

Lucy Lai

Documentation of Teaching Excellence

In the table below, I have summarized my teaching experiences across all the courses I've TA'd or taught at both Harvard and Rice University (listed in reverse chronological order). These numbers come from official course evaluations. Each course listed links to a corresponding section of the document where I elaborate on my exact contributions to the course and include links to instructional materials or curricula I have developed, my teaching evaluations, and recorded lectures.

Spotlighted courses (jump to these first to see my greatest contributions)

Course	School	Semester (s)	Role	Teaching Rating	# of Respondents	Course Size	Page(s)
Teaching100	HMS	Fall 2022	TF	4.75/5	4	16	2
MAHPING nanocourse	MSM / HMS	Fall 2022	Instructor	N/A	N/A	10	3
GenEd1125	Harvard College	Spring 2022	Head TF	5/5	81	101	4-6
		Spring 2021	TF	4.75/5	34	42	7
NB212	HMS (PhD)	Fall 2020	TF	N/A	N/A	15	8
NB316QC	HMS (PhD)	Spring 2020	Problem Set Developer	N/A	N/A	12	8
NB314QC	HMS (PhD)	J-Term 2020	Instructor	N/A	N/A	15	9-10
COLL158	Rice	Spring 2018	Instructor	5/5*	17	18	11
		Fall 2017		4.96/5*	13	14	12
		Spring 2017		4.71/5*	14	15	13
Quincy House Resident Tutor	Harvard College	2021-2022 AY 2022-2023 AY	Entryway Tutor	3.71/4**	8	21	14
			Sophomore Advisor	3.72/4**	6	7	15
Other	Misc.	Various	TF/TA	N/A	N/A	Various	16

Legend:

- **TF:** Teaching Fellow (Harvard's equivalent of Teaching Assistant)
- **HMS:** Harvard Medical School, teaching PhD students in HMS-housed PhD programs
- **MSM:** Morehouse School of Medicine (HBCU in Atlanta, GA), PhD and BS/MS students
- **Harvard College:** Undergraduates at Harvard
- **Rice:** Undergraduates at Rice

* Rice University evaluations are scored on a 1-5 scale with 1=outstanding and 5=poor. I have averaged the scores and inverted them so they match the format of the other ratings (where 5=excellent/outstanding).

**Non-teaching roles, but I included student evaluations as concrete evidence of my commitment to supporting students of diverse backgrounds with a wide range of needs. More details about my role as a Harvard College Resident Tutor and Sophomore Advisor can be found in the corresponding sections.

Teaching 100: The Theory and Science of Teaching

A course exploring the connections between the science of learning and pedagogical best practices.

Taught by [Taratyn Tan](#).

Role & Semester: Teaching Fellow | Fall 2022

Course Size: 16

Population taught:

- PhD students
- [HMS Curriculum Fellows](#) (postdocs focused effective teaching practices and curriculum redesign)

My responsibilities included:

- Filming and editing a video that explained the course structure and expectations
- Grading and giving feedback on student assignments, which included weekly metacognitive reflections and syllabus design
- Facilitating class discussions and activities
- Held office hours 1x/week for students to drop in and ask questions

Links

- [Full Course / Teaching Evaluation](#) (includes the course evaluation)

Below is the summary of my teaching evaluation:

Evaluation of Section Leaders

Section Leader Questions

	Count	Excellent	Very Good	Good	Fair	Unsatisfactory	Instructor Mean	Dept Mean	Division Mean
Evaluate your Section Leader overall.	4	75%	25%	0%	0%	0%	4.75	4.65	4.61
Gives effective lectures or presentations, if applicable	3	67%	0%	33%	0%	0%	4.33	4.66	4.54
Facilitates discussion and encourages participation	4	75%	25%	0%	0%	0%	4.75	4.65	4.56
Is accessible outside of class (including after class, office hours, e-mail, etc.)	4	75%	25%	0%	0%	0%	4.75	4.65	4.64
Generates enthusiasm for the subject matter	5	80%	0%	20%	0%	0%	4.60	4.56	4.54
Gives useful feedback on assignments	5	0%	60%	20%	20%	0%	3.40	4.45	4.54
Returns assignments in a timely fashion	5	60%	40%	0%	0%	0%	4.60	4.53	4.56

Section Leader Comments

Please comment on your Section Leader's teaching.

Comments
Lucy provided very helpful feedback on my assignments, and did a great job facilitating productive discussions in class!
I liked that Lucy participated during the classroom discussions and helped contribute to the discussions with her own experiences and knowledge. She returned assignments quickly and always left feedback on the assignments.

From Bench to Bedtime: Entraining Policy to Science (MAHPING nanocourse)

A 3-day course on the impact of circadian-related policies on health that was designed and co-taught with 6 other PhD students from Morehouse School of Medicine and Harvard Medical School as part of the [MAHPING Pedagogy Fellows Program](#). We incorporated inclusive, evidence-based teaching practices into our course, with feedback from faculty mentors [Taralyn Tan](#) (Harvard) and [Morris Beneviste](#) (Morehouse).

