

<https://www.uni-giessen.de/de/fbz/zentren/hd/beratung/tutorenqualifikation>



Tool Kit for Tutors

Methods for Tutorial Courses

Contents

List of Teaching Strategies and Methods	1
Methods and Social Forms	1
Methods in general	1
Social Forms	1
Methods and tools for use in tutoring	2
1. Methods to get started	2
Digitale Tools to get you started	4
2. Methods for In-Class Activation	5
3. Knowledge Acquisition Methods	7
Digital Tools to acquire knowledge	9
4. Methods to discuss the subject and give good feedback	10
Digital Tools to discuss knowledge	12
5. Methods to secure results	12
Digital Tools to secure results	13
6. Methods for conclusion	13
Digital tools for conclusion	14
Resources	15

List of Teaching Strategies and Methods

Methods and Social Forms

Methods in general

Choosing the right methods involves selecting appropriate "teaching-learning forms." They are deemed appropriate when they:

- Achieve predefined teaching-learning objectives,
- Align with the selected content, and
- Can be feasibly implemented within given conditions.

Methods are always used within a specific "social form" which dictates the interaction between the tutor and students or among the students themselves. This section first provides an overview of social forms followed by examples of methods. You might recognise some of these methods from your own academic experiences. Methods detailed later in this collection will be marked with an arrow↗.

Social Forms

Frontal teaching, lecture

This is suitable for rapid display and transfer of information and should be employed for a limited duration. An effective lecture should be as interactive as possible. Feedback, in the form of questions, is encouraged. Active engagement with the content and methods presented is crucial. Constant attention to participant engagement is vital, especially with abstract content.

Mixing lecture phases with other methods is beneficial. For instance, a brief lecture can serve as an informative precursor to a subsequent discussion, sometimes termed "impulse lecture." Examples: Presentation, tutor-led lecture, student-led lecture (papers, impulse lectures).

↗ Sandwich

Plenum

Plenum refers to the collective group of participants. In this social form, all seminar or tutorial participants collaborate on a task.

Examples of plenary methods: ↗ Discussion, ↗ Meta Plan Approach

Group work

Group work is a social form that leads to increased learning success if basic rules are considered. Effective group work usually involves four stages: preparation, execution, presentation/evaluation (which solidifies results), and feedback/evaluation. Abiding by this structure, along with clear guidelines and timelines, can yield results satisfying both the students and the tutor.

Regardless of the intended purpose of group work, it is essential to ensure that the results are not disregarded or lost. Examples of group work methods: ↗ Triangle of common ground ↗ archeology congress ↗ Beehive

Partner work

Collaborative work, such as partnering with a colleague, offers several benefits. It can enhance motivation and provide diverse viewpoints on a given task, thanks to the potentially differing perspectives of each partner. Partner work is particularly valuable during developmental phases of learning. It is commonly introduced following a lecture phase and is initiated with a clear assignment statement and agreed-upon time parameters. Partner work serves various purposes, including practice, data collection, observation, repetition, compilation, problem-solving, and mutual correction.

Examples of partner work methods: ↗ Think-Pair-Share, worksheets, ↗ so-called mumble groups, Partnerinterview

Individual work

Individual work serves as a vital means of personal learning and skill development. This approach is grounded in the understanding that learning is fundamentally a constructive and active process, requiring learners to actively engage, particularly through practice. While tutorials can offer valuable support and guidance at various stages, there comes a point in practice and repetition where learners must take the initiative to independently process the material. Individual work not only aids in retaining information but also enables learners to apply their knowledge to similar or novel challenges and tasks.

Examples of methods for individual work: Worksheets, ↗ One Minute Paper, Reading Phases

Methods and tools for use in tutoring

1. Methods to get started

Attention Alarm Clock // SIT: Surprising - Interesting - Troubling

This pertains to the incorporation of brief components like examples, quotes, film clips, or thought-provoking statements into a presentation or discussion. These elements are employed to pique curiosity and facilitate an entry point into the topic of discussion. Effective choices often include references to everyday experiences or the academic context. To establish a coherent instructional structure, the initial element introduced at the outset should be revisited and seamlessly integrated, perhaps as part of the conclusion.

