



Editor's Notes: Stories

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Editor's Notes

Stories

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Stories, stories, stories. Issue 3 of *Advances in Peer-Led Learning* (APLL) offers new stories from the Peer-Led Team Learning International Society to communicate research and innovations in peer-facilitated models of learning.

Teaching is story-telling; human explanation is the telling of a story. Good teaching is good storytelling. Good learning is being able to retell those stories in your own words. The more engaging the telling, the more attentive the learner. The more engaging the retelling, the better the learning has been. How often is it that you learn something or you discover something and the first thing you want to do is tell someone? That's how stories come into existence. It is the desire to share something you believe is important.

Research and discovery are followed by storytelling. Scientific research is revealed by scientific storytelling in the form of publication of results in scholarly articles so readers can "see the stories." Every article ever written tells at least one story. Stories are intrinsic to share discovery and learning. In this issue, you will encounter ways to tell your story about peer-led learning (as advised by Marymoore Patterson), about the possibilities presented by peer leading to uplift the mid-capable tier of younger learners (Bonner et al.), supporting peer leaders in facilitating learning in the UK (Christian et al.) or in Houston (McKee), detailing how peer learning can be applied in a new arena, e.g., the health field (Sherman et al). Other stories included in this issue reflect on journeys as story arcs leading to personal growth (Torres), or consideration of the bridge provided by the peer leader between students and instructor (Dreyfuss).

Encourage those working with you – faculty, administrators, staff, peer leaders, students -to tell their story to advance a new idea, solution, description, or discovery about learning.

Here are several for you to enjoy.

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