complete set of instructions (including the timing, duration, and content/goals/structure) for the discussion/small-group activity they will be facilitating to learning@rochester.edu no later than Monday, May 27th**, using “PLTLIS Conference - Activity Instructions” in the subject line of the email. Please include your name and the title of your presentation in the body of the email to avoid any ambiguity in case you will be participating in more than one presentation.

CONFERENCE INFORMATION

Poster Presentations

The third format in which to share your work is via a poster **during the evening reception on Friday, May 31st**. At 5:30 PM, the reception will begin with opening remarks, and the poster presentation will begin directly after those remarks conclude. The reception ends formally at 7:30 PM, and poster presenters should be prepared to be available near their posters for the duration so that they can engage in conversation and networking around their work.

Easels and posterboard will be provided and will be available at the reception site (Feldman Ballroom) by 5 PM on Friday, May 31st. **Poster presenters are expected to set up their posters between 5 and 5:30 PM prior to the opening remarks of the reception**. Posters should ideally be **36 inches (3 feet) vertically by 48 inches (4 feet) horizontally** to match the proportions of the posterboards that will be available. Conference organizers cannot provide printing facilities, so poster presenters are expected to **bring a physical copy of the poster** with them to the conference.

What Happens After I'm Done Presenting?

Engage with the conference as you like! All presentations will be offered in a hybrid format, so whether you are attending in-person or virtually, you can access the work of all of the other presenters included in the conference. There is a variety of content for you to enjoy, from the keynote speakers to the panels to the presentations to the discussion topics in Whova. You can network with your colleagues and peers, see the sights in Rochester, and make new Peer-Led Team Learning memories! However you choose to spend your time at the conference, know that you are meeting people who care deeply about student learning and can be connections you keep for a lifetime in your quest for knowledge!

Just attended a presentation that you enjoyed? Remember that you can reach out to other participants/presenters using the Direct Messaging feature in Whova to set up a dinner or meeting to continue the conversation! Look over the conference agenda in Whova to find what interests you so that you can take full advantage of this opportunity to grow and learn!

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, May 29, 2024 – Dewey 1-154

1:00 PM – 1:45 PM **Introduction to the PLTL Model (Part 1)**
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.

2:00 PM – 3:15 PM **Introduction to the PLTL Model (Part 2)**
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.

3:30 PM – 5:00 PM **Introduction to the PLTL Model (Part 3)**
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.

Facilitators

M. Cecilia Barone, University of Rochester
Sally Faulkner, Queen Mary University London
Robin Frye, University of Rochester
Hector Leal, University of Texas Rio Grande Valley
Tony Michael, Queen Mary University London
Milka Montes, University of Texas Permian Basin
Sofia Delgado, Yale University
Jessica Gonzalez, Christina Hamilton, Taylor Newton
Peer Leaders, University of Houston Downtown

PROGRAM OVERVIEW

Day One

Thursday, May 30, 2024

9:00 AM – 9:30 AM

Douglass Commons
Feldman Ballroom

Welcoming Remarks

Kimshi Hickman, President, PLTLIS
M. Cecilia Barone, Kyle Trenshaw, UR
David Figlio, Provost, UR

9:30 AM – 11:00 AM

Douglass Commons
Feldman Ballroom

Introduction of Speaker

M. Cecilia Barone and Nicholas Hammond, UR

Keynote Presentations

Energizing Peer Leading and Learning with
Compassionate Challenge

Presenter: Sarah Rose Cavanagh

11:15 AM – 12:00 PM

Douglass Commons
Feldman Ballroom

Discussion of Keynote Session

The Learning Center, UR

12:15 PM – 1:15 PM

Douglass Commons
Feldman Ballroom

Lunch

Tabling Event with the Arts, Science and
Engineering Office of Graduate Education

