

Research based teaching at Kathmandu University

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In our summer 2016 research opportunity we learned about how science is taught by Nepali professors and related it to Dr. Fynewever's previous research with American professors. Kathmandu University (KU) is a private university where Dr. Fynewever spent the spring and summer of 2015 teaching and interacting with the students and the professors. He observed six KU chemistry professors' teaching and then interviewed each professor about their practices. From interview audio, we created a transcript and analyzed it for themes using a pre-made codebook that was established with science professors in U.S. Each code were important theme that came up throughout the interview therefore as we read the interview if we saw a conversation or topic from the transcript that fit in with one of the code in the codebook, than they were highlighted using a software program. After coding each KU professor, we created a case study that explained the teaching tendency each professor carried.

From the data analysis we were able to extrapolate several conclusions. In this summary, I will highlight two. Our first conclusion about the KU professors was that they made it explicit what they expected from the students. This was a necessary practice especially for the KU professors because the final exam was worth 75% of the semester grade while homework, internal test, quizzes, and attendance has been the rest of the 25%. Which we saw as an interesting factor to investigate the comparison with the U.S. university which we commonly see the final is less important and the homework is much more important. From this conclusion we saw that making expectation clear is more essential in Nepal, especially in preparation for the final exam. A second conclusion is that Nepali professors expend significant effort in walking around the class. The act of eavesdropping and having close proximity with the students often enhanced the students to be more attentive and engaged in class, which enhanced the learning for the students.

From the research I was able to be more familiar with *formative assessment* and the importance of why it should be incorporated in classrooms. *Formative assessment* is the ongoing monitoring of learning *as the learning is happening* rather than just measuring what *was learned* after the fact. It gave me a greater insight on how formative assessment could be incorporated in my teaching and lesson once I become a teacher. I did not value how measurement, feedback, and adjustment could be incorporated into my daily practice.

The cultural aspect of the research had also been enjoyable topic to engage in. Learning about a different culture, making connections and distinguishing differences between cultures was one of the many privilege we got to do with this research. We especially had the opportunity to dig deeper into the cultural aspects of Nepal and how Nepali teaching methods and tendencies are different from the ones in American universities.