Breakout sessions: a win-win situation for students and peer facilitators

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In an effort to make an introductory biology class into a smaller, more personal experience, and increase the opportunities for students to actively use the concepts they are learning to solve problems, we created an introductory biology class that utilizes peer facilitators (PFs) to lead small breakout sessions. These breakout sessions occur during normal class time and are focused on active learning strategies to help students answer exam-like questions and to apply what they are learning in lecture. Before this class structure was implemented, there was concern that students might be angered or negatively impacted because face to face time with the instructor is reduced. On the contrary, this poster reports the positive attitudes of students toward utilizing class time for PF led breakout sessions. In addition, we report the benefits to the PF by taking responsibility for this teaching role.