1:30 PM – 2:45 PM

Douglass Commons
Feldman Ballroom, 401, 403

Oral Presentations & Workshops – Session A

See presentation schedule for details

3:00 PM – 5:00 PM

Douglass Commons
Feldman Ballroom, 401, 403

Oral Presentations & Workshops – Session B

See presentation schedule for details

5:00 PM – 5:30 PM

Douglass Commons
Feldman Ballroom

Joint In-Person and Virtual Networking/Discussion for Peer Leaders

Facilitators: Sofia Delgado and Allison McKee

PROGRAM OVERVIEW

Day Two

Friday, May 31, 2024

9:00 AM – 9:15 AM
Douglass Commons
Feldman Ballroom

Opening Remarks
M. Cecilia Barone, UR

9:15 AM – 10:30 AM
Douglass Commons
Feldman Ballroom

Introduction of Speaker
Jihan Ayesh and M. Cecilia Barone, UR
Keynote Presentation
Creating Trauma-Informed Learning Environments
to Support Students' Success
Speaker
Tricia Shalka

10:45 AM – 12:15 PM
Douglass Commons
Feldman Ballroom, 401, 403

Oral Presentations & Workshops – Session A
See presentation schedule for details

12:30 PM – 1:45 PM
Douglass Commons
Feldman Ballroom

Lunch

2:00 PM – 3:30 PM
Douglass Commons
Feldman Ballroom

Oral Presentations & Workshops – Session B
See presentation schedule for details

3:45 PM – 5:15 PM
Douglass Commons
Feldman Ballroom

Panel Presentation
PLTL in the Disciplines
Convenor
Robin Frye, UR

5:30 PM – 7:30 PM
Douglass Commons
Feldman Ballroom

Reception & Poster Presentations
Welcoming Remarks
Dean Jeffrey Runner, UR
Highlighting the PLTL Programs
at University of Rochester
Honoring the Contributions of
Vicki Roth and Terry Platt

PROGRAM OVERVIEW

Day Three

Saturday, June 1, 2024

9:15 AM – 9:30 AM
Douglass Commons
Feldman Ballroom

Opening Remarks

Milka Montes, PLTLIS Past President

9:30 AM – 10:45 AM
Douglass Commons
Feldman Ballroom

Panel Presentation

An Administrative Perspective on Institutional PLTL Value

Convenor

Kimshi Hickman, PLTLIS President

11:00 AM – 12:15 PM
Douglass Commons
Feldman Ballroom

Oral Presentations & Workshops

12:15 PM – 12:30 PM
Douglass Commons
Feldman Ballroom

Closing Remarks

12:30 PM – 1:15 PM
Douglass Commons
Feldman Ballroom

Lunch

1:30 PM – 5:30 PM
The Learning Center
Dewey 1-160B

Meeting of the Board of Directors

Peer-Led Team Learning International Society

KEYNOTE PRESENTATION

Thursday, May 30, 2024

Energizing Peer Leading and Learning with Compassionate Challenge

When people are asked to tell a story about their favorite teacher in their educational journey, they nearly always describe an instructor or coach who was warm, funny, empathetic... But who also challenged them to rise to high expectations of effort and success. We know from motivation research that the best goals are those that are specific and difficult, as setting a low bar for oneself can be enervating rather than energizing. How can we create learning environments that encourage students to set challenging goals for themselves, that mobilize energy and stimulate creativity, while also being compassionate and flexible regarding the many difficulties students face? In this interactive keynote, Sarah Rose Cavanagh will present research and food for thought based on her most recent book on creating learning environments of compassionate challenge, ending on practical tips for teaching self-determined seekers of knowledge.



SARAH ROSE CAVANAGH is the Senior Associate Director for Teaching and Learning in the Center for Faculty Excellence at Simmons University, where she also teaches in the Psychology Department as an Associate Professor of Practice. Before joining Simmons, she was an Associate Professor of psychology and neuroscience (tenured) at Assumption University, where she also served in the D'Amour Center for Teaching Excellence as Associate Director for Grants and Research. Sarah's research considers the

interplay of emotions, motivation, learning, and quality of life. Her most recent research project, funded by the National Science Foundation, convenes a network of scholars to develop teaching practices aimed at greater effectiveness and equity in undergraduate biology education. She is author of four books, including *The Spark of Learning: Energizing the College Classroom with the Science of Emotion* (2016) and upcoming *Mind Over Monsters: Supporting Youth Mental Health with Compassionate Challenge* (2023). She gives keynote addresses and workshops at a variety of colleges and regional conferences, blogs for *Psychology Today*, and writes essays for venues like Literary Hub and *The Chronicle of Higher Education*. She's also on BlueSky too much, at @SaRoseCav.

