Peer-Led Team Learning (PLTL) is a specific form of small group learning recognized by Project Kaleidoscope as best practice pedagogy (Varma-Nelson, 2004). PLTL was first developed by Woodward, Gosser, and Weiner (1993) as an integrated method that promoted discourse and creative problem solving in chemistry at the City College of New York. PLTL usually serves as a supplement to traditional lecture, although some replace a portion of weekly lecture with a PLTL session (Alger & Bahi, 2004; Lewis & Lewis, 2005). Student attendance may be voluntary, pass/fail, or graded. Weekly PLTL sessions are typically 1.5 – 2 hours long, during which time students explore and develop creative solutions to problems.