Role & Semester: Instructor | Fall 2022 (September @ Morehouse, November @ Harvard) for 3 days, 2 hours/day for a total of **6 contact hours** per school

Course Size: ~10

Population taught:

- Morehouse Neuroscience BS/MS Students (includes undergraduate students from Spelman and Morehouse Colleges)
- Morehouse School of Medicine (MSM) PhD students
- Harvard Medical School (HMS) PhD Students

My responsibilities included:

- Developing learning goals, objectives, and assessments
- Creating course content, including slides and in-class activities
- Developing a post-course survey
- Led course planning meetings over a 5-month period
- Designed the course website

Links

- [Course Website](#) (designed by me)
- [Course Planning Document](#) (learning objectives, activities, etc.)
- [Full Post-Course Survey Responses](#)
- Course slides
 - [From Bench to Bedside \(Day 1\)](#)
 - [From Bench to Bedtime \(Day 2\)](#)
 - [From Bench to Bedside \(Day 3\)](#)

Below are some notable excerpts from the post-course survey (prompt was “What were the strengths of the course?”):

- *Instructors were very engaged and knowledgeable. Activities were well-planned and helped to "drive home" the material. It was cool how the course spanned biology and policy. Slides were also great!*
- *The strength of the course has been the environment that the pedagogy fellows were able to create. They really succeeded [in creating] an environment where everyone felt welcome to participate. Moreover, the material covered was very interesting.*
- *The instructors were confident and clearly knowledgeable about the course material. They were engaging and made the material accessible. It was so, so great to see them take all the discussions and questions in stride. Amazing job.*

GenEd1125: Artificial and Natural Intelligence

An introductory course exploring machine intelligence and comparing it to animal intelligence.

Taught by [Venkatesh Murthy](#).

Role & Semester: Teaching Fellow in Spring 2021 (Virtual), Head Teaching Fellow in Spring 2022 (In-person)

Course Size: 42 in Spring 2021, 101 in Spring 2022

Population taught:

- Harvard College undergraduates
- A few [Harvard Extension School](#) students & visiting scholars

My responsibilities included:

- Hiring and training TFs
- Consolidating feedback from course in Spring 2021 to apply to Spring 2022
- Writing 4 problem sets and 1 midterm exam
- Developing and standardizing the discussion section curriculum (meets 1x/week) so that all TFs are teaching the same material
 - Created “Section Guides” for TFs to refer to, including example in-class active learning strategies and activities (see links below)
 - Created template Powerpoint slides for TFs to use in their section instruction
- Developing in-class activities and assessments
- Keeping track of students with academic accommodations and following up with them
- Assigning students to discussion sections
- Creating a course website for students to easily access Canvas files
- Uploading / linking course materials at start of each week
- Monitoring the anonymous course feedback page throughout the term
- Teaching a section of 12-18 students (in both Spring 2021 & 2022)
- Guest lecturing (2x/term)

Links

- [Call for TFs](#) (used to recruit and hire TFs)
- [Course Website](#) (designed by me)
- [Section Guides](#) (lesson plans)
- [Section Slides](#) (used by all TFs)
- Problem Sets & Midterm (version with answer key):
 -  pset1_key.pdf
 -  pset2_key.pdf
 -  pset3_key.pdf
 -  pset4_key.pdf
 -  midterm_key.pdf
- Recorded lectures that I have given
 - [Reinforcement learning in the brain](#) | Slides:  lec15_dopamine.pdf
 - [What is consciousness? And can machines have it?](#) | Slides:  lec23_consciousness.pdf
- [Full course evaluation](#) (excerpt below)
- Full teaching evaluations: [Spring 2021](#) | [Spring 2022](#) (excerpts below)

Course Evaluation - Spring 2022

I am including an excerpt of the general course evaluation here because I significantly contributed to the course content and design as Head TF.