PRESENTATIONS

Thursday, May 30, 2024

1:30 PM – 2:45 PM

1:30 PM – 2:00 PM

Douglass Commons
Feldman Ballroom

Breaking Barriers: PLTL's Role in Equitable Education

for Students of All Backgrounds

Sally Faulkner and Anthony Michael
Queen Mary University of London

Track: Implementation and Evaluation of PLTL

1:30 PM – 2:30 PM

Douglass 401

Program Structures That Optimize Workplace Skills Development

Jennifer Lundmark, Julianna Davison, Victoria Mosley, and Emma Taylor
California State University, Sacramento

Track: Peer Leader Preparation

1:30 PM – 2:30 PM

Douglass 403

An Introduction to Phylogenetics: Facilitation Strategies to Assist in Student Learning of Complex Biology Topics

Erin O'Brien, Ethan Leach, Makenna Barcklay, Calvin Zhang, Madeline French
Ohio State University

Track: The Peer Leader's Perspective: Peer Leaders' Contributions & Professional Development

2:00 PM - 2:30 PM

Douglass Commons
Feldman Ballroom

Comparative Analysis of Embedded and Self-Selected PLTL Sessions: Assessing Traditional Model Adherence Across Diverse Settings

Monica Franco and Catherine Unite
University of Texas at Arlington

Track: Implementation and Evaluation of PLTL

PRESENTATIONS

Thursday, May 30, 2024

3:00 PM – 4:00 PM

3:00 PM – 3:30 PM

Douglass Commons
Feldman Ballroom

Institutionalizing Sustainable Peer-Led Team Learning for Fostering Academic Excellence in a University in the Caribbean

Novelette Sadler-McKnight

The University of the West Indies, Mona, Jamaica

Track: Implementation and Evaluation of PLTL

3:00 PM – 4:00 PM

Douglass 403

Importance of Understanding Your Students' Body Language

Ashleigh Min, Nadia Ponce, Asher Min, James Becvar, and Geoffrey Saupe

University of Texas at El Paso

Track: The Peer Leader's Perspective: Peer Leaders' Contributions & Professional Development

3:00 PM – 5:00 PM

Douglass 401

The "Team Learning in Action" Project: A Peer Leader Training Resource for Inclusive and Engaged PLTL Workshop

M. Cecilia Barone, Joseph Dinnocenzo, Madison Burt, Robin Frye, Nicholas Hammond, Kyle Trenshaw, Jihan Ayesh

University of Rochester

James Becvar, Georgina Bugarini, Paulina Trevino

University of Texas at El Paso

Track: Peer Leader Preparation

3:30 PM – 4:00 PM

Douglass Commons
Feldman Ballroom

Workshops are Not Just for the Needy: Mandatory vs.

Optional Workshops

Sophia Borrego, Asher Min, James Becvar and Geoffrey Saupe

University of Texas at El Paso

Track: Implementation and Evaluation of PLTL

PRESENTATIONS

Thursday, May 30, 2024

4:00 PM – 5:00 PM

4:00 PM – 4:30 PM

Douglass Commons
Feldman Ballroom

How do you know if your program is working?

Corey Shanbrom

California State University, Sacramento

Track: Implementation and Evaluation of PLTL

4:00 PM – 4:30 PM

Douglass 403

The Neuroplasticity of Workshop Networking

Angelina Kang, Paulina Luna, James Becvar

University of Texas at El Paso

Track: The Peer Leader's Perspective: Peer Leaders' Contributions & Professional Development

4:30 PM – 5:00 PM

Douglass Commons
Feldman Ballroom

**Rebuilding Year: Lessons Learned by a New Team
in a Long-Established Program**

Andrew Collings

Washington University in St. Louis

Track: Implementation and Evaluation of PLTL

4:30 PM – 5:00 PM

Douglass 403

Horizontal Mentorship: The Impact of Peers on the Future

Kista Franco, Robert Funderburg

University of Texas Permian Basin

Track: The Peer Leader's Perspective: Peer Leaders' Contributions & Professional Development

KEYNOTE PRESENTATION

Friday, May 31, 2024

Creating Trauma-Informed Learning Environments to Support Students' Success

Dr. Tricia Shalka will present her research about what it's like to be a college student experiencing trauma. Specifically, she will explore how experiences of trauma in college create deeply embodied and affective moments of both struggle and resilience in terms of how students navigate their learning environments through the lens of threats to safety and integrity. This session will highlight tangible strategies that will help guide peer leaders, PLTL faculty, and staff in being good supports for college students who have experienced trauma.



