



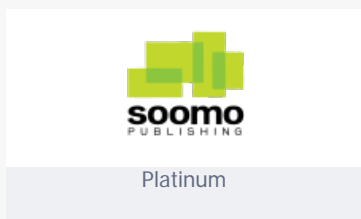
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Presenter(s)

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Session Information

July 26, 2012 - 3:30pm

Track: Digital Learning Environments and Communities

Major Emphasis of Presentation: Research Study; Applied Use (technology or pedagogy)

Audience Level: All

Session Type: Information Session

Location: Marco Polo 706-707

Session Duration: 50 Minutes

Session: 7

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Abstract

This presentation discusses the face to face, high-impact pedagogy called Peer-Led Team Learning (PLTL), and its implementation into a virtual environment.

Files

Final Presentation:

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Extended Abstract

This presentation will describe the conditions and tools required for enhanced cyberlearning through Peer-Led Team Learning (PLTL). Cyberlearning is defined here as, "the use of networked computing and communications technologies to support learning" (NSF Task Force, 2008). Thus, this work is not about technology per se, but how it can be used to enhance an educational strategy that has already proven beneficial in Science, Technology, Engineering and Mathematics (STEM) courses (Ehrmann, 1994). Enrollment in online courses in the United States has been growing



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substantially faster than the overall higher education enrollment (Allen & Seaman, 2008). Almost 3.9 million students were taking at least one online course during the Fall 2007 term. This represents 21.9% of the total enrollment in Fall 2007, up from 9.9% in Fall 2002. Public institutions and community colleges have seen the highest rate of increase in online courses including the science disciplines with the exception of engineering. It is clear that in order to reach all students taking undergraduate science courses, efforts need to focus on creating a variety of effective cyberlearning environments. The PLTL method of teaching has been used at Indiana University-Purdue University at Indianapolis (IUPUI) since 1998 in first semester general chemistry. Experimenting with cyber Peer Led Team Learning (cPLTL) was a natural next step. The use of cPLTL incorporates web-conferencing with voice, camera and document sharing capabilities to replicate PLTL face-to-face interactions. Currently, the cPLTL model is being studied extensively and is showing positive impact on student learning in introductory chemistry. PLTL is a model of teaching that preserves the lecture and replaces recitation in science courses with a weekly two-hour session. During these interactive sessions, six to eight students work as a team to solve carefully constructed problems under the guidance of a peer leader. Preliminary data gathered through our implementation of cPLTL at IUPUI indicates that it is possible for students to engage in problem solving under the guidance of a peer leader productively and synchronously in an online environment with the help of web conferencing software. This project is being built on the work done and experience gained from a National Science Foundation (NSF) funded proposal (<http://www.nsf.gov/awardsearch/showAward.do?AwardNumber=0941978>) to produce and study the conditions and tools required for enhanced cyber-learning via the Peer-Led Team Learning (PLTL) model. To participate in cPLTL workshops, students need wired or wireless high-speed internet access (i.e. DSL, cable, etc.), an internet browser, and access to a web-based video conferencing service such as Adobe Connect. Because real-time, or synchronous experiences are crucial in the traditional face-to-face model of PLTL, we decided that cPLTL should be conducted in an environment within a course management system (CMS) that s

Lead Presenter

Randy Newbrough serves as an Assistant Director of the IUPUI Center for Teaching and Learning and has over 15 years of experience collaborating with faculty in developing innovative techniques in providing course content to students. He has been helping faculty with online course development for several years. He is also an expert videographer and has been videotaping PLTL groups for several funded projects studying the comparisons between Peer-Led Team Learning and cyber Peer-Led Team Learning.

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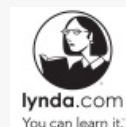
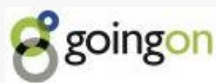
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