Collaborative Research: Longitudinal Impact of PLTL on Student and Peer Leader Retention of General Chemistry Concepts and Attitudes toward Chemistry

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Biographical Sketch: Scott E. Lewis

(i) Professional Preparation

University of South Florida	Tampa, FL	Chemical Engineering	B.S. 2001
University of South Florida	Tampa, FL	Chemistry	M.A. 2003
University of South Florida	Tampa, FL	Chemistry Education	Ph.D. 2006

(ii) Appointments

2016 – Present	Associate Professor, University of South Florida
2013 – 2016	Assistant Professor, University of South Florida
2012 – 2013	Associate Professor, Kennesaw State University
2006 – 2012	Assistant Professor, Kennesaw State University

(iii) Products

Products most closely related to the proposed project:

(1) Ye, L., Shuniak, C., Oueini, R., Robert, J., & Lewis, S. *Can they succeed? Exploring at-risk students' study habits in college general chemistry*. Chemistry Education Research and Practice, 2016, **17**, 878-892.

(2) Ye, L., Oueini, R., Dickerson, A.P., & Lewis, S.E. *Learning beyond the classroom: Using text messages to measure general chemistry students' study habits*. Chemistry Education Research and Practice, 2015, **16**, 869-878.

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(5) Ye, L. & Lewis, S. E. *Looking for Links: Examining Student Responses in Creative Exercises for Evidence of Linking Concepts*. Chemistry Education Research and Practice, 2014, **15**, 576-586.

Other significant products:

(6) Lewis, S.E., & Lewis, J.E. *Departing from Lectures: An Evaluation of a Peer-Led Guided Inquiry Alternative*. Journal of Chemical Education 2005, **82**, 135-139.

(7) Ye, L., Oueini, R., & Lewis, S.E. *Developing and Implementing an Assessment Technique to Measure Linked Concepts*. Journal of Chemical Education, 2015, **92**, 1807-1812.

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