Networking Exercise

The primary aim of this activity is to facilitate introductions and foster connections among participants. To begin, each student writes their name on the board. Subsequently, students are encouraged to engage in conversations with their peers to identify common interests or experiences swiftly. As students discover these connections, they mark them on the board using lines and meaningful symbols. The outcome should resemble a vibrant network, with each participant demonstrating connections to others.

Following this, a round of introductions can take place, during which each person shares a unique connection they've established with someone else. This method expedites the process of acquainting participants with one another and contributes to a positive seminar atmosphere. In larger groups, it is advisable to either create two separate networks or assign the task of conversing with as many people as possible to a subset of participants, allowing a smaller group to share their connections.

Triangle of common ground

In this activity, three students come together as a small group, equipped with a large sheet of paper (e.g., DIN A3) and a pen for each member. They begin by drawing a triangle on the paper and then write their own names at the corners of the triangle. The chosen topic is placed above the triangle. (This exercise serves the dual purpose of either activating prior knowledge about a specific topic or simply facilitating general introductions among participants.)

Next, they proceed to jot down or illustrate their existing knowledge about the topic within the triangle. Any shared insights or commonalities they uncover about the subject are recorded in the center of the triangle. Meanwhile, the instructor can circulate among the groups to gauge the depth of knowledge and identify any knowledge gaps.

Upon completing the task within a specified timeframe, each small group delivers a brief presentation of their findings. Alternatively, one group can present its results, and other groups may supplement or expand upon these findings.

Expectation alignment

During tutorial sessions, it can be beneficial to engage in a comparison of expectations. This can occur either at the outset of the course or at any point during it, especially if students exhibit a strong "consumer-oriented" attitude toward their instructors. The purpose of this expectation comparison is not merely to exchange a list of desires; rather, it is a collaborative negotiation process that emphasises the shared responsibility of all participants in the learning journey.

The tutor can initiate this process by posing selected questions, either in written form on cards or through small discussion groups, commonly referred to as "mumble groups." These questions might include inquiries such as:

- What subject or topic area are you particularly interested in?
- How do you envision applying the knowledge gained here in your future endeavours?
- What prior knowledge or experience do you bring to the table?
- Have you previously attended courses with similar subject matter?
- What specific learning goals do you aim to achieve?
- What requests or expectations do you have for your fellow students in the tutorial?
- What requests or expectations do you have for the tutor?
- How can you contribute to creating an optimal learning environment within the tutorial?
- What steps can you take to progress toward your learning objectives?

After gathering these responses (in larger groups, this can be done by displaying them on a wall or board rather than presenting them individually), the tutor can then align these expectations with the capabilities, logistical constraints, and instructional plans of the tutorial (see ↗Moderation Methods). This process allows for the acknowledgment, appreciation, and potential integration of students' suggestions and preferences.

Living statistics

The tutor initiates a discussion by posing questions to the participants, which could be about their opinions, specific facts, date of birth, place of residence, or similar topics. In response to these questions, participants physically position themselves within the room based on the provided criteria (for example, pro or contra, or geographical directions like north, south, west, east). This positioning serves as a starting point for engaging in an exchange of ideas and perspectives. As the discussion unfolds, the tutor can move around the room, interacting with individuals and inquiring about their rationale for their particular placement within the space.

Shock Memory

At the end of the session, the tutor notes down the five central terms, e.g. on index cards, or encourages the participants to formulate them. In the subsequent session, these terms are distributed among the participants, who then provide concise explanations for one term each at the outset.

Shock Memory light: The participants can ask the person sitting next to them or may consult the materials. Afterwards, they collaborate to create a summary of the content.

PowerPoint-Karaoke

In a PowerPoint-Karaoke activity, participants have the opportunity to provide spontaneous explanations and comments regarding a slide from the previous session or a topic they are unfamiliar with. Another option is to deliver an impromptu speech or a brief spontaneous lecture on a specific concept. Additionally, the activity can be reversed, where students select a slide of their choice, and the tutor provides an on-the-spot explanation. The selection of slides should prioritise those that were least understood to enhance comprehension.

Staircase Game: Step by step

The tutor begins by sketching a staircase on the chosen visual aid. The participants are divided into two teams, each team receives a coloured magnet or sticky note. Both groups are tasked with responding to questions. Correct answers result in the magnet or sticky note moving up one step on the staircase, while incorrect answers cause it to descend one step. The team that reaches the top of the staircase first wins the game. At the same time, the tutor can take note of the questions that led to incorrect answers, facilitating a more in-depth discussion later on.

