Implementation and Assessment of Peer-Led Team Learning at Georgia State University

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Executive Summary
Organic Chemistry is a pre-requisite for students pursuing graduate and professional degrees, yet the DFW rate for this course tends to be high. Curriculum interventions to improve student outcomes in sophomore Organic Chemistry courses are needed. One such intervention is an NSF-funded initiative - Peer-Led Team Learning (PLTL). The goal of this proposal is to pilot the implementation of PLTL workshops in the first-semester Organic Chemistry course. Undergraduates who have been highly successful in Organic Chemistry will be recruited and trained to take on roles as peer leaders. To determine the effectiveness of the program; we will assess students’ outcomes on course exams, students’ overall satisfaction and DFW rates in PLTL as compared to non-PLTL students. Of additional interest are the interactions that take place between peer leaders and students and the impact those interactions have on student outcomes. The data collected will help in the training of PLs and provide input towards best practices for implementation of peer led sessions in a large, uniquely diverse, research university, such as Georgia State. The results and findings on this study will be presented at the USG STEM conference and at Chemistry Education Conferences. In addition, this work will be published in science education and chemical education journals.