TRICIA SHALKA is an associate professor of higher education at the University of Rochester's Warner School of Education & Human Development and the author of the recent book, *Cultivating Trauma-Informed Practice in Student Affairs* (Routledge). Dr. Shalka's research primarily investigates the impacts of traumatic experience(s) on college students, particularly in terms of identity development, relationships, and navigating campus environments. Her scholarship also explores how trauma-informed practices can

inform the work of both administrators and faculty in higher education. Dr. Shalka's research has appeared in some of the top journals in higher education and she has won several awards for her research and teaching. Prior to becoming a faculty member, Dr. Shalka spent several years working in higher education administration in areas such as residential life, fraternity and sorority life, institutional assessment, and development and alumni relations. Dr. Shalka holds a Ph.D. from the Ohio State University, a MA from the University of Maryland, and a BA from Dartmouth College.

PRESENTATIONS & WORKSHOPS

Friday, May 31, 2024

10:45 AM – 12:15 PM

10:45 AM – 11:15 AM

Douglass Commons
Feldman Ballroom

**How Creating Explorations for Workshops Benefits
Peer Leaders**

Anthony Aragon, Asher Min, Christina Valtierra,
Christopher J. Trejo, James Becvar, Geoffrey Saupe
University of Texas at El Paso

**Track: The Peer Leader's Perspective: Peer Leaders'
Contributions & Professional Development**

10:45 AM – 11:45 AM

Douglass 401

**Practical and Inclusive Techniques for
Student Group Sorting**

Matthew Kummer
Washington University in St. Louis

Track: Implementation and Evaluation of PLTL

10:45 AM – 11:15 AM

Douglass 403

**Values in Practice: Scenario-Based Learning for
Academic Honesty Training for Peer Educators**

Emma Rarich
University of Rochester

Track: Peer Leader Preparation

11:15 AM – 11:45 AM

Douglass Commons
Feldman Ballroom

**Using the Scholarship of Teaching and Learning to
Inform Peer Leaders' Practice**

M. Cecilia Barone, Kyle Trenshaw, Gulsinam Akhmadzhanova,
Maveline Nguyen, Franklin Troyer
University of Rochester

Track: Peer Leader Preparation

11:15 AM – 12:15 PM

Douglass 403

**Cultivating Emotional Vulnerability and
Community in PLTL**

Vincent Pigno, Navid Akhavan, Jaeanna Hill, Kevin Salimo
California State University, Sacramento

Track: Peer Leader Preparation

PRESENTATIONS & WORKSHOPS

Friday, May 31, 2024

11:45 AM – 12:15 PM

11:45 AM – 12:15 PM

**Douglass Commons
Feldman Ballroom**

**Evaluating Student Perceptions of Peer-led Team
Learning (PLTL) After Integration into Introductory
Biology Courses**

Erin O'Brien, Makenna Barcklay, Amy Kulesza
Ohio State University

Track: Implementation and Evaluation of PLTL

11:45 AM – 12:15 PM

Douglass 401

Stems From Here
Xuke (Christina) Wang
University of Rochester

**Track: The Peer Leader's Perspective: Peer Leaders'
Contributions & Professional Development**

PRESENTATIONS & WORKSHOPS

Friday, May 31, 2024

2:00 PM – 3:30 PM

2:00 PM – 2:30 PM
Douglass Commons
Feldman Ballroom

Sharing Best Practices: Feedback Mechanisms for Peer Leader Development
Riddhishree Badhan, Samantha Evanoff, Jonathan Fascetti,
Irene Wang, Jack McGuire
Washington University in St. Louis
Track: Peer Leader Preparation

2:00 PM – 3:00 PM
Douglass 401

Leveraging AI for Enhanced Productivity: Assisting with Peer-Led Team Learning (PLTL) and Administrative Tasks
Kimshi Hickman
University of Texas at Arlington
Track: Special Interest Topics, Artificial Intelligence

2:30 PM – 3:00 PM
Douglass Commons
Feldman Ballroom

Taking Good Notes Leads to Good Learning
Samantha Zepeda and Rene Aguilar
University of Texas at El Paso
Track: The Peer Leader's Perspective: Peer Leaders' Contributions & Professional Development

