



# Advances in Peer-Led Learning

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Number 1

Fall 2021

Article 1

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## Welcome from the Editor

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### Recommended Citation

Becvar, J.E (2021). Welcome from the Editor. *Advances in Peer-Led Learning*, 1, 1-2. Online at <https://doi.org/10.54935/apll2021-01-01-01>



## Welcome from the Editor

James E. Becvar

We open a new adventure in learning. What better way could there be to celebrate the ten-year anniversary of the first meeting and founding of the Peer-Led Team Learning International Society? For several years, the Society has discussed providing an online journal for the greater world of peer learning to allow practitioners a mode by which to express their creativity to a wider, more visible audience using a fair and informed peer-review process. *Advances in Peer-Led Learning* (APLL) provides for this expression by offering a wealth of submission types to communicate research and innovations in peer-facilitated models of learning, like Peer-Led Team Learning (PLTL).

PLTL is the modern-day ‘Little Red Schoolhouse’ in education, where the more knowledgeable peer helps the students to learn. It adapts the peer-led small-group facilitation of learning in a variety of contexts. In the process, quite significant numbers of undergraduate facilitators, Peer Leaders, are prepared to address society’s growing problems after they graduate. These critical thinkers and creative problem solvers are developed on a continual basis and become the ‘seed corns of STEM’ you will read about in this issue. APLL will allow PLTLIS to broadly disseminate this advantage in education, and how to support it intellectually, organizationally, and financially. The Society wants these programs to succeed because mature programs generate intellectual product and demonstrate the enormous creative potential of PLTL. This first issue speaks to the wealth of viewpoints, experiences, and flexibility of ways to portray program implementation, responses to pandemic problems, and significantly includes wisdom from Peer Leaders themselves.

The Editor thanks all the authors, the reviewers, and the technical support ‘team’ for their substantial efforts to create quality while providing substance for peer facilitation of learning. The Editor is grateful to all the members of the Editorial Committee who contributed to the production of the Inaugural Issue of *Advances in Peer-Led Learning*.

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