

**Audience Instructions:** Please enter your questions for each speaker giving a lightning talk or presenting a poster. We will ask speakers to review the Google doc after their talk or poster presentation and address your questions.

### **Lightning Talks (Part I) | 8:30 AM - 10:30 AM**

#### **1. Debra Pires and Elizabeth Roth-Johnson (Life Sciences) – Highly Structured, Flipped Courses in Intro Life Sciences Courses**

How do you get students to take the new courses earlier in their time at UCLA? Is it a matter of advising? - Gina Poe

Do you have any preliminary sense the impact of students delaying their chemistry?-Tracy Johnson.

#### **2. Beth Goodhue (Undergraduate Education) – Community Engagement and Service Learning Pedagogy**

This is great! Can we incorporate some of these collaborative community components within more standard courses? For example, can broaden the educational efforts and increase ownership and deep learning of the material by turning all of our students into teachers doing outreach to the public - Gina Poe

I like the idea of using values-based assessment to incorporate students' thoughts into the assessment process. Is there a way you might imagine using this kind of assessment in a large introductory course? Would you use focus groups? More open-ended responses on surveys?

#### **3. Ronny Choe (Life Sciences) – Development and Assessment of an Online Course in Physiology**

FI you are taking videos from experts all over the country, how to you assure video quality for all of them?- Gina Poe

The guest lecturers were flown into the professional recording studio in CHS and recorded here on site. -Ronny Choe

How expensive was it to develop this course? It looks so professional! What resources did you draw on to make it so great? - Gina Poe

It was an expensive project that started with initial funding from ILTI. Dr. Crosbie-Watson also did fundraising from several other groups that supported Duchenne Muscular Dystrophy

research. Though they are focused more on research funding, many of these groups generously provided funds to help develop awareness and education of DMD. -Ronny Choe

I love the range of assignments! Would you be willing to share them?-Laura Erskine  
Yes! Email me at [ronnychoe@ucla.edu](mailto:ronnychoe@ucla.edu) and I'd be happy to share more examples. -Ronny Choe

Can you provide us with the analysis of the types of videos you tried and the assessment of what students liked and disliked? This could be super important for us as we develop the LS7 courses.-Tracy

Yes, I am happy to share this data. We have a manuscript currently in submission that details our analysis of the styles and the student preferences.-Ronny Choe

Following up on a question asked during the talk, when asked whether they were shy in F2F discussions and whether they participated more in online than F2F discussions, there seemed to be a bimodal distribution of many "strongly agrees" and many "strongly disagrees". I'm wondering who the individuals were who responded strongly agree to each question. I.e. were people who were reporting that they were shy in F2F discussions the ones saying they participated more in online discussions? Or were they still not participating in OL discussions, while those who weren't shy in F2F were the ones reporting participating more online? - Jeff Maloy

We had students responding on the survey on a scale of 1-9, (strongly disagree to strongly agree). The bimodal distribution likely indicates strong preferences for instruction in the online environment versus the face-to-face environment. Though measures of central tendency are not ideal for a distribution like this one, we found that a 95%CI sat above 5 (which we equated to a neutral response). We had follow up items in our survey that tried to identify more reasons why they rated it this way but the short answer is that online education isn't for everyone. Some students like online instruction and others do not. Other survey items included: "would you recommend PS121 to other students?", "I would take more fully online courses in college", and also open ended responses in relation to the online venue. I am happy to share more results from the exact survey that might help answer your question. [ronnychoe@ucla.edu](mailto:ronnychoe@ucla.edu) -Ronny Choe

#### **4. William Kaiser (Engineering) – Design Projects in First-Year Engineering Courses**

Awesome presentation thank you! I will follow up with my two questions here - Liz Mills (Physics & Astronomy Department)

1. Would you like to see this C platform integrated into other classes, and how do you see arduino circuit board programming supporting your curriculum? For example, do you have any commentary regarding use of Arduino programming in Physics Introductory Physics for Life Science labs (Physics 5 Series) and Physics Labs for Engineers and Physics Majors (Physics 4 Labs). This is something that we are working on, but are considering more of an Arduino setup. **Why do you use your C based platform instead of an arguably more universal platform for 1st year students such as an auto-compiling arduino software that would easily extend to python/MATLAB etc.**

2. That is great you have undergraduate assistants! **Are you interested in/have you** considered putting these UAs through pedagogy training and **using the LA program** to have them connect pedagogy training, content knowledge, and active learning facilitation fieldwork experience?

