

Teaching in Practice: Flash Talks by Grad Students and Postdocs

Day 1 Flash Talks September 16 | Zoom

Office Hours Reimagined: A Collaborative Approach

Megan Abraham, Ph.D Candidate in Education

This talk focuses on increasing student engagement during office hours to support student learning. It includes a discussion of the research supported benefits of attending office hours and practical strategies to encourage students to come to office hours that can be implemented throughout the quarter across disciplines and course types.

'Two Truths and a Lie': Gamifying Generative AI Through Analyses of Los Angeles

Avery Weinman, Ph.D Candidate in History

In the age of generative AI, ensuring that students accomplish the first-year writing seminar learning objectives of defining their perspective and understanding writing as a process presents a unique concern. Taking the example of the first writing seminar "Los Angeles: City of Contradictions," this interactive talk presents a method of engaging students in a discovery process of the limits of AI and invites participants to experience it first hand.

From Air Pollution to Action: Using Case-Based Guest Lectures to Promote Real-World Application in Environmental Health Courses

Yuan Yao, Postdoctoral scholar in Environmental Health Sciences

This flash talk offers a method for addressing a common challenge in environmental health courses: connecting complex scientific concepts with students' lived experiences and motivating them to think critically about public health solutions. It focuses on the implementation of a case-based learning guest lecture technique in three UCLA undergraduate and graduate courses to help students apply environmental health frameworks to real-world case studies involving air pollution and to foster critical thinking and discussion around environmental justice and vulnerable populations.

Day 2 Flash Talks

September 17 | Royce Hall

The Impact of Case-Based Learning on Student Engagement, Learning, and Metacognition

Matthew Chenoweth, Ph.D candidate in Health Policy and Management

This talk discusses the implementation of case-based learning (CBL) within an undergraduate pharmaceutical policy course offered by the Department of Health policy and Management. The introduction of CBL happens midway through the quarter, following comprehensive coverage of essential background concepts such as market failures, drug pricing dynamics, and regulatory structures. This method serves to enhance students' abilities to critically analyze and evaluate real-world pharmaceutical policy challenges and improve students' skills in policy argumentation, bridging the gap between theory and practice.

Reimagining Chemistry Lab Reports: Emphasizing Writing as a Tool For Learning

Caitlyn Fick, Ph.D candidate in Chemistry and Biochemistry

Many introductory STEM courses, particularly Chemistry courses, ask for numerical answers in reports and assignments and writing is often seen as a chore. As a result, students are not encouraged to think critically about the "why" and "how" of their problem-solving process and students miss out on an important learning opportunity. To address this concern, this talk proposes pre- and post-lab reports that would be implemented in an introductory organic chemistry class and applicable more broadly to lab-based courses. This approach helps students gain confidence in their abilities by encouraging them to dig deeper into the material

and methods while reflecting on questions of the science, the lab procedure, and the technique itself.

The Art of Checking-in: Creating Community in the Classroom

Naomi Stephen, Ph.D candidate in Education

This talk focuses on how TAs can use structured class check-ins to effectively and efficiently get to know students and build trust. It will cover how TAs can strategically use questions that both create community and enhance students' understanding of content. By the end of this talk, you will know practical approaches to checking in with students and have example questions and ideas of platforms that can be used.