

TUTORS & DEMONSTRATORS

Quick Tips and Resources for Laboratory Demonstrating

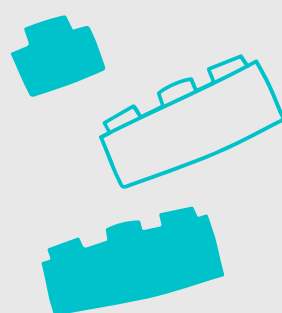
INDIVIDUAL LEARNING

As a demonstrator, your role is to enhance the learning of the individual students in the lab, and to ensure that the learning objectives of the lab are met for all. Be attentive to individual and group signals that they need help. Do not single out individuals but be attentive to individual needs.



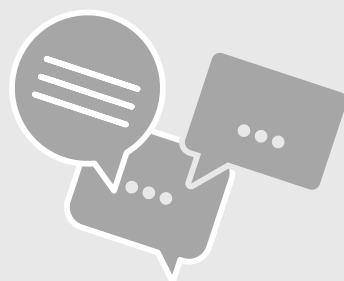
THE RIGHT AMOUNT OF HELP

When answering questions be careful not to give them too much help or answer the question for them. Find out what they know and help them build on their knowledge. Guide them toward solutions.



INVOLVE THE WHOLE GROUP

If you are dealing with a group do not ignore quieter group members or focus solely on the more dominant individuals. Draw in those who seem disengaged by asking for their opinions and ask the more confident students to share their ideas to find solutions.



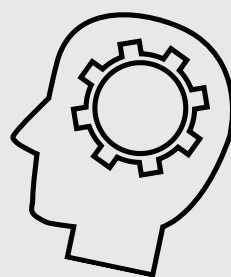
RECURRING QUESTIONS

If you find that you are being asked the same question by multiple groups or individuals consider giving a short summary to the whole class or to multiple groups to help them understand the question and to find a solution. If everyone is struggling with the same question feed this back to the course organiser for clearer guidance for the next lab.



GIVE TIME AND SPACE

If a student does not respond immediately consider giving them a bit of time to consider what you have said and to find solutions for themselves. You can say you will be back in 5 minutes to check on them and stick to it. Hovering over students while they are thinking can be intimidating, so give them space to think.



YOU ARE A ROLE MODEL

Though labs can seem like a relaxed space, be mindful of your own professional conduct. You are a role model as a demonstrator. Follow the health and safety guidance and model professional attitudes.



YOU ARE PART OF A TEAM

You are part of a teaching team, so you can involve others in the team to help solve problems. Consider who is in the team and what each member contributes. The team might include other demonstrators, the floor lead, technicians, or the course organiser.



THINK SAFETY

You will have responsibilities for the safety in the lab. Make sure you are familiar with all safety regulations and what to do in the event of an emergency. Look at the risks through your students eyes. [Follow up and report](#) on any accidents, hazards and near-miss incidents.

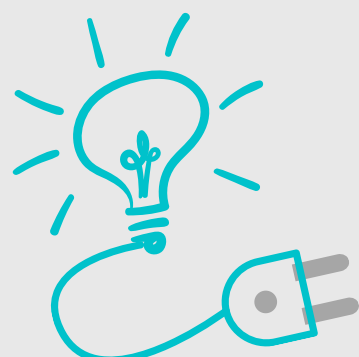


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CONNECT TO THE REAL WORLD

Making connections to the real world and how you apply techniques and concepts to your own research can help students to understand the reason for what they are doing. Share your enthusiasm for the subject and bring in your own knowledge and experiences.



DON'T PANIC

If the equipment or technology fails (in the lab or online) stay calm. Consider if you can fix it or who can help you fix it. Can participants join another group or is there backup data available they can use? If you are unable to continue the lab reassure participants that alternative arrangements will be made. Contact the course organiser to alert them of this.



BE KIND

Your students may be new to labs or to hybrid learning and teaching. Be kind and understanding if students don't seem to be engaging or taking part. Take the time to understand why. Try not to get frustrated.



Hybrid labs

NETIQUETTE

If students are interacting online make sure that you have a set of shared rules of conduct. These will ensure that everyone is aware of expected behaviours and will enhance the experience for everyone participating. Involve them in setting these rules so they don't feel like it is imposed upon them.



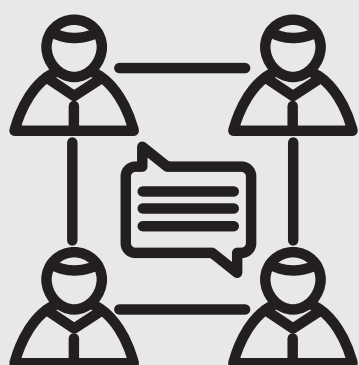
ENGAGING ONLINE

Engaging students online can be achieved through using several interactive elements such as videos, discussion forums, polls, quizzes and more. Remember that online students will also need individual support so make sure you monitor individual engagement and needs as you would in the lab.



BUILD COMMUNITY

A large part of hybrid teaching is to ensure different groups of students feel part of a whole. This will require integration across groups so make sure that there are opportunities for groups to interact and to learn from each other. Share experiences and learning points across groups to [build a sense of shared belonging and community](#).



DO THE BEST YOU CAN

All will be well!

