**Something Innovative for PNW Great Teaching Seminar (2024)**
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One of my bread and butter classes is the prerequisite cell biology class which leads to the exam heavy anatomy and physiology series for students on health care pathways. This class is typically the first college level science class many students have ever encountered, so we're often processing a lot of how to learn and use scientific terminology skills while building the foundational knowledge necessary to be successful in their future classes.

I noticed in a lot of my students that their previous experience with exams and testing was different from what they need to be successful for this series. Testing and exam taking is a skill that they will need to build in order to be successful in their pathway and ultimately be accepted to the program of their choosing (nursing entrance exams, for example). A common piece of feedback I received was that students

found it difficult to predict what was going to be asked about on the exams. To help them predict what types of questions are going to come up on the exam, and then practice that knowledge, I developed an activity we run in class as a review for an exam.
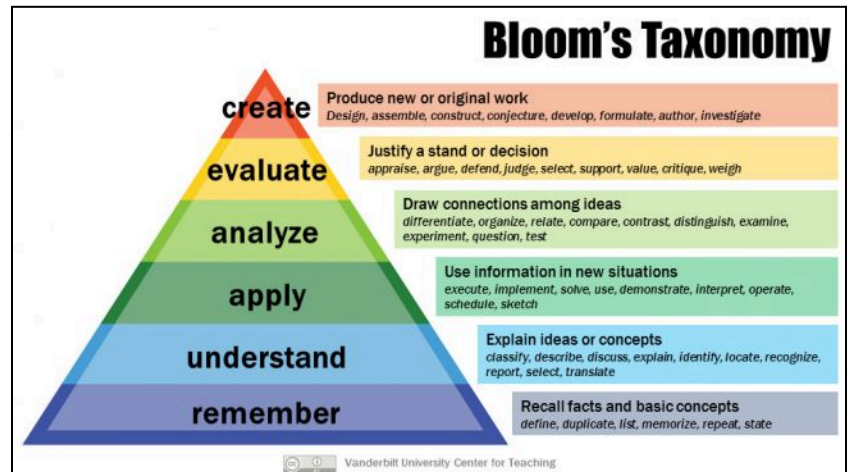
How to use this activity:
1) introduce Bloom's taxonomy as the "secret" formula for how instructor's write exam questions. I provide a handout with Bloom's taxonomy broken out with question stems that are specific to our class.
2) direct students to the learning objective for each week or topic - for my class, these are broken down for each week and provided in the LMS.
3) break students into groups, have each person in the group write three exam style questions and answers about their assigned topic on 3x5 cards or half sheets of paper. One question is testing remember, one understanding, and one apply level question.
4) students then test out their questions in their group, fixing wording and verifying answers.
5) the whole class plays quiz-quiz-trade, starting with their remember questions, then moving through the other Bloom's levels. This is played by each student "testing" their partner on their question, providing feedback on their answer. After both partners have answered the question, they trade questions and find a new partner.
6) students choose their favorite understanding question and leave it with me as a contender to be added to the upcoming exam.