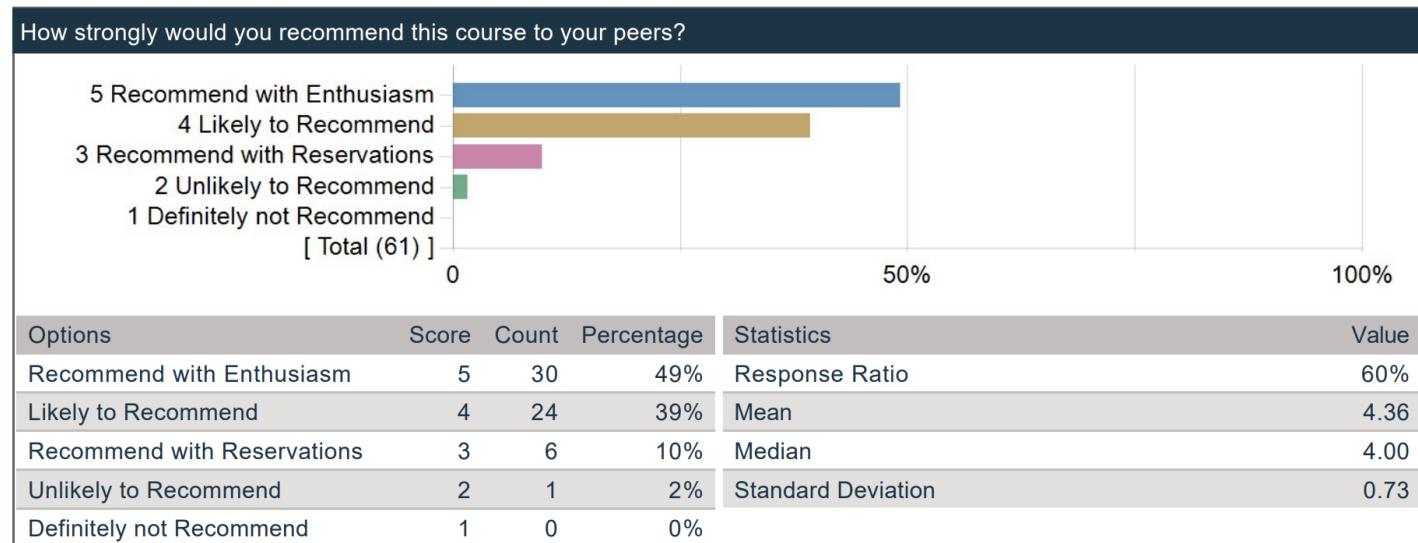
General Course Questions

Course General Questions

	Count	Excellent	Very Good	Good	Fair	Unsatisfactory	Course Mean	Dept Mean	Division Mean
Evaluate the course overall.	62	44%	37%	19%	0%	0%	4.24	4.06	4.06
Course materials (readings, audio-visual materials, textbooks, lab manuals, website, etc.)	61	44%	34%	18%	3%	0%	4.20	4.03	4.03
Assignments (exams, essays, problem sets, language homework, etc.)	59	53%	29%	17%	2%	0%	4.32	3.97	3.97
Feedback you received on work you produced in this course	60	60%	23%	15%	2%	0%	4.42	4.04	4.04
Section component of the course	60	62%	22%	12%	3%	2%	4.38	4.23	4.23

Recommendations - Would you recommend this course?

How strongly would you recommend this course to your peers?



Spring 2022 Teaching Evaluations

In addition to becoming Head TF in Spring 2022, I continued to teach 1 discussion section of 18 students (following my own written curriculum) for 1 hour/week for 13 weeks (**13 contact hours** total).

Below is the summary of my teaching evaluation:

Evaluation of Section Leaders

Section Leader Questions

	Count	Excellent	Very Good	Good	Fair	Unsatisfactory	Instructor Mean	Dept Mean	Division Mean
Evaluate your Section Leader overall.	13	100%	0%	0%	0%	0%	5.00	4.54	4.54
Gives effective lectures or presentations, if applicable	13	92%	8%	0%	0%	0%	4.92	4.47	4.47
Facilitates discussion and encourages participation	13	85%	15%	0%	0%	0%	4.85	4.55	4.55
Is accessible outside of class (including after class, office hours, e-mail, etc.)	11	100%	0%	0%	0%	0%	5.00	4.63	4.63
Generates enthusiasm for the subject matter	13	92%	8%	0%	0%	0%	4.92	4.50	4.50
Gives useful feedback on assignments	11	91%	9%	0%	0%	0%	4.91	4.41	4.41
Returns assignments in a timely fashion	11	100%	0%	0%	0%	0%	5.00	4.37	4.37

Section Leader Comments

Please comment on your Section Leader's teaching.

Comments
Lucy is the best TF I have had at my time at Harvard. She will go on to do great things someday. The section exercises were extremely helpful and the feedback on homework was thorough and always released quickly. The presentation part of section was great, I enjoyed seeing how other students are using AI.
amazing. nothing more
I absolutely loved Lucy's teaching!!! She is so kind and incredibly enthusiastic about the material. She always made sure that students in her section understood the material, going out of her way to explain concepts people were struggling with. I also love how she fostered a sense of community within the course, and supported lively in-class discussions.
Lucy is an incredible teacher and leader
It was heavy to have the section right after class but having it with Lucy made things so easy. I hope she continues teaching with a smile on her face forever.
I really enjoyed Lucy's lectures for the course! She was super engaging and great at answering questions.
Lucy was always energetic and enthusiastic which made section a lot more fun and rewarding.
Easily one of the best section leaders I have had in my time at Harvard. Lucy was excellent in teaching the material and did a fantastic job in facilitating thoughtful discussions. This section was definitely the best aspect of the course.
Lucy is a fantastic section leader! She is very knowledgeable about the subject and she explains things simply. The enthusiasm she brought to class was inspiring. She is also very approachable and likeable.
I had a fantastic time in Lucy's section! We had some great discussions about AGI (hopefully I wasn't too scary haha) and other philosophical concepts. It was lots of fun. I also enjoyed other people's "AI life hacks" presentations and will definitely be taking a look at some of them in the future! (Might be nice to have gotten a Google Form or something to collect all the links, though.)