Digitale Tools to get you started

Activation prior knowledge

For a successful start and the successful activation of previous knowledge, various tools can be used. For the implementation you only need a beamer and a Computer. The participants need their smartphone or a notebook.

- Digital poll, voting (e.g.: ILIAS-LiveVoting, Pingo (<https://pingo.upb.de/>), Plickers (<https://get.plickers.com/>)
 - As a Quiz to **test prior knowledge**
- Showing a short (digital) visualisation, e.g. a video, followed by a question and answer session, e.g. about associations and central concepts.
- joint brainstorming on the topic with digital visualisation, e.g. via „Awwapp“ (Online Whiteboard, <https://awwapp.com/>)

Gain Interest

In order to arouse the interest of the participants, a digital visualisation of the topic in the form of a graphic, a comic, a mind map or a video is recommended. Good icons for free use can be found here: <https://www.flaticon.com/>. Here you can create mind maps: <https://flinga.fi>.

2. Methods for In-Class Activation

Mary go around of answers

The tutor initiates the process by posing a question or assigning a task to the participants, who then each provide their responses. The primary objective of this method is to encourage participants to engage in group discussions as early as possible, fostering a conversational culture from the outset. In larger groups, you can establish "mumble groups" in advance. The results from the mumble groups are discussed in the plenary.

Alternatively, participants can write down their answers on moderation cards or pieces of paper, which are then displayed on a moderation wall or board and organised into clusters for further consideration.

Superexpert

All students stand up, and the lecturer begins asking closed questions that require a simple "yes," "no," "correct," or "incorrect" response. When the answer to a question is affirmative, all students raise their arms; if it's negative, they cross their hands in front of their bodies. Those who answer correctly remain standing, while the rest take a seat. This continues until only one student remains standing, designated as the super expert.

Mistakes are not penalised; instead, knowledge is rewarded. This method serves to engage and energise participants, and it works particularly well with larger groups.

For example: "Is the first binomial formula $a^2 + b^2 = c^2$?" Correct or incorrect?

For a complete exercise, prepare 10 to 15 questions of varying difficulty levels. The entire activity should take about 5 minutes.

Mumble Groups // Variation on Think Pair Share

Two people discuss the result with each other and return it to the large group. Questions that have arisen can also be such a result. In large groups, groups of three can be formed and the results can be randomly tested. An extension is possible in the sense that two mumble groups first discuss their results and only present their solution in a third step. Cf. ↗ Think-Pair-Share

Moderation, Meta Plan

Moderation is used to accompany discussion processes and stimulate them with impulses. Such phases are necessary in teaching and learning processes to gather information, form associations, or brainstorm. In addition, planning and decision-making processes can be visualised and discussed in a way that is comprehensible to all.

Moderation is often used in conjunction with the meta plan technique, which involves collecting cards or ideas and opinions on pinboards or boards. This approach enables the creation of diagrams and transparent recording of decisions. When the card inquiry method is employed, it adds a democratic element to the process. Each participant can express a problem from their perspective, ensuring that all viewpoints are considered. Additionally, this method makes work processes and outcomes clearly visible to the group and allows for efficient documentation, which can be easily shared with everyone through photo protocols.

One-Minute-Paper

Option 1: The tutor provides students with predefined questions or verbally presents them. Students are given a brief period to write down their responses.

Option 2: Students jot down comments and feedback related to the current or preceding topic or session on a sheet of paper.

The one-minute paper can serve as a tool for delving into specific aspects of a topic and also for collecting feedback on the tutorial's process and collaborative dynamics.

Think-Pair-Share

The tutor presents a question or task to the students. Initially, students are given a brief period to contemplate the answer or solution individually, optionally taking notes (Think). Subsequently, they engage in discussions with their neighbours, sharing their thoughts in pairs (Pair). Finally, the entire tutorial group comes together to collectively discuss the question, allowing individuals or pairs to share what they've discussed (Share).

Snowballing

In this method, a problem is initially tackled in pairs (or alternatively, different groups can work on individual subtopics that contribute to a shared overarching theme). These pairs then join another pair and engage in discussions to collectively arrive at results.

