Research-based teaching at Kathmandu University
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Introduction
Our research focused on teaching practices in the chemistry classrooms of Kathmandu University in Nepal.

Background: Kathmandu University
- Established 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.

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.

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

Source:
2) [http://www.ku.edu.np/](http://www.ku.edu.np/)

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

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