## **5. Tracy Johnson (Life Sciences) – Pathways to Research in the Life Sciences**

[tjohnson@ucla.edu](mailto:tjohnson@ucla.edu)

Wonderful Tracy! Can you share the articles showing that students who do mentoring do better, persist longer, etc?- Gina Poe

Certainly. The aspects of student success that we think we are affecting:

### **I. Self efficacy**

Bland et al, 2009; Cho et al, 2011; Feldman et al, 2010; Garman et al, 2001; Palepu et al, 1998)

### **II. Persistence**

(Sambunjak et al, 2010; Alberta et al, 2001; Solorzano 1993)

### **III. Productivity and career satisfaction**

(Schapira et al, 1992; Steiner et al, 2002; Wingard et al, 2004; Beech et al, 2013)

Thank You! - Gina

You're creating a fairly large group of URM students that see themselves as scientists. At younger ages often a good predictor of a child seeing themselves as a scientist is seeing scientists "like me". Do you have any plans for projects with the community or K-12 students where your students are presented as scientists? My thinking is this could reinforce their identity as scientists and help younger children see science as a possible future for them. - Warren Essey

## **6. Tony Friscia (Undergraduate Education) – The GE Clusters, A Cohort Model of Instruction** [tonyf@ucla.edu](mailto:tonyf@ucla.edu)

How do students hear about these cluster program? How many of the students participating do not live in the residence hall? They probably need the integration/community building aspects even more than those in residence halls. Can it be offered to transfer students? IT seems that commuter and transfer students may need this experience as much or more than residential freshmen -Gina Poe

What are the requirements/ selection process for participation? Can everyone who wants to take it, participate? - Gina

We have a pretty extensive advertising and outreach effort that we do for students, mostly through the Freshmen Orientation Sessions in the summer before they come to UCLA. Any student can enroll; it's just one of the 3 or 4 courses they take each quarter of their first year. We usually end up enrolling about 2000 students per year, or about  $\frac{1}{3}$  of the incoming class. We are trying to design "Upper Division Clusters" that would be targeted toward Transfer Students. We've tried a couple models, but haven't found one that works, but we're still trying... One of the issues is that Transfer Students are supposed to have their GE requirements satisfied, so we can't offer that as an incentive, and instead need to attach the course to major(s), and this has proven... difficult. - Tony

Can a cluster be offered every 3 years instead of every year? -Gina

Most are offered every year, although there is some rotation of different Clusters as new ones come in, old ones rotate off, old ones rotate on, etc. We like to see new Clusters offered for a few consecutive years, just because we know it takes a while to work out the bugs. That doesn't mean that faculty can't rotate in or out, although there is usually a 'core' of faculty who keep the consistency from year to year.

**7. Jennifer Lindholm (Undergraduate Education) – Capstone Courses, A Culminating Experience for STEM Majors [jlindholm@college.ucla.edu](mailto:jlindholm@college.ucla.edu)**

Linking to the LEAP challenge? - Emily Miller

**Poster Presentations | 10:00 AM - 11:00 AM**

1. Jeannie Barber-Choi and Paul Barber
2. Alex Kusenko and Warren Essey (Kudu)
3. Corey Evans
4. Jordan Moberg Parker
5. Robert Wayne and Rachel Meyer
6. Jane Shevtsov, Will Conley, and Alan Garfinkel
7. Ann Hirsch and Maskit Maymon
8. Rachel Kennison
9. Rafael Romero
10. Bill Grisham
11. Tama Hasson

12. Aydogan Ozcan and Arnold Suwarnasarn

13. Aradhna Tripathi

14. Cully Nordby

15. (Elizabeth Mills), Suchi Amin, and Shanna Shaked regarding Learning Assistants as a means for increased active learning in the classroom and assessment to quantify content learning gains.