The combined results are organised and visually presented, serving as the basis for a presentation to the entire group. This exercise makes use of the students' existing knowledge and also proves to be very flexible due to the high variety of the social form.

Excercise-Machine

The tutor prepares five questions in advance. The students sit opposite each other in pairs, on one side the ones questioning, on the other the ones answering. The tutor hands each questioner a prepared question and makes sure that the ones answering know the correct answer. After answering the question, the person who gave the answer moves to the next chair and is asked the next question. After five minutes there is a change of sides with a connected role reversal. The exercise machine is quickly completed with ten minutes of effective time and offers effective exercise opportunities in a relaxed manner. As an alternative to the questionnaire, an idea collection machine can also be used.

Meiern

"Meiern" is a method used to randomly form groups. The students each receive a card with a family name on it. At the tutor's hint, they all call out the name several times in succession in order to find the other group members with the same name. To their surprise, only the name "Meier" is heard, whereupon the students compare their cards to find that the names only differ in spelling. The following alternative spellings of the name are possible: Meier, Meyer, Meir, Meyr, Maier, Mayer, Mair, Mayr. The exercise generates a lighthearted atmosphere due to the element of surprise and can be swiftly completed within the prescribed three minutes.

Digital Tools for In-Class Activation

In order to activate the students to participate during classes, different approaches are possible. For the implementation you only need a beamer and a computer. The participants need their smartphone or a laptop.

- Get feedback (e.g. ILIAS-LiveVoting, Pingo (<https://pingo.upb.de/>), Plickers (<https://get.plickers.com/>))
- Capture associations and display them as association clouds (<https://www.mentimeter.com/>) Conduct survey, poll or quiz/test (e.g. ILIAS-LiveVoting, Pingo, Plickers)

- Arouse interest through video, graphics, comics, etc.

3. Knowledge Acquisition Methods

Plus- and Minus Questions

Each student thinks of two questions, one of which he/she can answer [+question], and one he/she cannot answer [-question]. Then the first student starts to present his/her minus question. A second student who has this question as a "plus question" answers the question and continues with his/her minus question, etc.

This method reveals existing gaps in knowledge, although it is of course allowed not to know something. The inhibition threshold to ask questions is thereby also lowered. A possible example question could be: "Please formulate one question on the topic of SWOT analysis that you can answer and one that you cannot answer." For small groups, it is advisable to carry out the method until all minus questions have been answered.

For larger groups, the process should take no longer than 15 minutes. Any remaining minus questions can be collected and used as a starter in the next session.

Draw a Lot

In a container there are slips of paper with questions or terms and slips of paper marked "lucky ticket". The students draw a slip of paper and answer the question or explain the term, with a "lucky ticket" nothing has to be answered.

The method creates a relaxed atmosphere, with content being repeated in a playful manner.

Sample question: "What is the difference between intrinsic and extrinsic motivation?"

The time required to prepare seven simple questions and three "lucky tickets" is 5 to 10 minutes.

Interactive Mindmap

In order to elicit ideas, opinions or previous experiences on a topic from students, the tutor writes a term in the middle of the board. The students add the corresponding words by shouting, whereby an introduction to the topic takes place, previous knowledge is recalled and supplemented, and associative thinking is activated. It is also possible for the tutor to add missing content later on. In order to generate visually visible knowledge growth, it is recommended to create a mind map at the beginning as well as at the end of the event and to compare them at the end. Example question: "What can you remember about biochemistry methods?"

Interactive Dialog

As the name suggests, this method does not convey knowledge in a frontal and monologuing manner, but instead draws on the conversation with the students. The active participation of the students makes it easier to link the newly acquired content and increases the duration of attention to the content. No additional material is required and, depending on the content, an interactive dialogue session can last up to 20 minutes.

Query of Cards // Pinboard – Mind Map

A board or pin board is provided with a suitable question or topic and the students each receive an empty stack of cards. Then they think of as many ideas as possible about the issue and write down one aspect per card. The cards are then pinned to the board or pinboard, and unclear formulations are explained in more detail. Finally, the cards can be sorted by the group and evaluated, e.g., by a short inquiry. In this way, few ideas are lost and multiple answers emphasise the important aspects with high relevance.

