

USING STUDENT GENERATED TEST QUESTIONS TO PROMOTE HIGHER ORDER THINKING IN A CELL BIOLOGY COURSE

***Ashley Driver* Biology, UW-Stevens Point**

Students struggle to retain information and form study habits that foster critical thinking and knowledge retention. The objective of this study is to determine whether student generated test questions can improve these deficits in student learning. This study is currently being conducted in an upper level cell biology course with four units. The first unit serves as a baseline control, with no intervention used. During the remaining units, students are introduced to Bloom's Taxonomy and challenged to create and submit questions using higher order thinking. Questions are reviewed and compiled into a test bank available to students prior to each unit exam. Student exam performance is being compared between the units with and without intervention. Additionally, surveys are given with each exam to determine question generation participation and student perception. The results from this work may provide further insight on ways to improve student learning and knowledge retention.

