

WWHOW- Encouraging Personal Responsibility

Learning Outcome: Students will become aware of their personal strengths and weaknesses after self- reviewing their own graded test, and they will then devise strategies to improve on future tests.

Summary: This exercise allows students to review a graded quiz or exam, reflect on their mistakes and propose approaches to improve their study skills. Some of the skills practiced in this exercise are to acknowledge weaknesses and to practice self-responsibility. The only material needed, in addition to their graded test, is a work-sheet that the students can complete on their own (see attached sample).

Procedure:

1. The WWHOW student worksheet is completed after a test. First, the students make a list of items responding to the questions on the first column.
2. Second, the students respond to the questions in the second column by identifying reasons for their mistakes. Examples may include: they did not complete the homework, or they were not engaged while studying, or they were absent from class when the material was covered, or their notes were poorly developed.
3. Third, based on the reasons given in the second column, students make a concrete plan in the third column to correct the deficiencies.
4. The instructor participates in this activity by reviewing the student-completed WWHOW sheets, and learns if certain topics/areas need to be clarified or emphasized.

Example Application: This exercise is particularly useful to review quizzes or exams that were taken relatively early in the semester. This technique was used in the Freshman Seminar “Strangers among us: the microbiota”, the day that the students received their first graded quiz of the Fall 2014 semester. The exercise was performed during class, and the student-completed worksheets were collected at the end of the class period. Students who completed the exercise received a few extra-credit points. A completed sample from the Fall 2014 class is included.

Outcome and Impressions: This was a very useful exercise. The students liked the idea of confronting their mistakes and trying to find ways to improve on future exams. The students continued to perform this exercise for subsequent exams, even when it was not required.

References:

CTLE Freshman Seminar Training session, Spring 2014.

WWHOW Student Worksheet

What did I do well? What did I not do well? Where did I lose points?	Why did I lose points? Why did I make these mistakes?	How can I fix these problems? How can I adjust? How do I plan to do better?

WWHOW Student Worksheet

What did I do well? What did I not do well? Where did I lose points?	Why did I lose points? Why did I make these mistakes?	How can I fix these problems? How can I adjust? How do I <i>plan</i> to do better?
- I knew the different antibodies - I did not know the difference between MHC I and MHC II; I didn't know the antigens presented on them were recognized by different cells. - I didn't know the different kinds of cells. - I knew that young children exposed to bacteria at a younger age will better train their immune system.	- I did not study or look over my notes or the powerpoint that is about this topic. - I did not study the different kinds of cells and what activates them.	- I can look over my notes more thoroughly. - I can look over and study my notes after class and more often. - I plan to study more and study my notes more throughout the week.