Archeology Congress // Snippet Sorting Method

Student groups are given a text that has been divided into individual short sentence segments and are asked to put it back together. Afterwards, the results are compared and discussed. Depending on the tutoring, this can also be the way of solving an assignment.

Beehive // Variation on Group Work

The participants are divided into small groups (depending on the number of participants in small groups of three to six people) for about 10 to 15 minutes to discuss an issue / solve a task. Each small group chooses one participant to present the results.

Depending on the group and the willingness to talk, it can also be useful not to have the results presented in front of everyone, but to ask only one group to present, while the other groups can add.

The tutor walks from group to group and looks at the results. Possible difficulties that come to light are discussed with everyone.

Loudspeaker Method

This method starts after an initial input phase. The participants are given the task of writing down questions about the topic and passing them on to pre-determined people, so-called "speakers". These participants then ask the questions as speakers for their fellow students. They can also take the function of bundling or sorting the questions. Some of the questions can be taken up again as a repetition in the next session.

Learning Team Coaching

A text provided by the tutor along with tasks formulated, are first worked on individually by the participants. Groups are then formed. Here, the individually found solutions and results are discussed and, if necessary, any remaining questions are clarified. The tutor then takes on the function of a coach, to whom the group presents the results and the remaining questions. In the subsequent teaching discussion, the solutions are worked out jointly by the students and the learning coach.

Sandwich

The tutor outlines the task and the participants are asked to think briefly about a solution or applicable methods. Afterwards, the participants' ideas are collected, e.g. on moderation cards or on the blackboard, which is the "bottom" of the sandwich. Then the tutor gives the thematic input needed to solve the task correctly ("topping" of the sandwich). After that, the participants apply the new knowledge to a similar task, for example ("top" of the sandwich).

Group Puzzle

All participants are first divided into groups. For this, everyone receives two assignment characteristics, e.g. a letter (A-E) and a number (1-5). These groups are called master groups (example: in master group "A" are the persons with "A1", "A2", "A3", "A4" and "A5"). Together, these home groups form themselves as so-called "experts" for a certain topic or topic area. They can do this by working together on materials (texts) and answering questions about them or discussing them. Each core group is assigned a different topic or topic area. The groups must make sure that each member of the group has understood the task and the results of their group work, because in a next step it will be necessary to be able to pass on the new knowledge. The groups are re-formed so that there is one member from each core group in the so-called "expert groups".

The numbers distributed beforehand are used for this. Now everyone gets together according to the second assignment characteristic, so that at the end there is, for example, a group "1" in which people with the assignment characteristics "1A", "1B", "1C", "1D" and "1E" sit.

Now the results of the core group are presented by each member of the expert group.

As a last step, the experts go back to their original core groups. There, the results of the exchange from the expert groups are summarised. At the end it is good to take some time to talk about the results and the approach with the whole group.

Leaning Pace Duett

Students are given worksheets to complete at their own pace. After solving the first task, the respective student stands up and waits until another person rises. These two then form a learning speed duet and discuss their solution together, but then work on the next task again individually.

The students keep their own learning speed and due to the lack of idle time they are not under time pressure. In case of heterogeneous groups, students with the same knowledge level are additionally paired.

Option: Instead of standing up, students can simply place a green card (folded like a name tag) or another sign in front of them.

Circle Training

The tutor designs stations that serve different levels of learning objectives (acquire knowledge, apply etc.). The students now work through the stations and solve the tasks and exercises. A learning objective check provides either a sample solution or a discussion in the final plenary. Tasks can, for example, be structured according to different levels of knowledge and/or topics.

Vernissage

Four to five posters are given subheadings on a topic and distributed around the room. The students now have the opportunity to move freely around the room and transfer their thoughts, ideas and suggestions to the posters. Afterwards, the tutor summarises the results and adds missing aspects if necessary. The posters remain up the whole time to ensure a recourse to their contents. Students are given the opportunity to record their most important aspects and proceed at their own pace. The tutor notices which points are already clear and where content may still be missing.

Option: the posters are designed together in groups. Afterwards, the posters are hung up in the room and everyone can go around and deal with the topics of the other groups at their own pace. Additions to the posters can be made using prepared cards/notes next to the respective poster. In a final joint round, the results are discussed with everyone.

