

# TUTORS & DEMONSTRATORS

## Quick Tips and Resources for Enhancing Tutorials

### Learning Technology

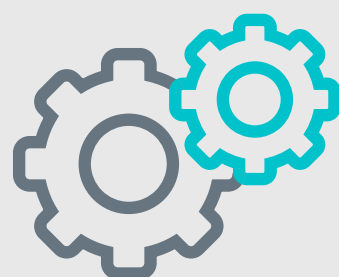
#### WHAT TOOLS TO USE

There are a range of tools available to enhance your tutorials with lots of different functions. [Tools supported by the University](#) are recommended as they will have training available, can be integrated with other tools, and provide continuity for students in their learning experience. There are also external tools that you could use, but they may need additional considerations around data protection and privacy.



#### PEDAGOGY

There is a temptation to start with the tool when designing a learning activity, but don't forget the pedagogy. When designing your learning activities the use of tools should go hand in hand with the pedagogy or learning objectives. Don't overburden students with tools unless there is a very clear need for it. Consider carefully if a new tool is necessary to introduce. You may be able to achieve your intended learning outcomes using existing tools or in a simpler way.



#### ACCESSIBILITY

When considering what tools to use make sure that they are [accessible to all students](#), both in terms of the [technology](#) and other access needs. Do all your students have adequate bandwidth, or have suitable spaces to engage in activities online? Do all your students have a device that can connect to the internet? Will it cost them money to connect? Is the tool adjustable for specific learning requirements? Are there time zone delays? Consider asking students anonymously about their accessibility requirements before choosing a tool.



#### DATA & PRIVACY

Data protection and privacy are important to take into account if you are using any [external tool providers](#). They may not be safe, reliable or compliant with UK regulations. Ensure you read their latest privacy policies and share these with your students so they can opt out. Stay updated as they may change frequently. Be cautious about using tools that require users to share personal data such as emails. If you are worried, ask the course organiser or contact [IS Helpline](#) to ask for advice.



#### SAFE & INCLUSIVE

For any tool, it will be important that students feel [safe and included](#) when using them. Use tools to build a sense of community between students and shared experiences. Ensure positive learning environments are maintained by establishing [shared rules of conduct](#) and stopping any inappropriate activity early. Keep the University's [Dignity and Respect Policy](#) in mind at all times, especially when responding to others.



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### Feedback on Teaching

#### WHY GET FEEDBACK?

Gathering feedback on your teaching allows you to critically reflect on your teaching from multiple perspectives. It can elucidate some of the assumptions we may have in our teaching that might need examining. It can also allow us to evaluate how we are doing as teachers, and if we are meeting some target or expected goal in student learning. Knowing why you are gathering feedback is key to knowing where, how, and when you should gather it.



#### WHERE FROM?

Feedback can come from yourself, your students, and from your peers/colleagues. You can also use literature to enhance your self-reflection and inform your choices on how you act on the feedback. For each source of feedback there are [advantages and disadvantages](#). Consider carefully what they can reliably tell you about, and what perspective is most useful to gather.



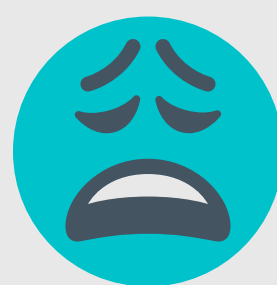
#### HOW TO COLLECT IT?

There are [many methods](#) you could use to gather feedback, mostly determined by who is providing the feedback. Feedback can be formal, such as questionnaires, or informal, such as discussions or observations. For any method, anonymity needs to be carefully considered as this can affect participation but also reliability of the feedback. Ensure there is a clear focus to make it more targeted and useful. Consider using learning technology to gather feedback to make it more accessible and decrease processing time.



#### WHEN TO COLLECT IT?

When to collect feedback will depend on where it is coming from and what purpose it serves. At the start to inform you of students starting points? In the middle to check in, to motivate, or to correct? At the end to give an overall assessment of performance and course outcomes? Continually to adjust as you go? If asking students, beware of feedback fatigue. Don't collect feedback if it doesn't have a specific purpose or focus.



#### WHAT TO DO WITH IT?

Deciding what feedback you will take action on can be difficult. How to proceed will depend on a number of factors, but ultimately the decision is yours to make and should be an informed decision. Try to remain objective and not take it personally. Ask for clarification if feedback is unclear or contradictory. Ask a peer or colleague for advice. Read around the literature to inform yourself. You don't need to act on it all, but don't ignore feedback as this wastes time and effort. Importantly, you need to communicate back to your students what you did with the feedback to [close the feedback loop](#).

