



Sustaining STEM: Peer Learning Facilitators and the Undergraduate STEM Network

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The Plan for today

- Who are the Peer Learning Facilitators?
- How do they make my (recruiting) job easy?
- How does this help you?



Who are the PLFs?

- Qualified, experienced undergraduates
- Teammates with faculty
- Support active learning in collaborative classrooms
- Tutors - TAs - Mentors

What are their qualifications?

- A or B in the class they want to work in
- Or, have tested out of that level
- Recommendation from an instructor in the field
- Professional interview with me



The key is “PEER.”



How do they make recruiting easy?

- They model success.
- They hang out in like groups.
- They talk to each other.
- They help each other.

This is Elizabeth (hi Elizabeth!)

Program
Assistant,
2011-2013



Elizabeth is friends with Tony

Math PLF,
2012-2014



Tony is roommates with Mauricio



Chemistry PLF,
2014

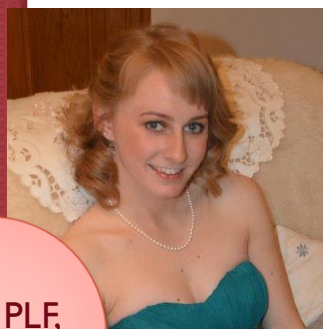
Tony is also friends with Seth



Chemistry PLF,
2013-2014

But enough about Tony.

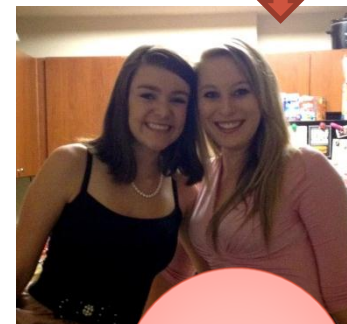
Carolina
was Alyssa's PLF



Math PLF,
2012-2014



Veronica
recommended her
roommate, Maddie



Chemistry
PLF,
2013-2014

My Spring 2014 lineup includes:

- Aron
 - friends with Hallie, PLF
- Lyndon
 - cousins with Weston, PLF
- Elias
 - mentored by Jennifer Gomez-Chavez, UNM Staff
- Siobhan
 - tutored by Mariel
- Andrew
 - Same study group as Siobhan





All of my PLFs are sent to me by

- Faculty members
- Friends
- Roommates
- Fraternity and Sorority members
- Family

Ok, so what's the point?

- Student success is collaborative and that means so many different things.
- Because active learning happens in the classroom, students are **ALLOWED** to talk to each other and become friends.
- They're given the time they need to form relationships.
- This phenomenon is not unique to me. I'm not doing anything special or exceptional.

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- “They kind of come over without asking after asking multiple times, which is good.”
 - “Being able to get help when needed is a great comfort.”
 - “The PLFs were very helpful. They can relate to us and help us when we need it.”
 - “I am SO thankful I ended up in a classroom setting like this because I was terrified to take chemistry before-hand.”



(This technique works
on faculty, too.)



How does this help you?

- Invest in social events
- Don't worry about having an overly detailed agenda
- They are the experts at being STEM undergraduates, not us.



Training activities:

- Lunch with their faculty members
- Semi-guided discussion with returners
- Ask-It-Basket
- Recognizing achievements/news (not only academic)
- First Friday Fractals!
- End-of-Semester Wrap-up



Thank you!

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