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Panel II. Using Peer Groups for Student Learning
Introduction by **Marcus Fechheimer**, Moderator

Students can be used to promote teaching and learning. Peer group learning was pioneered by instructors of undergraduate introductory physics in the early 1990's, and is now in common use at over 100 universities in the US. Dr. Jody Clay-Warner has used peer groups to promote study, interaction, and for peer review of research papers. The students learn not only from the comments of their peers, but also from the process of reading, evaluating, and discussing the work of other students. Dr. Clay-Warner's work with peer review is described in "Chalk Talk". Dr. Kathrin Stanger-Hall used study group facilitators to guide weekly meetings that were focused on development of higher level learning and development of critical thinking skills. The peer facilitators promote dialog and communication among students, graduate TAs, and the Professors. The effectiveness of the peer facilitators was evident in the higher retention rate in the class and higher course grades for students participating in the peer facilitated study groups. Dr. Stanger-Hall's work with peer facilitators was described in a paper published in CBE-Life Sciences 9, 499-503 (2010). Both Professors welcome discussions with other Professors at UGA who are thinking about organizing peer groups to promote teaching and learning.