

"Testing and grading are not incidental acts that come at the end of teaching but powerful aspects of education that have an enormous influence on the entire enterprise of helping and encouraging students to learn." -- [Ken Bain](#)

Relieving End-of-Semester Stress

The end of the semester is a stressful time for students. As the [Tufts Mental Health Task Force reports](#), students may have "not yet developed...stress management skills to cope with the stressors of a rigorous academic environment." While some stress is healthy, too much can become debilitating and negatively impact student performance. Here are some ways instructors can help relieve some of this stress:



- **Structure review sessions** to require students to actively engage with prioritized prompts. For instance, if students struggle with applying the correct formula when solving problems, they could work in pairs to set up the first few steps of their solution only, rather than solving to completion.
- Encourage students to **use [high-impact study strategies](#)**. For example, it's been shown that testing oneself by working through practice problems (without consulting notes) is a more effective technique than rereading one's notes. Explain this to students - [here is a video](#) that could be shared with them.
- **Express that you have confidence** in students' ability to succeed. [Student self-efficacy strongly impacts their motivation and behavior in the classroom](#).
- Guide your students in meditative **breathing exercises** like [this one](#). [It really does help](#).

CELT is hosting a symposium December 10 on building learning environments that support student mental health and well-being. [To learn more or register, click here](#).

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Institute for Learning Assessment
January 7, 8, and 9, 2020

Before spring semester begins, join this popular three-day institute to develop tools for understanding and improving your students' learning. In it, you will work with a group of peers and CELT colleagues to develop a continuous, inclusive, and sustainable



assessment plan for a course you'll be teaching. We recommend working on a course taught in the summer or fall.

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1. Planning
2. Productivity
3. Professional relationships
4. Work-life balance

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