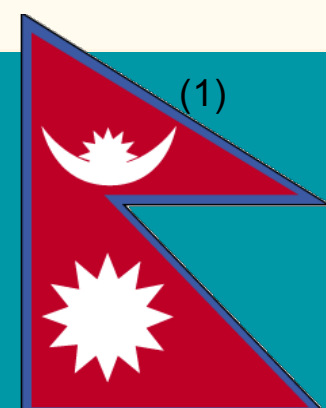
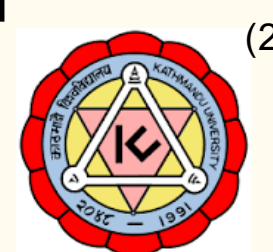


## Introduction



Our research focused on teaching practices in the chemistry classrooms of Kathmandu University in Nepal.



Background: Kathmandu University<sup>(2)</sup>

- Establish in 1991
- Most prestigious private university in Nepal
- Around 3700 enrollment
- (Earthquake in 2015)

## Methodology

### Data Collection

- Classroom observations
- Professor interviews

### Analysis

- Interview transcription
- Interview coding for themes
- Case study construction
- Development of conclusions

## Conclusions and Teaching Implications

### High-stakes Exam

Professors make expectations clear, especially with the final exam worth 75% of the grade.

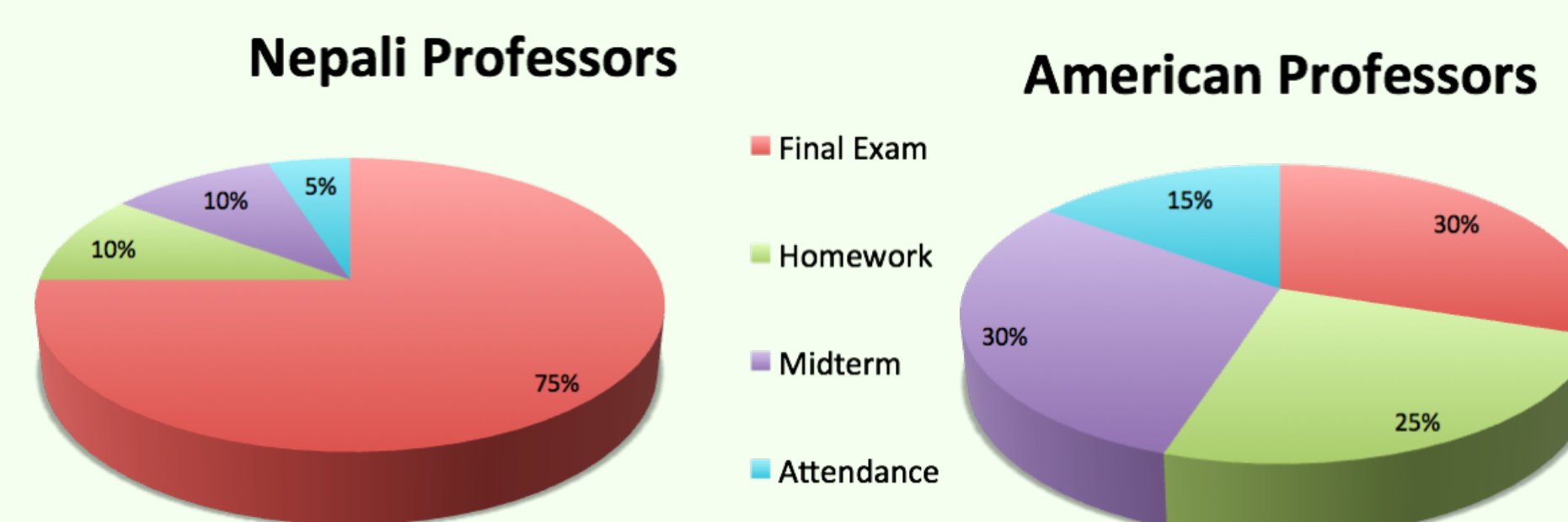


Figure 1. The Nepali professor grading scale is derived from Professor Lama's interview

### Teaching Implication

- Making expectations clear helps students be aware of what is most important in the course
- Ensure that international students understand importance of homework

### Respect and Accountability

Professors use eavesdropping and walking around the classroom to check homework and monitor in class activities.



Figure 2. An example of a Kathmandu University classroom.

### Teaching Implications

- Professor can gauge levels of competency as a way to maintain accountability and to adjust teaching
- Student become more attentive and interactive with closer proximity of professor

### Flexibility and Adaptability

Professors and students are flexible (especially with scheduling). Students are cohesive and will often come together to bring forth (schedule) changes.

*"I wanted to give [the exam] on Friday, but the students said they had something to do. So it will be postponed to maybe Sunday."*

– Professor Rana, July 7, 2015

### Teaching Implications

- Allow students to make collective decisions for aspects of the class to encourage ownership
- Foster good communication between professor and students

## Future Work

- Solicit responses from KU profs on draft case studies
- Analyze Kathmandu University's students response to the April 2015 earthquake



Figure 4. Earthquake devastation

- Consider the effects of class size, class level (intro or advanced), and college or university size with similar analysis of teaching practices (through the lens of formative assessment)

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