

A range of teaching and assessment strategies are used

Students stay more engaged when instructors vary their teaching styles and strategies. There is no *one* style or strategy that works all the time— the context of the course, physical environment, and course learning objectives are all factors to consider when choosing what teaching style to use.

Sometimes lectures are the best choice to deliver new content to students. However, lecturing for an entire class period can also create fatigue for students and result in a lack of engagement.

Strategies for keeping students engaged and motivated:

- Try lecturing for shorter amounts of time with **breaks for small groups or pair discussions on an applied or reflective question related to the lecture topic.**
- Pause lectures and **ask students to write short reflections on what they learned or on questions they have.** Perhaps these are questions they can submit to instructors or TAs for future discussion.
- **Incorporate peer mentors, [learning assistants](#) and [writing fellows](#) into your course** to provide students with additional opportunities to learn from peers.

Just as it is important to vary our teaching strategies, diversifying our assessment strategies keeps students engaged, motivated, and provides a more comprehensive picture of student learning. When designing exams, create different question types—multiple choice, fill-in-the-blank, short answers.

Examples of assessments beyond exams:

- Essays
- Presentations
- Podcasts
- Student Interviews
- Video Essays

There are many smaller [classroom assessment techniques](#) that can help you learn about your students' understanding of course material and help you adjust your teaching accordingly.

Varying our teaching and assessment strategies keeps our students engaged and benefits us as instructors. This variety enhances our own engagement and gives us a different perspective on our students and their learning.

Here are further resources to support you in your thinking about engaged, [active learning](#) and [assessing student learning](#).