

*Peer-Led
Team Learning*
A GUIDEBOOK



DAVID K. GOSSER
MARK S. CRACOLICE
J.A. KAMPMEIER ■ VICKI ROTH
VICTOR S. STROZAK
PRATIBHA VARMA-NELSON
THE WORKSHOP PROJECT

Peer Led Team Learning A Guidebook

Joel J. Mintzes, Emily M. Walter



Peer Led Team Learning A Guidebook:

Peer-led Team Learning David K. Gosser, 2001 Reports the work of the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses

Peer-Led Team Learning Vicki Roth, Ellen Goldstein, Gretchen Marcus, 2001 Reports the work of the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses

Peer-Led Team Learning: Evaluation, Dissemination, and Institutionalization of a College Level Initiative Leo Gafney, Pratibha Varma-Nelson, 2008-06-24 There seems to be no end to the flood of conferences workshops panel discussions reports and research studies calling for change in the introductory science courses in our colleges and universities But there comes a time to move from criticism to action In 1993 the Division of Undergraduate Education of the National Science Foundation called for proposals for systemic initiatives to change the way introductory chemistry is taught One of the five awards was to design develop and implement the peer led Workshop a new structure to help students learn science This book is a study of 15 years of work by the Peer Led Team Learning PLTL project a national consortium of faculty learning specialists and students The authors have been in the thick of the action as project evaluator Gafney and co principle investigator Varma Nelson Readers of this book will find a story of successful change in educational practice a story that continues today as new institutions faculty and disciplines adopt the PLTL model They will learn the model in theory and in practice and the supporting data that encourage others to adopt and adapt PLTL to new situations Although the project has long since lost count of the number of implementations of the model conservative estimates are that more than 100 community and four year colleges and a range of universities have adopted the PLTL model to advance student learning for more than 20 000 students in a variety of STEM disciplines *Peer-Led Team Learning* J. A.

Kampmeier, Pratibha Varma-Nelson, Donald K. Wedegaertner, 2000-09 Workbook developed from the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses

Peer-led Team Learning David K. Gosser, Victor S. Strozak, Mark S. Cracolice, 2001 Workbook developed from the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses

Peer-to-peer Training Facilitator's Guide Michele N. Costanza, 2009 The peer to peer P2P training approach involves small groups of people from similar social groupings who are not professional teachers helping each other to learn The P2P approach has great potential for rapidly identifying emerging lessons learned and integrating them into wide reaching Army training The present research identified the instructional principles and best practices for P2P from academia industry and the military supporting effective P2P training and incorporated them into a Soldier friendly facilitator's guide A formative evaluation was conducted with Soldiers using the guide to prepare and conduct group discussions for a face to face group setting and a distributed group setting

where Soldiers were linked via video teleconference One group of Soldiers served as facilitators and used the facilitator s guide to prepare and lead discussions with other Soldiers who served as learners Feedback on the guide was mostly positive with Soldiers indicating that the guide provided an appropriate amount of information and a usable format and tools for structuring and fostering group discussions Ongoing efforts to transition P2P methods into Army training are discussed

Active Learning in College Science Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of na ve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for Productive Multivocality in the Analysis of Group Interactions Daniel D. Suthers, Kristine Lund, Carolyn Penstein Rosé, Chris Teplov, Nancy Law, 2013-12-02 The key idea of the book is that

scientific and practical advances can be obtained if researchers working in traditions that have been assumed to be mutually incompatible make a real effort to engage in dialogue with each other comparing and contrasting their understandings of a given phenomenon and how these different understandings can either complement or mutually elaborate on each other This key idea applies to many fields particularly in the social and behavioral sciences as well as education and computer science The book shows how we have achieved this by presenting our study of collaborative learning during the course of a four year project Through a series of five workshops involving dozens of researchers the 37 editors and authors involved in this project studied and reported on collaborative learning technology enhanced learning and cooperative work The authors share an interest in understanding group interactions but approach this topic from a variety of traditional disciplinary homes and theoretical and methodological traditions This allows the book to be of use to researchers in many different fields and with many different goals and agendas