Spring 2021 Teaching Evaluations

Spring 2021 was the first time the course ran (during the pandemic, on Zoom). I taught 1 discussion section of 12 students, for 1.5 hours/week for 13 weeks (**19.5 contact hours** total).

Below is the summary of my teaching evaluation:

Evaluation of Section Leaders

Section Leader Questions

	Count	Excellent	Very Good	Good	Fair	Unsatisfactory	Instructor Mean	Dept Mean	Division Mean
Evaluate your Section Leader overall.	12	83%	8%	8%	0%	0%	4.75	4.62	4.62
Gives effective lectures or presentations, if applicable	11	82%	9%	9%	0%	0%	4.73	4.56	4.56
Facilitates discussion and encourages participation	11	82%	9%	9%	0%	0%	4.73	4.61	4.61
Is accessible outside of class (including after class, office hours, e-mail, etc.)	11	82%	18%	0%	0%	0%	4.82	4.64	4.64
Generates enthusiasm for the subject matter	12	83%	8%	8%	0%	0%	4.75	4.59	4.59
Gives useful feedback on assignments	10	80%	0%	20%	0%	0%	4.60	4.51	4.51
Returns assignments in a timely fashion	10	80%	0%	20%	0%	0%	4.60	4.43	4.43

Section Leader Comments

Please comment on your Section Leader's teaching.

Comments
LUCY DESERVES A RAISE. Seriously, very passionate TF that would stay for far longer than the allocated time for sections going over student questions or just chatting about how to attack the psets, life, etc. Her section in general was a joy, such a nice discussion environment she fostered there that EVERYONE had their cameras on and mics on all the time and were always talking a laughing. This class was absolutely fantastic but a significant part of that is because of Lucy and everything she meant for us.
Lucy is one of the best, if not the best section leader/teaching fellow I've had at Harvard. Considering the fact that she was a Ph. D student in the Neuroscience Department, it was almost as if she was just another student in the class that we could openly converse with during section, during office hours, or over email to get answers, help, or advice on not only course material, but being a college student in general. I can say with absolute certainty that every student in our section enjoyed having Lucy as a section leader/teaching fellow, and she contributed GREATLY to our overall enjoyment of the course. She easily encouraged participation through ice breakers, or questions about how our lives were going in general, and she provided excellent help on problem sets. If it weren't for Lucy, I would have a significantly worse grade in the class, and I definitely would not have learned as much as I did. Lucy is the greatest!
LUCY WAS THE BEST PART OF THIS CLASS. MAKE SURE YOU GET LUCY AS A SECTION LEADER BECAUSE SHE WAS THE BEST SECTION LEADER I HAD AT HARVARD!
I wasn't actually in Lucy's section but I loved having her be the zoom breakout room TF! Thanks for letting me come to your section dinner, you're great!
Lucy really goes above and beyond as a TF and really clearly cares about students and pedagogy. Sections are well thought out and incredibly engaging, especially given the Zoom context. Lucy is also very receptive to questions and emails and giving additional help when students ask for it.
super helpful TF. The best TF I have ever had. Went through the psets with us in section to make sure we were in the best shape possible in the class. Seemed very open to helping out whenever we had questions.
Very enthusiastic, genuine, personable, and makes learning enjoyable and less stressful for everyone. One of the best TAs!
Best section leader ever, really made the course amazing. Super helpful and taught course material really well
Lucy has been a great section leader. I really enjoyed coming to section since she made it quite interactive and fun.

NB212: Math Tools for Neuroscience

A continuation of NB314QC (the course I developed). Taught by [Ella Batty](#), the Curriculum Fellow that was hired to oversee the program's [Certificate in Computational Neuroscience](#).

Role & Semester: Teaching Fellow | Fall 2020 (Virtual)

Course Size: 15

Population taught: Harvard Neuroscience PhD Students

My responsibilities included:

- Helping students with computational exercises during class
- Grading problem sets

Links 

- [Overall Course Evaluation](#) (no TF evaluations were provided for this year)
-

NB316QC: Probabilistic Models for Neural Data

A course exploring common probabilistic models used for analyzing neural data. Taught by [Jan Drugowitsch](#).

