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Editor's Notes

We Contain Multitudes

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We all have the capability of developing multiple talents, as Ben Slote writes in *The American Scholar* (2025). The common advice, promulgated by Steve Jobs and many others on TED talks, is "follow your passion." But why not follow *all* your passions? I teach chemistry, yet my degree is in biophysics, and chemistry was the avenue to a tenured position, where I am an active member of my department. My research area is bioluminescence, yet a passion of mine is education. I am a past President of the Peer-Led Team Learning International Society, current Editor of APLL, frequent editor of chemistry workbooks, writer of published papers, frequent presenter at conferences. With my older daughter, I am the holder of nine patents involving the application of luminescence to detect toxic substances and the use of poor science to create artistic expression. That deals with multiple patents we hold to create *ink art* (Chromat-o-Art). And I love gardening: I have 87 rose plants, mostly hybrid tea roses, five pecan trees, and many other fruit trees – in El Paso, Texas, not known for its abundant water. And I have a dear family, with nine grandchildren.

Why so much detail? Because these are all passions, and each starts with an idea of something I want to do or calls to me because it seems worthwhile doing. What is very rewarding is working with students who are Peer Leaders, encouraging them to express their potential to help others learn. In other words, develop a way to prepare each next generation (a short two to three-year window) of students who become involved with chemistry (course content), leadership, and engagement with more students.

Slote states, "we all carry within us deep wells of heterogeneous talent, not just for the things that, if we're lucky, we're good at in our jobs, but also other things we could do wonderfully well if circumstances allowed" (p. 82). Without explicit discussion, students in formal educational settings are exposed to many rivers of knowledge (e.g., Chemistry,

English, Mathematics) yet may not consider the beauty and passion that have preceded what is distilled for them in a lecture course. And how they may themselves amplify and add to the river of knowledge, and connections among the rivulets, is not often a consideration as they may find themselves leaning in to a major, finding a job, and not foregrounding what are special skills and talents.

This issue of *Advances in Peer-Led Learning*, our fifth, is a demonstration of the several directions that collaboration between *instructor/administrator* and *student/leader* engenders. Among practitioners of peer-led learning – and Peer-Led Team Learning – there are many experiences that lead to a multitude of themes. Here, consider neurodiversity (Rose, Almushatat, Kiwanian, Fulton, & Faulkner) and experiences of leading (Lazarski); moving PLTL into a new discipline – pharmacy - and institution (Howell); flying over eight active learning models for the bird's eye view (Dreyfuss, Fraiman, & Yu); revisiting foundational aspects of PLTL through the lens of practice (Daschbach and Ku); modeling organizational structures for longevity (Unite, Saenz, Kelly, Daschbach, & Hammond); promoting the student's learning through voice – "transmission"- in the remembering and learning process (Becvar and Saupe); and examining online peer tutoring practices through critical incidents (Dreyfuss, Sanchez Diaz, Adigun, Baraki, & Thompson).

This issue presents two new features: our first "Letter to the Editor" in which Fraiman promotes the incorporation of Artificial Intelligence into teaching, and "Quick Tips for Peer Leaders," two of which are provided by Dow, a current Peer Leader. This issue shows the continuing and growing importance of, and advances in, peer-led learning in demonstrating the value of collaboration in a multitude of ways.

Reference

Slote, B. (2025). We contain multitudes. *The American Scholar*, Summer, 80-89.

Editorial Team – Advances in Peer-Led Learning