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## How do students prepare for assessment?

Learning strategies are techniques commonly used when attempting to understand, learn or retain material. Spanning a range of lower and higher order approaches, the learning strategies chosen by students within a single undergraduate cohort can vary significantly [1]. A variety of factors can affect the learning strategies an individual uses, with personal motivations being one such factor [2,3]. For example, for many undergraduate students, assessment and attainment remain two key reasons to engage with and study course material. However, the influence of specific types of assessment task on observed study habits and employed learning strategies is less clear.

Being interested in understanding such relationships, our poster shares preliminary research to probe the learning strategies used by undergraduate chemistry students when preparing for a range of assessment tasks. These include a combination of both traditional and alternative assessment methods (e.g. closed vs open book exams), which have increased in popularity across the higher education sector in response to the need for remote assessment. As presented, our initial analysis highlights that the types of learning strategies reported most commonly by students may indeed vary based upon the nature of the assessment task given to them.

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