POGIL Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning

POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The *POGIL* Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every *POGIL* classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor's role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of *POGIL* pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing *POGIL* covering the formation and effective management of student teams offering guidance on the selection and writing of

POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project Perspectives on Digitally-Mediated Team Learning Laurie O. Campbell, Richard Hartshorne, Ronald F. DeMara, 2021-11-08 This book explores technology supported andragogical and pedagogical approaches that facilitate teamwork collaboration communication and problem solving opportunities in diverse disciplines Collaboration and communication skills are not typically developed in traditional STEM instructional practices The purpose of the book includes expanding the learning science research base regarding how learning principles and strategies including structured collaborative active contextual and engaging instructional settings can support foundational STEM instruction and improve student interest and achievement The chapters are classified into three categories a empirical studies exploring the manner in which technology enabled pedagogical principles and practices facilitate student interest in STEM courses b exploration of logistical factors associated with revisioning STEM education and c theoretical underpinnings and literature review of digitally mediated team learning The book showcases full length manuscripts advancing transformative approaches for technology enhanced team learning within STEM disciplines Contributions have been sought from interdisciplinary researchers developers and educators who engage in the research development and practice of adaptable digital environments for highly effective rewarding and scalable team based and collaborative learning These include such topics as real time tools for teams in classroom settings learning analytics effective technology enabled pedagogies and technology enabled collaborative pedagogical approaches to broaden participation in STEM disciplines Promising approaches and technologies to advance digitally mediated team and collaborative learning are explored including learning analytics to form effective learning teams Further innovative cyber assisted observation approaches for diagnostic assessment observation and interaction with student teams educational data mining of large volumes of collected data and leveraging The book will be of interest to Higher Education Faculty in STEM Learning Scientist and K 12 educators and learning coaches **Chemists' Guide to Effective Teaching** Norbert J. Pienta, Melanie M. Cooper, Thomas J. Greenbowe, 2005 For courses in Methods of Teaching Chemistry Useful for new professors chemical educators or students learning to teach chemistry Intended for anyone who teaches chemistry or is learning to teach it this book examines applications of learning theories presenting actual techniques and practices that respected professors have used to implement and achieve their goals Each chapter is written by a chemist who has expertise in the area and who has experience in applying those ideas in their classrooms This book is a part of the Prentice Hall Series in Educational Innovation for Chemistry **Teaching and Learning STEM** Richard M. Felder, Rebecca Brent, 2016-02-22 Rethink traditional teaching methods to improve student learning and retention in STEM Educational research has repeatedly shown that compared to traditional teacher centered instruction certain learner centered methods lead to improved learning

outcomes greater development of critical high level skills and increased retention in science technology engineering and mathematics STEM disciplines Teaching and Learning STEM presents a trove of practical research based strategies for designing and teaching STEM courses at the university community college and high school levels The book draws on the authors extensive backgrounds and decades of experience in STEM education and faculty development Its engaging and well illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems including student resistance that might occur in the implementation The book will help you Plan and conduct class sessions in which students are actively engaged no matter how large the class is Make good use of technology in face to face online and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge skills and conceptual understanding the course is designed to teach Help students develop expert problem solving skills and skills in communication creative thinking critical thinking high performance teamwork and self directed learning Meet the learning needs of STEM students with a broad diversity of attributes and backgrounds The strategies presented in Teaching and Learning STEM don t require revolutionary time intensive changes in your teaching but rather a gradual integration of traditional and new methods The result will be continual improvement in your teaching and your students learning More information about Teaching and Learning STEM can be found at <http://educationdesignsinc.com> book including its preface foreword table of contents first chapter a reading guide and reviews in 10 prominent STEM education journals

