



Graduate College *Teaching Certification*

**Congratulations to our incoming
2019-2020 cohort**

ANDREA FINK-ARMOLD



**Ph.D. student,
Department of
Psychology**

**Advisor:
Dr. Murray Millar**



Andrea Fink-Armold is a third year PhD student studying Quantitative/Experimental Psychology. Her research centers around how social psychological threats such as social identity threat, stereotype threat, and role conflict affect self-concept and identity development. Her research aims to inform program and policy recommendations to promote educational and occupational equity. Additionally, she studies advanced data analysis and modeling, research design, and test development as they apply to the study of these topics.

Andrea has a passion for teaching and hopes to become not just a sufficient teacher, but an excellent one. She hopes to build the skills necessary to transfer her enthusiasm and talent for teaching in non-academic settings into the university setting and to become an instructor who inspires and excites her students, particularly when teaching courses such as statistics and methodology.

BROOKE WOLFE



**M.A. student,
Department of
Communication
Studies**

**Advisor:
Dr. Jennifer Guthrie**



Brooke Wolfe is a first-generation college student entering her second year in the Communication Department. Her research focuses on societal narratives that discipline action and how those narratives influence women in romantic relationships.

From this program she hopes to gain experience in teaching development and how best to make her classroom a welcoming, accessible and appropriately challenging space.

CAMILLE MORRIS



**M.A. student,
Department of
Communication
Studies**

**Advisor:
Dr. Jennifer Guthrie**



My research surrounds topics of identity and the ways in which it is negotiated through conversation. Truly, I find the dynamics of interpersonal conversation to be fascinating and enjoy studying the ways communication influences larger understandings of life.

I hope to learn, through my participation in this program, how to encourage healthy dialogues in a space where learning can be most conducive. Learning how to create an environment that addresses the concerns of students while normalizing both the tension inherent in critical learning and the differences amongst learners. This program will also help inform how I can best design classes that I would like to see implemented in the future.

DANIEL PEREZ



**Ph.D. student,
Department of
Anthropology**

**Advisor:
Dr. Karen G. Harry**



My interest in the Graduate College Teaching Certificate (GCTC) program stems from a desire to develop both a teaching philosophy and overall approach for teaching anthropology and archaeology upon completing my doctoral studies. Moreover, I see the GCTC program helping me become a better teacher by providing a structured framework for pedagogical strategies in teaching anthropology and archaeology—strategies and approaches not typically provided within anthropology graduate programs. Through the GCTC program, I am confident I can develop approaches to teaching at the university/college level which would positively complement the research-based training I am receiving in my doctoral studies at UNLV.



LIDIO LIMA DE ALBUQUERQUE

**Ph.D. Candidate,
Department of
Kinesiology and
Nutrition Sciences**

**Advisor:
Dr. Brach Poston**



My research investigates the effects of different non-invasive brain stimulation techniques to improve motor performance and learning in healthy adults and in patient populations. Transcranial direct current stimulation (tDCS) is the primary technique employed and involves application of an electrical current to a specific brain targeted area. tDCS is portable, safe, easy to administer, and can conveniently be combined with physical tasks, resulting in a potential alternative treatment for Parkinson's Disease (PD). For my Ph.D. dissertation, I am investigating the acute and long-term effects of tDCS on motor function and learning in PD when applied over the cerebellum. My immediate career goal is to obtain an assistant professor position, where I can pursue both my research and teaching interests. Therefore, the GCTC program would be highly beneficial in facilitating the achievement of this goal as it will provide valuable theoretical and practical information on contemporary teaching styles and techniques.

MARYAM MOHIEDDIN RAD

Ph.D. student,
Department of
Teaching and
Learning
Advisor:
Dr. Christine Clark



Maryam's research is focused on Muslim women's challenges in education. She is now collecting preliminary data and performing a literature review for her Ph.D. dissertation research. Being a Muslim woman, she hopes her research can contribute to increasing the quality of education for Muslim women in higher educational institutes of the United States by identifying the existing issues and finding possible solutions to mitigate them. GCTC program will help her having a better teaching skills and a better overview of her research and help her students to conduct a holistic research.

NANETTE RASBAND HILTON



**Ph.D. Candidate,
Department of English**

Advisor:



Nanette Rasband Hilton's work is published in travel and trade magazines, literary and scholarly journals, and as instructional manuals digitally and in print. She holds a bachelor's degree in Writing from BYU and a master's degree in Language and Composition from UNLV where she teaches English Composition. Nanette is a Ph.D. candidate studying nineteenth century American literature with a focus on rhetoric and composition pedagogy. In the GCTC Program, Nanette hopes to work with other instructors, faculty, and students to broaden her "teaching tools belt" by adding new strategies to her cadre of teaching methods to meet her students' needs. She is particularly interested in addressing diversity issues relating to feminist rhetorics, multiple Englishes, multi-language writers, and cross-curriculum agendas.

When she's not creating, Nanette may be found cycling the Mojave or enjoying time with her husband and their five children.

SAMANTHA THIES



**M.A. student,
Department of
Communication
Studies**

**Advisor:
Dr. Jennifer Guthrie**

Within communication studies I research interpretive, critical rhetoric. I examine the ways in which our everyday communication constructs meaning in society. In my research, I especially focus on the construction of human trafficking and sex work, as well as social perceptions of sex and gender. I decided to join the GTRC program because I want to gain the skills to prepare all my students to think critically and act purposefully. Beyond just preparing students for their future career, I hope to help them build the practical knowledge they need to be engaged citizens.

SERENA HICKS



**Master's student,
Department of
Communication
Studies**

**Adviser:
Dr. Donovan Conley**



Serena Hicks earned her B.A in Communication Studies at the University of Nevada, Las Vegas. She continued her education by going into the Master's Program for the Department of Communication Studies. She attained a graduate assistantship and teaches Com 101: Oral Communication. Her research interests include algorithmic rhetoric, privacy issues, social media, and how it affects the public sphere. Her goals while participating in the GCTC program is to learn how to communicate better with her students, different teaching strategies, and most importantly, to gain the knowledge of best teaching practices. Her goal is to enrich student's lives by teaching them the fundamental skills of communication.



WILLIAM RIDGWAY



**Ph.D. student,
Department of
Psychology**

**Advisor:
Dr. David Copeland**



William Ridgway earned his B.S. in psychology from University of Oregon and his M.A. in forensic psychology from The Chicago School of Professional Psychology. His research focuses on jury decision-making, eyewitness memory, and death penalty issues.

Prior to joining UNLV's Experimental Psychology program, William completed a post-master's fellowship at Queen Margaret University in Edinburgh, Scotland. While at the Centre for Applied Social Science and Memory Research Group, he worked under Dr. Jamal Mansour, whose research focuses on eyewitness identification.

The GCTC program will assist William in his pursuit of helping future students learn the "Oxford temper," which Oscar Wilde defined as the ability "to play gracefully with ideas."