



Student-Led Pre-Lab Meetings - A Practice to Grow Previous Students' Leadership and Problem-Solving Skills, and to Improve Current Students' Learning

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Abstract

Every science discipline has the learning outcome of teaching students problem-solving skills. Every student would like to put on his/her resume the leadership abilities and experiences. But how do we know our students have learned either? This presentation showcases the "pre-lab meetings" proposed and organized by previous students who now work as lab teaching assistants (TAs), initially as a potential solution to increase current students' understandings and performance in General Chemistry I labs, and gradually turned into a SoTL research by these undergraduate students. A pilot study in the Fall 2017 semester in a medium size public university in US suggested an increase in not only the lab but also the corresponding lecture performance among students who frequently attended these pre-lab meetings. In the Spring 2018 semester, this practice continues at a larger scale to involve more TAs and more students, with the hope that this practice will on one hand grow the TAs' leadership and problem-solving skills, and on the other hand improve students' understandings in lab and consequently the association of these labs to corresponding concepts in lecture to produce a better overall understanding in General Chemistry.

Biography

Yanjun Jean Wan received her Ph.D. in Chemistry Education from Clemson University, SC, USA. After that, she has taught college chemistry courses full-time for six years to mostly pre-med students in US. Her research focuses on improving students' learning in general chemistry classes, as well as methods to foster students' leadership abilities. Recently she moved back to her hometown in China to join Guilin Tourism University and the construction of two of their new undergraduate programs.

Publications

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2nd International Conference on Pharmacology and Pharmaceutical research
Webinar | April 21, 2021

Citation: Yanjun Jean Wan, *Student-Led Pre-Lab Meetings - A Practice to Grow Previous Students' Leadership and Problem-Solving Skills, and to Improve Current Students' Learning*, Euro pharma 2021, 2nd International Conference on Pharmacology and Pharmaceutical research, Webinar, April 21, 2021, 05:02-02