

## A New Model of Final Examinations

As an academic staff member at CU-Boulder, I believe that current structure of final exams perpetuates a culture of stress, anxiety, and superficial learning/ academic cramming. I have heard from many students that they are so stressed out at the end of the semester that the goal shifts from deep learning to short-term memorization. Many students have major class projects due at the end of the semester while simultaneously trying to prepare for cumulative final exams. Overloading a student during the final exam period perpetuates a bad culture for mental health problems to incubate. I would like to see a model where less onus is put on final exam results and more emphasis on semester long learning. This model would require students to take a mandatory course on learning sciences where diverse learning methods and strategies are taught. I believe that young students spend a great deal of their higher education career trying to identify their learning style without guidance on how to do so. If we required a higher education learning sciences and strategies course it could greatly improve our students' academic performance and overall mental health.

Sincerely,

Cory Harbor