2:30 PM – 3:00 PM
Douglass 403

Leaders Like Me: BIOL 110 Work-in-Progress
Kyle Trenshaw, Mesha Ajaz
University of Rochester, University of Toronto
Track: Implementation and Evaluation of PLTL

3:00 PM – 3:30 PM
Douglass Commons
Feldman Ballroom

Proposing the API (Active Peer Interaction) Index
Aaron Rivas-Simental, Anjolie Miranda, Emily Zamora,
James Becvar, Mahesh Narayan, and Geoffrey Saupe
The University of Texas at El Paso
Track: The Peer Leader's Perspective: Peer Leaders' Contributions & Professional Development

3:00 PM – 3:30 PM
Douglass 401

Assessing the Impact of Large Language Models on PLTL Workshops Through Self-Perceptions at an R1 Research University
Rajneet Saini
University of Rochester
Track: Special Interest Topics, Artificial Intelligence

3:00 PM – 3:30 PM
Douglass 403

A Closer Look at Belonging: Exploring Motivation, Value, and Suggestions for Improvement From 3 Semesters of Narrative Data from Black, Hispanic, Asian and White Student Participants in Peer-led Disciplinary Workshops
Celia Evans, Ryan Sauve, Lisa Schneider-Bentley
Cornell University
Track: Implementation and Evaluation of PLTL

PANEL PRESENTATION

Friday, May 31, 2024

PLTL in the Disciplines

The panelists will explore the application of Peer-Led Team Learning (PLTL) within their respective disciplines, detailing adaptations made to accommodate the unique requirements of their course and programs. The initial 45 minutes will feature a structured Q&A session, addressing pre-determined questions. For the remaining 30 minutes, panelists will engage in individual or small group discussions during a tabling segment of the event. This informal portion will allow interested participants to interact directly with panelists, delving deeper into the specifics of implementing the PLTL model in their courses and disciplines.



JULIE BENTLEY, PH.D. is a Professor at The Institute of Optics, University of Rochester and has been teaching undergraduate and graduate level courses in geometrical optics, optical design, and product design for more than 25 years. She is also currently the president of an optical design consulting business, Bentley Optical Design, designing lens systems for a wide variety of applications, including medical devices, visible and infrared military optics, AR/VR systems, and other consumer optics. She has used PLTL in an Optics course for more than a decade. She received her B.S., M.S., and PhD in Optics from The Institute of Optics.



BENJAMIN HAFENSTEINER, PH.D. is an Associate Professor of Instruction in the Chemistry Department at the University of Rochester where he regularly teaches Organic Chemistry and General Chemistry using the PLTL Workshop model. He received his Ph.D. from the Scripps Research Institute in 2008. His research interests include Chemical Education, total synthesis of natural products, organic synthesis and cascade reactions. Dr. Hafensteiner attended the University of Rochester as an undergraduate and was himself a PLTL Workshop leader for Organic Chemistry under the tutelage of Prof. Jack Kampmeier.

PANEL PRESENTATION

Friday, May 31, 2024



RAVI MANTENA, PH.D. is a Clinical Professor at the Simon Business School at the University of Rochester where he serves as the Faculty Director for the MBA programs. In this role, he oversees Simon's Full-time, Professional, and Executive MBA programs. He teaches various analytics and digital strategy courses in these programs. His research interests are in the economics of digital and information-rich products. Professor Mantena has been using the PLTL Workshop model in his Business Modeling course with full-time MBAs since 2009.



ADAM PURTEE, PH.D. earned his doctorate in Computer Science at the University of Rochester in 2018. He is currently an Associate Professor of Instruction and teaches Introduction to Computer Science, Computer Networks, Machine Learning and AI. Adam has been using the PLTL Workshop model in his first year Introduction to Computer Science course for majors since starting at the University of Rochester in the fall of 2018.