## **Lightning Talks (Part II) | 11:00 AM - 12:30 PM**

### **17. Ira Clark (Life Sciences) – Research Deconstruction in the Biomedical Research Minor** [iclark@ucla.edu](mailto:iclark@ucla.edu)

Would love to hear more about scaling it up! - Gina Poe

### **18. Jeff Eldredge (Engineering) – A Engineering Course Introducing Students to MATLAB** [jdeldre@g.ucla.edu](mailto:jdeldre@g.ucla.edu)

Could your course be turned into an online course to reach a much broader set of students (UCLA, students across the UC system? Beyond, to other universities? High school students or the summer before coming to college?) - Gina Poe How about an online-in-person TA assisted hybrid?

-Jeff Eldridge says about 400 students take this course each year - about 125 per quarter. Are you able to meet demand for the course? Would demand be higher if more people knew about it? To whom is this offered?

Could you elaborate how “flipped” your lecture time is, compared to your discussion and lab time. Given that you assign prior instructional material before the lecture time, what are some examples of how challenges come up to make the lecture time completely flipped. To follow up, could you elaborate on how discussion and lab time might be more amenable to this flipped setting? - Liz Mills (Physics and Astronomy Department)

### **19. James Gober (Physical Sciences) – Reform of Biochemistry Lab into Project-based Curriculum** [gober@chem.ucla.edu](mailto:gober@chem.ucla.edu)

Cool! It looks like fun. -Gina Poe

### **20. Christopher Lee (Physical Sciences & Computer Science) – Courselets, An Online Platform Supporting Interactive Pedagogy** [leec@chem.ucla.edu](mailto:leec@chem.ucla.edu)

Are the students able to see other student's names attached to answers in the open forum or is it anonymous and the interaction therefore also anonymous? - Gina Poe

**21. Heather Tienison-Tseng (Physical Sciences) – Undergraduate Learning Assistants Program in the Sciences [htienison@chem.ucla.edu](mailto:htienison@chem.ucla.edu)**

How do you keep the LA's engaged? How many flake out, and how does that inconsistency affect the students taking the course? How often do students get misinformation from LA's? - Gina Poe

Can LAs be used in classes that are only for seniors? For example., can we choose the 5 top GPA students to stay 1 lecture and one reading ahead of the class to facilitate interactive discussion in small groups? - Gina Poe

**22. Alice Ho and Kirsten Turlo (Undergraduate Education) – The Freshmen and Transfer Student Summer Program [AHo@college.ucla.edu](mailto:AHo@college.ucla.edu)**

What is the UR student graduation rate for the AAP members? [Will get the exact number but it is higher than URM graduation rates at other public 4-year institutions across the country \(except Univ of Virginia in 2017\).](#)

Can students join AAP mid-term (e.g. after they failed their midterm)? - Gina Poe  
[Students join AAP within the first three weeks of a quarter and is meant to be of support from the beginning vs. after a failed midterm.](#)

During the Student AAP orientation (week?) where they are learning about the resources available to them, do they only learn about AAP resources or are other opportunities and resources on campus also introduced? [AAP Orientation is just to AAP resources and when they meet with our counselors and mentors, we then introduce them partners and resources across campus. However, campus partners are invited to table at our open house and other recruitment and resource fairs AAP puts on.](#) Are there opportunities for other student support programs to tell the AAP student support programs about those programs? For example, getting students to get involved in research, do they hear about the URC research portal site (available to all students and II faculty)? [We provide training to all staff when they start but also ongoing through staff meetings. Presenters and experts from across campus are invited to share about their area/unit with our team. For our Graduate Mentors, we actually do a campus partners/resources tour during training at the beginning of the academic year during Welcome Week.](#) - Gina

Tracy Johnson was asking that the curriculum is changing in the STEM majors, so how is the AAP summer program changing to accommodate those changes and adapt to them. [We have been in communication with the Life Sciences Chair, Frank Laski, and work with the LS Core to determine our summer course offerings. We are changing our course offerings to adapt to the new LS curriculum, particularly in Math \(e.g., FSP 2018, we are offering LS 30A\) and am in communication with Department Chairs.](#)



### **23. Ian McLean & Josh Samani (Physical Sciences) – Transforming Physics for Life Sciences**

O exciting that you are willing to change Physics to make it relevant for Life Sciences! Thanks for pushing it forward. -Gina Poe

How did you combat the faculty that didn't see a need for change?-Laura Erskine