Role & Semester: Developed 1 problem set | Spring 2020

Course Size: ~12

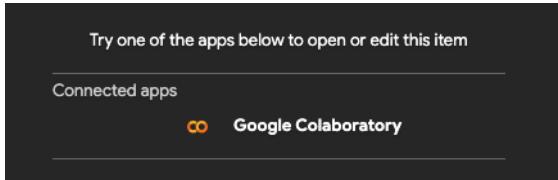
Population taught: Harvard Neuroscience PhD Students

My responsibilities included:

- Developing a problem set that covered Poisson and Gaussian likelihoods, maximum likelihood (ML) and maximum *a posteriori* (MAP) estimation, regularization using priors, and model comparison using posterior predictive checks

Links 

- Exercise Python notebook and solution: [exercise1.ipynb](#) | [exercise1-solution.ipynb](#)
 - To open, the file, please use the “Google Colaboratory” connected app:



NB314QC: Math Tools for Neuroscience

A graduate-level course on mathematical concepts (such as linear algebra and probability theory) underlying common analysis and modeling techniques used in neuroscience. I developed this course and co-taught it with classmate [Alex Chen](#).

Role & Semester: Instructor | January-term 2020 (4 weeks total, met 3x/week for 2 hours/day for a total of **24 contact hours**)

Course Size: ~15

Population taught: Harvard Neuroscience PhD Students

My responsibilities included:

- Developing curriculum and syllabus for the course
- Writing lecture notes and selecting relevant readings and material for class
- Developing 7 problem sets, including supplementary code
- Grading and giving feedback on problem sets
- Lecturing 3x/week

Links

- [Syllabus](#)
- Lecture Notes (we lectured on the chalkboard)
 - [Vectors and Matrices](#)
 - [Eigenvectors and Eigenvalues](#)
 - [Matrix Decomposition and Dimensionality Reduction](#)
 - [Probability and Information Theory](#)
 - [Statistical Estimation and Inference](#)
- Problem Sets
 -  [pset1.pdf](#)
 -  [pset2.pdf](#)
 -  [pset3.pdf](#)
 -  [pset4.pdf](#)
 -  [pset5.pdf](#)
 -  [pset7.pdf](#)
- [Full Course / Teaching Evaluation](#) (because this was a January-term course, we did not have official course / teaching evaluations from the university)

Below are some notable excerpts from the course evaluation (there were many questions pertaining to each topic and aspect of the course):

- [On the use of lecture notes]: *I think the lecture notes were fantastic, very clearly written. I didn't make use of all of them but they were good, especially when I had lingering questions. I liked how the notes were very consistent with the lectures.*
- [Referring to the problem sets]: *Definitely liked that there were after each class. None of them were too long, really. I must admit I liked Lucy's homeworks best...*
- [On the level of interaction in class]: *I think it was great. You guys were very helpful and willing to adjust your explanations according to people's questions.*
- *In general (for all linear algebra) I felt the way it was taught was very different from how I learned it in undergrad. I think this was mostly because you were trying to build intuition (and were successful in this respect) while the undergrad course was just teaching an ability to solve a problem.*

Below are comments about my teaching:**Instructor Evaluations**

Do you have any general comments and/or criticisms about Lucy's teaching style? Any way she could improve?

6 responses

Really liked it. Always very helpful. Sometimes she would get confused which confused us, but that's fine, especially for the first round.

I think it works very well for me

great

I felt at time Lucy was a bit too worried about finishing the lecture on time than making sure we carefully went over the topic. Other than that I enjoyed her dedication for wanting us to understand things intuitively and clear passion of the subject.

The visual representations are really helpful for a good chunk of the time, especially because they brought something new to this course that I haven't seen in other courses, but not always, and having a way to explain the concepts not visually is also important.

Great job engaging the class. Some issues with mistakes on the board/some misunderstandings but I think she knows what I'm referring to here. I appreciate the slow pace, because it felt more thorough. The visual presentation in the linear algebra stuff was difficult - maybe try to show the video first next time, then discuss anything that was confusing/questions.

COLL158: How Music Plays the Brain

A seminar course on the neuroscience of music perception and cognition, developed and taught by me at Rice University.

Role & Semester: Instructor | Spring 2017, Fall 2017, Spring 2018 (**12 weeks total each term**, met 1 hour/week for a total of **12 contact hours**)

Population taught:

- Rice University undergraduates (my peers at the time)

My responsibilities included:

- Developing curriculum and content
- Selecting relevant readings and material for class
- Developing in-class activities and assessments
- Lecturing 1x/week

Links

- Syllabus: [Spring 2017](#) | [Spring 2018](#) (the syllabus did not change much from Spring to Fall 2017, but I added a new assignment in Spring 2018 that I am including here in the syllabus)
- [Lecture slides](#)
- [Course evaluations](#) (excerpts below)
- [Full teaching evaluations](#) (excerpts below)

Spring 2018 - Course and Teaching Evaluations

Below are comments about my teaching:

Student Comments	Total Comments: 7
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Lucy shines.