RECEPTION

Friday, May 31, 2024

Welcoming Remarks



JEFFREY RUNNER, PH.D. is Dean of the College and Vice Provost and University Dean for Undergraduate Education since 2021. Jeff has been teaching at the University of Rochester, Rochester, New York, since 1994 and has been a champion of using the PLTL model in course instruction, having brought PLTL Workshops to the Department of Linguistics in 2012. Jeff is a professor of linguistics and in 2014 was appointed chair of the department. He became dean of the College in 2017 and Vice Provost and University Dean for Undergraduate Education in 2021 and is currently responsible for 14 offices and centers that focus on

areas including academics, research, undergraduate support and advising, and diversity. Jeff's research focuses on syntax—the study of the sentence structure in the world's languages—and his lab uses visual world eye-tracking and other experimental methodologies to examine how sentence structure affects meaning. Jeff's research focuses on syntax—the study of the sentence structure in the world's languages. In 2006, he received the Goergen Award for Excellence in Undergraduate Teaching. Jeff received a Ph.D. in linguistics from the University of Massachusetts, Amherst, and a bachelor's degree in linguistics from the University of California, Santa Cruz.

PANEL PRESENTATION

Saturday, June 1, 2024

An Administrative Perspective on Institutional PLTL Value

A panel of administrators will discuss the value (and challenges) of the PLTL model at their institutions (e.g., faculty support, student learning, retention, persistence, ROI, etc.) and how they message that value to Chairs, faculty, staff, students, and other stakeholders. Funding issues and requirements, assessment needs, and pain points from the ‘upper admin’ perspective will be explored: What are the campus culture effects? How are the six critical components of PLTL sustained from an upper administration perspective? What incentives should there be for faculty to be involved in using this model? Come join us for insights on the large-scale impacts of PLTL at our institutions.



TONY MICHAEL, PH.D. is Deputy Vice-Principal, and currently Acting Vice-Principal, for Education at Queen Mary University of London, U.K. where he co-leads on Queen Mary’s 2030 Strategy: “Opening the Doors of Opportunity.” Tony is a Professor of Reproductive Biology and former Dean for Education in the Faculty of Science & Engineering. As the university’s academic champion for PLTL, Tony chairs the PLTL Advisory Board, encouraging colleagues at QMUL to develop PLTL as a component of the university’s “Active Curriculum for Excellence” (ACE) pedagogy. He has held a seat on the PLTLIS Board of Directors since 2022 and is currently President-Elect of the Society.



MARY JO PARKER, ED.D., is a first-generation, Hispanic, and faculty member in the Natural Sciences at University of Houston-Downtown, a federally designated Hispanic-serving and Minority-serving institution. She also is the Executive Director of the Scholars Academy, an academic unit supporting STEM majors. She has been in higher education at Rice University’s Center for Science and Technology and 14 years with UHD. She currently is Principal Investigator (PI) on several active federal and state awards involving mentored research, workforce development, and bridge programs for precollege students totaling \$1.8 M. As part of the

grant awards, Dr. Parker believes strongly in the power of PLTL training and has written this into each of her grant proposals, thereby assisting the PLTL emphasis at UHD.

PANEL PRESENTATION

Saturday, June 1, 2024



JEFFREY RUNNER, PH.D. is Dean of the College and Vice Provost and University Dean for Undergraduate Education since 2021. Jeff has been teaching at the University of Rochester, Rochester, New York, since 1994 and has been a champion of using the PLTL model in course instruction, having brought PLTL Workshops to the Department of Linguistics in 2012. Jeff is a professor of linguistics and in 2014 was appointed chair of the department. He became dean of the College in 2017 and Vice Provost and University Dean for Undergraduate Education in 2021.



JENNIFER SMITH, PH.D. is the Vice Provost for Educational Initiatives and Professor of Earth and Planetary Sciences at Washington University in St. Louis, Missouri. Her administrative duties include enhancing equity in undergraduates' academic opportunities, experiences and outcomes; deepening student research experiences; assessing educational programs; and fostering innovation in educational programs and practices. As a faculty member, Jennifer's research focuses on understanding the role the environment has played in human societies in the archaeological past, particularly where water resource availability was a critical issue.

In her previous role as the Dean of the College of Arts & Sciences (2012-2021), Dr. Smith strongly encouraged students to participate in PLTL, supported the team of PLTL instructors and led the effort to provide workshop sessions as a one-credit course for undergraduate students. Under her leadership, the college also strengthened other programs focused on student success, including enhancing support structures for first-generation and low-income students. She earned a bachelor's degree in earth and planetary sciences, magna cum laude, from Harvard College in 1996, and a master's degree in geology and a PhD in earth and environmental science in 1998 and 2001, respectively, both from the University of Pennsylvania.

