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.. everything this professor has provided us is very . . . helpful.” —Anonymous student, *N* = 96 Discussion {#sec6}
===== Students and faculty respond to student engagement strategies in different ways, with some strategies being perceived as helpful and others as unhelpful. For the most part, students found the strategies helpful. They appreciated the structure of the preclass assignment and the opportunities for collaboration. They liked the flexibility of the assignments, some using them for reflective practice in the classroom, others for their portfolios or study. They also appreciated having someone to check up on them, as the noncognitive aspect of active learning was helpful. Students reported feeling like they had control over their own learning, an important component of intrinsic motivation ([@bib12]; [@bib14]). Faculty members were excited to have their students engage in active learning. They did not want to overburden students with too much work but instead wanted students to use active learning for experiential learning, providing opportunities for students to make decisions, be collaborative, and solve problems. Faculty who had been exposed to active learning in the past appreciated the strategies and felt that they would be easier to teach in the future. As with most active learning, there were times when students struggled. For some, this was with time management, for others, this was because they were not prepared for an assignment or had too much on their plate. Others who had struggled with an assignment at the end of the semester ended up doing very well on the posttest. A few students struggled when the assignments were due in a week or 2. The thought was that the teachers were too busy to check in with students often, so students did not have the support they needed. These limitations should be taken into account in the design of future active learning strategies. Many active learning strategies have been developed in the past decade. To date, there has not been a systematic review of these strategies to compare their relative effectiveness ([@bib3]). Instead, there have been reviews of surveys of faculty preferences for active learning (e.g., [@bib8]), meta-analyses of meta-analyses of active learning, or comparisons of student performance in active learning and traditional lecture (e.g., [@bib7]). I have been able to synthesize student and faculty responses to active learning strategies, which will allow future comparisons between different active learning strategies. There have also been some attempts to

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