05/09/2018 12:05 A.M.

Lucy is amazing! So sad she is graduating this year :(

05/05/2018 01:05 P.M.

Lucy goes above and beyond to teach and support her students, despite being one herself! She inspires us to think more interdisciplinary.

05/04/2018 02:05 P.M.

Lucy is the best! Not only is she chill, but her enthusiasm makes me want to pay attention.

05/04/2018 12:05 P.M.

Lucy is great at developing engaging discussions about music and neuroscience. She is very experienced and knowledgeable.

05/03/2018 11:05 P.M.

Lucy's a great instructor. Enjoyed her class very much.

04/27/2018 11:04 A.M.

NA

04/22/2018 02:04 P.M.

Below are comments about the course:

Student Comments	Total Comments: 6
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Great class, very engaging, HIGH quality, would totally take again (because I missed a few days)! I had some of my preconceived notions about the subject shown to be false, which I found to be VERY exciting.

05/16/2018 03:05 A.M.

Between a round of group presentations, essay, guest speaker, and Lucy lecturing, this class covered a lot of material and presented it in an accessible manner.

05/09/2018 12:05 A.M.

Interesting discussions about music and the brain. I liked how both subjects were explained starting from a basic level.

05/04/2018 12:05 P.M.

Very informational and fun at the same time. Great for music lovers who are STEM majors or STEM lovers who are music majors.

05/03/2018 11:05 P.M.

Super interesting course! Glad I got to take it before Lucy graduated.

04/27/2018 11:04 A.M.

Fall 2017 - Course and Teaching Evaluations

Below are comments about my teaching:

Student Comments	Total Comments: 9
I learned so much in this class! The guest lecturers were a great plus. 12/21/2017 04:12 P.M.	
Lucy's awesome! She really worked hard in making this course, and it shows! Plus, it was really nice to just learn from another undergrad, made the class so chill. 12/21/2017 04:12 P.M.	
Lucy is the bomb. Super knowledgeable, fun to talk to. 12/20/2017 06:12 P.M.	
Lucy is really knowledgeable about the topics of music and the brain and relates the two very well in this course. For the amount of instruction time available and all the info available on how music affects the brain, Lucy does a very nice job of both teaching this subject to her students and fostering independent thinking from her students about this topic. 12/16/2017 03:12 P.M.	
Lucy knows her stuff and her students. You can tell she has put a lot of effort, tears, and love into this class. 12/16/2017 03:12 P.M.	
I love Lucy! She was awesome. You could tell she put a lot of work into the class and was really knowledgeable about the things we discussed. She was also super laid back and kept the class fun and discussion-based. 12/12/2017 02:12 P.M.	
Lucy is fantastic. Passionate, laid back, motivational, not pushy- everything you want in a college class prof. Made my tuesday evenings. Def take a class with her! 12/09/2017 11:12 P.M.	
Lucy did a good job of explaining concepts and making them interesting which can be hard after a long day of classes. She kept the course interesting, and helped out with the presentations to make sure we were on the right track! 12/08/2017 11:12 P.M.	
Lucy brought in great examples to relate the content to ourselves and research applications. Engaging discussions and really fun class. 12/04/2017 10:12 P.M.	

Below are comments about the course:

Student Comments	Total Comments: 9
Lucy is amazing! I love her and it was clear that she cares so much about what she's teaching. :) 12/21/2017 04:12 P.M.	
I really enjoyed the course! If you're interested in neuroscience at all, definitely consider taking this! It was low-stress, but I felt like I still learned a lot from it. 12/21/2017 04:12 P.M.	
Great college course! Super interesting material. 12/20/2017 06:12 P.M.	
As any great class should, it leaves you with more questions than answers. You find yourself covering and learning much more topics than you expect, whether you are new to both music or neuroscience, or a self-proclaimed expert in both fields. There's simply not enough time to cover all the topics and questions that come up during class. 12/16/2017 03:12 P.M.	
While I learned a lot in this class, I think the material throughout the course could've been connected a bit better, so that the teaching of material flowed with more ease throughout the semester by relating multiple topics more with one another. 12/16/2017 03:12 P.M.	
I loved this class! It was super chill and really fun, with a lot of really interesting material. 12/12/2017 02:12 P.M.	
Such a fascinating look into different aspects of music and their implications on different neural correlates! Half a music refresher and half a PSYCH 101 style anatomy review. Great combination! 12/09/2017 11:12 P.M.	
This course is pretty interesting, and does a good job of explaining basics of neuroscience and music, and then explains what they have in common and how one affects the other. It's pretty interesting and discussion based, and you have easy presentations once during the semester on an article your group chooses to read. 12/08/2017 11:12 P.M.	
Really cool selection of materials, presentation was good for people with music, psych, or no background knowledge. 12/04/2017 10:12 P.M.	