Professional Learning Journeys of Teacher Educators Brandon M. Butler, Jason K. Ritter, 2024-01-01 It is clear that teacher educators have ongoing professional learning and development needs Chief among these are continuing to learn about content developments and pedagogical practices useful for teaching a range of PK 12 students in varying contexts developing reflective competencies and sets of practices useful for teaching teacher candidates about teaching effectively balancing teaching commitments with institutional expectations for scholarship and service and forging useful understandings of identity across the spectrum of teacher educator responsibility and development over time including taking on managerial or administrative roles Working in institutions largely devoid of formal support mechanisms teacher educators are often left on their own to meet these needs and subsequently must create or seek out opportunities for their ongoing growth This volume explores in greater depth how exactly teacher educators engage in professional learning and development across their career trajectories University based teacher educator learning occurs in a range of settings and across the career span Contributors to this volume describe university based teacher educator learning spaces focused on their ongoing professional learning Such spaces include teacher educator communities of practice critical friendships self study learning groups faculty learning groups co mentoring and institutionally sponsored professional learning spaces

Interprofessional E-Learning and Collaborative Work: Practices and Technologies Bromage, Adrian, Clouder, Lynn, Thistlethwaite, Jill, Gordon, Frances, 2010-06-30 Interprofessionalism an emerging model and philosophy of multi

disciplinary and multi agency working has in increasingly become an important means of cultivating joint endeavors across varied and diverse disciplinary and institutional settings Interprofessional E Learning and Collaborative Work Practices and Technologies is therefore an important source for understanding how interprofessionalism can be promoted and enhanced at various levels in learners educational experiences particularly with regard to e learning and reusable learning objects given the potential to cross boundaries of time location and academic disciplines This book provides relevant theoretical frameworks and the latest case driven research findings to improve understanding of interprofessional possibilities through e learning at the level of universities networks and organizations teams and work groups information systems and at the level of individuals as actors in the networked environments **Teaching College-Level Disciplinary Literacy** Juanita C.

But,2020-04-28 This volume foregrounds the disciplinary literacy approach to college teaching and learning with in depth discussions of theory and research as well as extensive classroom illustrations Built upon the current work of READ Reading Effectively Across the Disciplines a disciplinary literacy program at New York City College of Technology it presents a broad collection of methodologies strategies and best practices with discipline specific considerations It offers an overview of the program informed by evidence based research and practices in college disciplinary learning describing how its unique model addresses the literacy needs of students in STEM and professional studies Chapter authors including administrators literacy specialists and content experts discuss program design professional development and assessments They also outline strategies to foster disciplinary literacy pedagogy and college success in five content areas including Accounting Architecture Biology Electromechanical Engineering and Mathematics **The Golden Anniversary Celebration of the National Association of Mathematicians** Omayra Ortega,Emille Davie Lawrence,Edray Herber Goins,2020-12-10 This volume is put together by the National Association of Mathematicians to commemorate its 50th anniversary The articles in the book are based on lectures presented at several events at the Joint Mathematics Meeting held from January 16 19 2019 in Baltimore Maryland including the Claytor Woodard Lecture as well as the NAM David Harold Blackwell Lecture which was held on August 2 2019 in Cincinnati Ohio *Research Report* ,2009 Student Standpoints about Access Programs in Higher Education ,2015 Survival Handbook for the New Chemistry Instructor Diane M. Bunce,Cinzia M. Muzzi,2004 This book provides an overview of the issues facing new chemistry faculty in preparation for teaching Serving as a reference to answer specific questions new chemistry faculty encounter this book is comparable to sitting down with a colleague in the department and talking through some ideas or gaining some pointers on how to avoid common pitfalls It is the one single place new chemistry faculty can go to find practical information on how to teach and how to prepare for teaching their first course Chapters are written both by established experts in the field and by new professors within their first couple of years of teaching **Leading Research and Evaluation in Interprofessional Education and Collaborative Practice** Dawn Forman,Marion Jones,Jill Thistlethwaite,2016-08-26 Expanding upon Leadership Development for Interprofessional

Education and Collaborative Practice and Leadership and Collaboration the third installment to this original and innovative collection of books considers a variety of research models and theories Emphasizing research and evaluation in leadership aspects Leading Research and Evaluation in Interprofessional Education and Collaborative Practice showcases examples from around the globe in various multicultural contexts Crucial for academics and researchers in this field the book includes studies on traditionally under represented countries and aims to prompt new ideas for future research and policy structures in Interprofessional education and practice

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