

Tutor Advisory Sheet

This is supposed to be a help for tutors to improve the tutorial experience for the course team *and* the students. It can be seen as a general guideline and collection of **ideas as a starting point** for own developments. Additionally, there will still be the regular coffee meeting on teaching to evolve this document.

First things first: **communication** within the course team (including lecturers) is key to solving most problems.

How to see yourself as a tutor

- link between students and lecturer
- link between the magnitude of topics and the bigger picture to the (not only technical) application
- placement of the applications in terms of an exercise into the bigger picture given in the lecture

How to see yourself as the head tutor

- communication center of the course team
- (➡) develop applications which help the students to rework / wrap-up the lecture and train the application of concepts given therein
- (←) active cooperation with the lecturer to include the needs showing up in the classes (There are always some, if you ask for them!)

Central Concepts

This section gives a short collection of the most important ideas. More detailed descriptions and examples will follow at the beginning of next semester. If you have ideas to improve this sheet, send them to hardt@thp.uni-koeln.de.

- set the **rules** of the game *at the start* (first class)
 - active participation
 - detailed corrections of the submitted sheets
 - mistake tolerating atmosphere
 - camera-on question (for online classes)
- establish **active participation**
 - notify students in advance about a possible presentation of an exercise in the tutorial class
 - use ice breakers (naturally more active students) systematically
 - use quizzes on exercise sheets to get an active atmosphere at the start of the class
 - to prevent partitioning, create exercises based on previous sheets
- getting students **back on track**
 - support restructuring of student learning groups
 - name key points and literature (script, books) to an exercise
 - connect exercises and literature
 - short repetition of needed results from previous weeks

- name/explain the general setting of the exercise
- tackle an already discussed problem from a different POV
- dealing with the **amount of material**
 - give more hints for barrier-free starting point to exercises
 - choose the setting of exercises wisely from the start so that several topics & techniques can be explained by the same setting
 - Instead of 2 exercises, design 1 which can be solved in 2 different ways (more discussions)
 - if a sheet covers too much material for the class, hand out model solutions for parts with low potential of discussions
- **communication**
 - corrections mainly as support for revision, and prevent students from fearing that they will not be admitted to the exam
 - head tutors should inform tutors about the goals and key points of an exercise
 - tutors should notify head tutors if the amount of material is too much for the students
 - Stimulate communication between students
 - also lecturers can be notified if students can't follow the lecture
 - include tutors from FS for beginner's lectures
 - include a hidden-feedback exercise where students should pose a question which will be discussed in the next class
- **quizzes and Q&A sessions**
 - mix the two, i.e., lecturer and students pose questions
 - useful to close the gap between lecturer and students
 - tutors should deduce the questions from the submissions of the students
 - stimulate discussions: questions where students give different answers
 - mix of technical and comprehension questions
 - talk with ice breakers (naturally more active students) in advance
 - can be a separate format or part of the lecture/tutorial class