Spring 2017 - Course and Teaching Evaluations

Below are comments about my teaching:

Student Comments	Total Comments: 8
Lucy is incredibly passionate about both of the topics that make up this course (neuroscience and music), and she has a way of inspiring interest in these topics through this course. She was very approachable and understanding and always sought to make the course interesting and accessible for everyone. Lucy is a great teacher and would be a great professor as well!	
05/07/2017 03:05 P.M.	
Very nice and prepared	
05/06/2017 06:05 P.M.	
lucy was very prepared for her lectures, clearly knew what she was saying and was able to answer questions. she is clearly enthusiastic about the topic. I felt bad that sometimes people didn't pay attention or didn't participate a lot. she's also one of the nicest people and she's done really cool things in music and in cog sci, so I feel really lucky to know her!	
05/06/2017 06:05 A.M.	
Lucy is great! I would take another class with her if I could lol	
05/05/2017 04:05 P.M.	
Lucy is awesome! Super personable and knowledgeable about the topic.	
05/05/2017 01:05 P.M.	
Great teacher. Everything presented was clear and concise. Fun to talk to and has a good sense of how much to lecture vs. engage the class.	
04/29/2017 08:04 P.M.	
Lucy's a great instructor and has clearly put a lot of effort and thought into this course. She's extremely friendly and approachable so any questions can be asked and she'd be able to answer. Her previous vast knowledge of the subject only helps with her ability to instruct the class very well.	
04/26/2017 10:04 A.M.	
As someone who's taught a student taught course before, I was thoroughly impressed with Lucy's organization and knowledge of her subject. You could tell she really worked hard to make this class interesting and fun. She even organized a cool field trip to the med center. Lucy's the best!	
04/24/2017 02:04 A.M.	

Below are comments about the course:

Student Comments	Total Comments: 8
Very chill course in terms of time commitment. Many of the neuroscience topics were already familiar since I am a cog sci major, but the integration of music was interesting since this is not discussed in many other classes. I think the class could be made more dynamic/engaging (we had a guest lecture that was cool, but most of the weekly meetings were more or less the same format with just different topics).	
05/07/2017 03:05 P.M.	
Really interesting	
05/06/2017 06:05 P.M.	
super super chill class! interesting topic taught well, lax with the work even when it was already so little. (couple pages of reading per week, all interesting). would definitely recommend if you are interested in music and the brain!	
05/06/2017 06:05 A.M.	
Great COLL course! You look at the intersection of music and neuroscience, which includes a lot of cool topics.	
05/05/2017 04:05 P.M.	
This course was a great introduction into music and neuroscience. I do wish there was more interaction instead of lectures. Overall, super cool class!	
05/05/2017 01:05 P.M.	
Definitely a fun, and engaging, course. I learned a lot about how music affects us through our brain, in physical, medical, emotional, and cultural applications.	
04/29/2017 08:04 P.M.	
Great introduction to neuroscience and its associations with music. Really good development of ideas for a college course and was well-instructed.	
04/26/2017 10:04 A.M.	
Really informative class! Extremely well organized and fun!	
04/24/2017 02:04 A.M.	

Quincy House Resident Tutor

Since Fall 2021, I have served as a Resident Tutor at Quincy House, a 400-person dormitory and community where I live with and mentor Harvard College students. In this multifaceted role, I help students plan and navigate their academic curriculum and seek additional support and resources when needed. Though this is not an explicit teaching position, I included my student reviews as concrete evidence of my **commitment to supporting students of diverse backgrounds with a wide range of needs.**

Entryway Tutor

Below my student evaluations pertaining to my role as an Entryway Tutor (primary responsibilities include hosting study breaks and being accessible and responsive to students' social, emotional, and academic concerns):

Quincy House AY 2022-2023

Lai , Lucy

8 students evaluated this tutor as an Entryway Tutor

This Tutor:

	Number of Responses	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	This Entryway/Floor Tutor Average	Quincy House Average*
is approachable	8	0%	0%	0%	100%	4.00	3.73
is frequently present in the residential community/entryway	8	0%	13%	13%	75%	3.63	3.48
is responsive to requests and concerns	8	0%	0%	25%	75%	3.75	3.74
is respectful and fair	8	0%	0%	25%	75%	3.75	3.79
hosts enjoyable entryway events	8	0%	0%	25%	75%	3.75	3.61
fosters a sense of community in our entryway	8	0%	0%	25%	75%	3.75	3.50
is well-equipped to work with diverse range of students	7	0%	0%	14%	86%	3.86	3.72
is well-equipped to work with a diverse range of issues	7	0%	0%	14%	86%	3.86	3.69

I would likely consult with this Tutor for:

	Number of Responses	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	I'm Not Sure** (5)	This Entryway/Floor Tutor Average	Quincy House Average*
Academic support (advising and subject-specific tutorial assistance, professional advising)	8	0%	25%	38%	25%	0%	3.00	3.20
Personal advising (social, extracurricular, health and well-being)	8	0%	0%	25%	63%	0%	3.71	3.32

* Average of all Entryway Tutors and House Tutors in Quincy House

** Responses of "I'm Not Sure" are not included in calculation of average.

**Quincy House
AY 2022-2023**

Lai , Lucy

How have you benefited from interacting with this tutor?

