



Western Engineering

LEADING **EFFECTIVE** LABS AND TUTORIALS

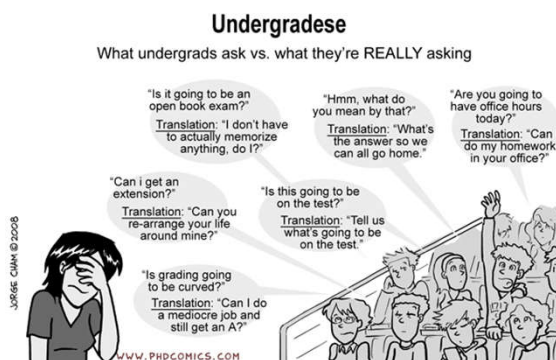
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WHAT IS YOUR GOAL IN A LAB OR TUTORIAL?

Some Ideas Around

- Planning
- Executing
- Post-Assessment



You don't always need a plan but
sometimes it helps



Planning

- Documenting your hours!
- Listing tasks to do beforehand
- Estimating task times
- Comparing with expected working hours
- Asking professor what are critical concepts, or what concepts that students are struggling with

**HOW DO YOU PLAN FOR YOUR LAB
OR TUTORIAL?**

Executing!

- Being positive! Enthusiasm is contagious
- Moving around the room, listen to student conversations, and engage with them
- Using active learning techniques like 'muddiest point' or 'think-pair-share'
- Maintaining flexibility and classroom control

WHAT DO YOU DO?

Post-Assessment

- Grading Assessments
- Intentionally reflect on your tutorial
- Ask yourself questions like:
 - What additional resources or activities would have further enhanced this session?
 - If I facilitated the same session again, would I do anything differently? What? Why?
 - Do you feel you used the most appropriate activities or techniques to help the students learn?

Extra Tips

- Introduce yourself
- Get to know the students, learn their names, ask questions
- Employ active listening to student questions
- Candy helps!
- Play music in the background
- Ask the students for feedback
- Anticipate problems
- Show the students you care about their learning
- Try to strengthen your own understanding of core concepts
- Encourage students to engage with experiments (selfies!)
- Try to respond to students quickly
- Try to hold office hours in formal space, e.g., SEB 3012
- Communicate often to students

BE POSITIVELY CONFIDENT

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Teaching Assistant Training Program

Great Ideas for Teaching

Thank you!

Future Prof Workshops

TA Cafe

QUESTIONS?

Teaching Mentor Program

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Weldon Library Rm. 122

Steps of dialogue pattern in tutoring

1. The tutor poses a question or problem.
2. The student attempts to answer it.
3. The tutor provides brief evaluative feedback.
4. The tutor and student collaboratively improve the answer or solution. This can involve a moderately long dialogue.
5. The tutor ends the discussion often by asking the student if they understand and almost always getting a positive response