PRESENTATIONS & WORKSHOPS

Saturday, June 1, 2024

11:00 AM – 12:00 PM

11:00 AM – 11:30 AM

Douglass Commons
Feldman Ballroom

**Extremely Early Planning for Conferences Pays
Dividends**

Samantha Zepeda, Austin Blake, James Becvar, Geoffrey Saupe
University of Texas at El Paso

**Track: The Peer Leader's Perspective: Peer Leaders'
Contributions & Professional Development**

11:00 AM – 11:30 AM

Douglass 401

**APA Style and Other Tips on Getting
Your Paper Published**

Marilyn Anirak, AE Dreyfuss, James Becvar, Hector Leal,
Nataly Amaya
University of Texas Rio Grande Valley, PLTLIS, University of
Texas at El Paso, Florida International University

Track: Special Interest Topics, Publishing in APLL

11:00 AM – 11:30 AM

Douglass 403

Impact of PLTL in Engineering

Christine Krull and Eric Adams
IUPUI, Purdue University

Track: Implementation and Evaluation of PLTL

11:30 AM – 12:00 PM

Douglass Commons
Feldman Ballroom

The Bird's Eye View of How to Write a Grant Proposal

AE Dreyfuss, James Becvar
PLTLIS

Track: Workplace Skills Development

11:30 AM – 12:00 PM

Douglass 401

**PLTL is not just for coursework: Integration of
workshop training into other student experiences**

Taylor Newton, Jessica Gonzalez, Christina Hamilton,
Allison McKee, Pamela Morales Diaz, and Mj Asuncion
University of Houston, Downtown

**Track: The Peer Leader's Perspective: Peer Leaders'
Contributions & Professional Development**

11:30 AM – 12 PM

Douglass 403

**Building and Communicating the Leadership Skills
Developed Through PLTL**

Christine Krull and Eric Adams
IUPUI, Purdue University

Track: Peer Leader Preparation

AN OVERVIEW OF THE PLTL PROGRAM AT THE UNIVERSITY OF ROCHESTER

The University of Rochester (UR) adopted peer-led team learning in 1995 under Jack Kampmeier (former Professor of Chemistry) and Vicki Roth (the Assistant Dean and Executive Director of the Center for Excellence in Teaching and Learning at UR until 2018), as a way to improve learning outcomes in a single course, Organic Chemistry I.

Now at the end of its 29th academic year, the PLTL Workshop Program has expanded into 10 departments in the College of Arts & Sciences, serving approximately 35% of the undergraduate student population each year, and to the Simon School of Business, serving graduate students in two different courses.

Currently, PLTL Workshops are components of courses in Biology, Business, Chemistry, Chemical Engineering, Computer Science, Electrical & Computer Engineering, Linguistics, Math, Optics, and Philosophy. Every semester, about 300 PLTL Workshops are held each week in up to 20 different courses, serving roughly 2000 unique and 2700 non-unique students (as many students have PLTL Workshops in multiple courses). To hold PLTL Workshops on this campus-wide scale, the Learning Center staff trains almost 200 near-peer leaders each semester through a semester-long, credit-bearing course. We find that PLTL Workshop attendance consistently correlates with multiple measures of student success, including exam points and final grades.

ACKNOWLEDGMENTS

University of Rochester

Office of the Provost

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Office of the Dean of the College of Arts and Sciences

Jeffrey Runner, Dean

Events and Classroom Management

Aylin Tunay
Peter Wright
Lynn Stork

The Arts, Science and Engineering Office of Graduate Education

Aisling Sive
Silka Houghton

The Learning Center

Jihan Ayesh
M. Cecilia Barone
Robin D. Frye
Nic Hammond, Director
Alissa Salem
Christina Schmidt
Rachel Theisen
Kyle Trenshaw

Peer Leaders

Liangze (Robert) Ke
Maria Rojas-Tawil
Linh Tran

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Milka Montes, University of Texas Permian Basin

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

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For more information:

info@ptlis.org

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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.

See You Again Next Year!



**Peer-Led Team Learning International Society
Thirteenth Annual Conference**

CSUDH

CALIFORNIA STATE UNIVERSITY
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(South of Los Angeles)**

**Wednesday – Saturday
May 28 - May 31, 2025**