Lucy is great! She's always a sweet and smiling face to see around the entryway, and I love having her around. This is my second year with her and I hope I get a third! :) Lucy is a very kind person to talk to and is quite open to discussing things and is very flexible overall!

Lucy is extremely kind and understanding and her presence helps create a sense of stability in the entryway.

She has helped make the entryway feel a little more like home!

If you would like to elaborate on ways this tutor could improve, please do so below.

She's great! I can't think of anything

Sophomore Advising

Below are my student evaluations pertaining to my role as a Sophomore Academic Advisor (primary responsibilities include going over student's planned course schedule, ensuring they are fulfilling academic requirements, and referring them to academic and extracurricular resources):

**Quincy House
AY 2022-2023**

Lai, Lucy

6 students evaluated this Sophomore Advisor

This Sophomore Adviser:

	Number of Responses	Strongly disagree	Disagree	Agree	Strongly agree	This Sophomore Advisor Average	Quincy House Average
		(1)	(2)	(3)	(4)		
reaches out to me	6	0%	0%	17%	83%	3.83	3.47
is knowledgeable about the Harvard College curriculum and academic requirements.	6	0%	0%	17%	83%	3.83	3.52
offers helpful advice about course selection and course registration.	6	0%	0%	17%	83%	3.83	3.52
discusses how to balance my academic and extracurricular commitments.	6	0%	0%	17%	83%	3.83	3.48
discusses my interests, and helps me to identify ways to pursue them.	6	0%	0%	17%	83%	3.83	3.45
makes referrals to appropriate College offices and resources.	6	0%	0%	50%	50%	3.50	3.42
encourages me to think broadly about my academic plan(s) at Harvard.	6	0%	0%	33%	67%	3.67	3.42
was able to help me navigate resources around concentration declaration.	6	0%	0%	33%	67%	3.67	3.43

Interactions with my Sophomore Adviser

	Number of Responses	Strongly disagree	Disagree	Agree	Strongly agree	This Sophomore Advisor Average	Quincy House Average
		(1)	(2)	(3)	(4)		
The amount of interaction I had with my adviser was sufficient to meet my needs.	6	0%	0%	33%	67%	3.67	3.34
If I were to encounter academic difficulties in the future, I would feel comfortable turning to my adviser for information and advice.	6	0%	0%	50%	50%	3.50	3.29

Other

This section includes all the courses that did not have any formal evaluation / feedback system for TAs.

The following were short courses (< 1 month) in graduate school where I served as a facilitating TA:

- [Computational and Systems Neuroscience Conference](#) Workshop on Bayesian Modeling (March 2019)
 - 3-hour pre-conference tutorial on Bayesian modeling of human behavior, taught by [Wei Ji Ma](#)
 - I proofread the hands-on exercises and facilitated the live session with 5 other TAs, walking around to answer questions and lead a breakout group through the computational exercises
- [NB306QC: Quantitative Methods for Biologists](#)
 - 2-week bootcamp to introduce statistics and programming in MATLAB, taught by [Mike Springer](#) and [Rick Born](#)
 - I helped students throughout the course with programming exercises
- Reinforcement Learning @ Harvard Tutorial | [Slides](#)
 - Co-taught a 1.5-hour introductory tutorial on reinforcement learning at a school-wide conference to an audience of undergrads, PhD students, postdocs, and faculty

The following were courses I TA'ed* at Rice University:

- NEUR/PSYC 362: Cognitive Neuroscience (Spring 2016, Spring 2017, Spring 2018)
 - I was **heavily involved** in this course ever since its inception in 2016, TA-ing every offering until I graduated (my sophomore, junior, and senior years). I refined 4 problem sets and wrote grading guides/rubrics to standardize fair grading practices. These guides are still in use today by current undergraduate TAs for the course. This experience solidified my desire to pursue a career teaching in higher education!
- NEUR/CAAM 416: Neural Computation (Spring 2018)
- NEUR/BIOC 385: Cellular and Molecular Neuroscience (Fall 2016)
- STAT 310: Probability and Statistics (Fall 2016)
- PSYC 203: Cognitive Psychology (Fall 2015)

*Unfortunately, Rice University does not have any evaluation / feedback system for TAs. If interested in my contributions as an undergraduate TA, please contact Dr. Simon Fischer-Baum (sjf2@rice.edu), who is the professor for **NEUR/PSYC 362: Cognitive Neuroscience**.