

Instructor Spotlight: Dr. Madhura Pradhan – Video Transcript

[TEXT ON SCREEN] The Office of Distance Education in the College of Arts and Sciences presents, Instructor Spotlight, May 2023 with Dr. Madhura Pradhan, Department of Microbiology

[Dr. Madhura Pradhan] So another activity which is very nascent, we just implemented last semester and that activity is based on building study guides. So a lot of time you may have experienced that student ask for study guides. The this is a very common request. Sometimes those study guides cannot be comprehensive enough for students to receive help from. Sometimes they are comprehensive, but at the same time students just focus only on study guide and don't study anything else beyond that, so that can be detrimental to student success as well. So how do you provide some kind of a guidance to the student with regards to their metacognitive abilities? How do you make them aware that their learning is appropriate in the direction of the learning objectives? So that is where this activity comes in, which is building study guide as a community of the classroom. Once again, in asynchronous online classroom, there's not much opportunity for students to interact with each other. So we made this study guide formation as a classroom activity where each student had to write down a few questions on a given topic and once they write down the questions,

then they have access to the questions written by other students. To make sure that students get to see other student responses, I actually use the discussion board for building the study guide because there's a feature in CarmenCanvas where you can actually post a discussion response and then once you post the response, you get to see other students responses. So the study guide was not really one whole document, it was more like a discussion and then I had to go in and put all those questions together in a Word document and give it to the students. So they get to see all the questions from all the students in the classroom, and they also get to comment on those other questions. And this is how we build the study guides together. And then as an instructor, you can go back in, look at the number of questions that students have contributed, and see if there are any holes. So as an instructor, you can see if your students are grasping some of the topic areas pretty quickly, but some others they're completely missing. That is another indication to you as well when it comes to teaching in the classroom next time that you know that this was the point missed by students while making study guides. So to synthesize proper quality questions, students were introduced to the Bloom's Taxonomy idea and students were given explanations with regards to where each level of Bloom's Taxonomy stands: understand, know, apply, synthesize, analyze, and create. So those are the different levels that were explained to the student. They were given some examples of simple definition, memorization based question and how to convert that basic question into higher level question. So such examples were given to students and it was required for students to provide few simple question but at least two higher level questions. So students were actually prompted to think how

they can go beyond memorization. And how they can actually use their skills to connect two different pieces of information together, which may not be in the same PowerPoint, which may not be in the same paragraph. But how to connect two different ideas, how to synthesize those connections, How to compare and contrast. So those are the skills we were trying to build, while also giving students some guideline for studying for the exams as well. So there are a lot of purposes that were served by this community built study guide.

[TEXT ON SCREEN] Special thanks to Dr. Pradhan