

Peer-led Team Learning

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Introduction: Educational reform at the college level and overview of the project.- Chapter 1: Plan and Context of the Study. This chapter first describes Peer-Led Team Learning (PLTL) and the use of problem-solving workshops as an integral part of a science course. The research questions and methodology for the entire study are presented. The adoption of workshops is discussed in the context of educational reform.- Chapter 2: Development and Implementation of Peer-Led Team Learning. The six critical components that form the PLTL model are explained. The experiences of students and workshop leaders are presented as captured in surveys, interviews, and site visits. The results of numerous comparative studies of student performance are presented. The use of the critical components in evaluation is explained with examples.- Chapter 3: Dissemination of Peer-Led Team Learning. The dissemination plan of PLTL is explained. Dissemination is then analyzed in part using Everett M. Rogers ideas and categories. The chapter also discusses issues rooted in the role of the college professor, and factors involving comfort with or resistance to change.- Chapter 4: Adopting Peer-Led Team Learning and the Limits of Adaptability. Adoption of the method is studied based on an analysis of 70 mini grants. These grants of \$5000, matched by the institution, enabled professors to adopt PLTL. Site visits and interviews generated additional data and insights about issues in adopting and adapting the method. - Chapter 5: Sustainability. Based on surveys, interviews, site visits, and a phone survey of administrators, hypotheses are developed about criteria for judging sustainability. These hypotheses are further reviewed and tested using an on-line survey of faculty adopters. - Chapter 6: Study of Former Leaders. With more than 10 years of history, an on-line survey was used to gather data about the impact of leading workshops on the leaders future studies and early career experiences. The analysis, based on 119 respondents, reveals a variety of benefits as the leaders reflect on PLTL experiences. - Chapter 7: Impact of the PLTL on Minority Students. The history of efforts to support and encourage under-represented minority students in the sciences is described. Data on the impact of PLTL is presented. General principles for successful academic support are explored.- Chapter 8: The Goals of Higher Education and New Paradigms. PLTL as a teaching/learning initiative is discussed in the institutional setting of higher

education and from the perspective of current pedagogical theory and practice. - Chapter 9: Summary and Issues. This chapter reviews the more significant issues in the three areas of implementation, dissemination, and institutionalization. Special attention is paid to team learning, faculty involvement in educational initiatives, and stages in dissemination. Requirements and obstacles to institutionalization are discussed. - References- Appendix: Evaluation data in the text: location of tables and summaries.

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