Digital Tools to acquire knowledge

In order to make it easier for students to acquire new content or new knowledge, the following tools or tasks are conceivable, which you as a tutor can give as "homework" for a more in-depth examination of the learning material:

- acquire content in self-study (e.g. by means of an ILIAS learning module, e-books, videos) and link these to reflection and application exercises
- Structuring knowledge using a mindmap (ILIAS-Mindmap, <http://mindmeister.com/>)
- Create a Wiki for the topic (ILIAS)
- Define terms: Create flashcards/glossary on the topic (ILIAS)

- Explain topic: create own explainer video (e.g. <https://obsproject.com/de>)
- Create a podcast (Smartphone)
- create your own quiz on the topic (with sample solutions and explanations) (ILIAS)
- cooperative writing/revision of a text (on a work assignment) (JLU Box, ILIAS-Wiki, <http://etherpad.org/>, <https://awwapp.com/>)

4. Methods to discuss the subject and give good feedback

Discussion with different applications

The discussion of an issue in different variations represents one of the standard tools for dealing with new content and formats of knowledge by means of a specific question. It is ideally suited for critically reviewing or questioning new information. A possible topic would be, for example, "What impact can prejudices and stereotypes have on intercultural communication?". A flip chart, blackboard or whiteboard is sufficient to document the results. The optimal amount of time is between 15 and 30 minutes. Three variations of how a possible discussion can proceed are presented below.

1. Fish-Bowl

This form of structured discussion divides students into two distinct parties. A small group (5 - 7 students) discusses sitting in the inner circle, leaving one of the chairs empty, and the rest group standing in the outer circle. Any outsider who wishes to discuss joins the group by sitting on the empty chair. In turn, his/her left neighbour stands up and moves to the outer circle. Compared to conventional discussions, this variation offers some advantages: The participants are free to choose their own entry point into the debate, "frequent speakers" are well neutralised, and the constant change of discussants also ensures faster topic changes.

2. Panel/Plenary Discussion

In advance, students consider a series of arguments on a particular issue, with only four to six students debating on behalf of the entire group and the rest acting as audience members.

3. De Bonos 6 Thinking Hats

In this variation, too, six students debate on behalf of the entire group. The students take different perspectives; so say they put on a "hat".

white	objectiv
red	emotional
black	negativ
yellow	positiv
green	kreativ
blue	conclusiv

After some time, the perspective is changed so that the individual students have the opportunity to take different perspectives and thus to consciously perceive different different perspectives on the issue.

Opinion Barometer

The tutor asks a question. The students are then asked to take a position on an imaginary line (e.g. from the door to the window), with one end symbolising 0% agreement and the other 100% agreement. Next, some students are asked about the reason for their respective positioning.

By means of this exercise, opinions become more transparent and more directly perceptible. In addition, the students are motivated to give their individual opinions and statements. This method also enables students who normally have little contact with each other to exchange ideas. It is also particularly illustrative to pose a second appropriate question with a new grouping and the associated apparent differences in attitude.

Example question: "How much do you think you know about the topic of intercultural communication? It is helpful to hang two signs with the labels "0%" and "100%" at the two imaginary end points to provide a better overview. The total time allotted should not exceed five minutes, or double or triple that if there are several questions with individual statements (10-15 minutes).

Open Space

The moderator (=tutor) opens the discussion (=conference"). The participants name subtopics and work concerns related to the main topic and collect them on the board or with sticky notes on a wall. The participants select individual topics/concerns and get together in small groups. The topics are worked on in the small groups and the results are documented. In a second round of small groups, the participants work on new topics or deepen previously discussed topics. At the end, the results are presented in the plenum and next steps in dealing with the topic are formulated (e.g. open questions). In this way, different interests can be sorted out in advance and everyone has the chance to work on the topic that is most urgent to them. Since it is difficult for some to name a topic, it is always good to include two or three suggestions that would make sense from the tutor's point of view.

Poster Discussion

Several posters, each with a statement/question, are laid out on tables in the room. The participants assign themselves to a poster as desired and discuss the corresponding topic together. Comments and ideas are noted on the respective poster. Afterwards, the groups change posters and can add further information. Variation: The discussion can also take place as a "writing conversation" without speaking.

Thesis-Flash

The tutor brings prepared index cards with theses that the learners can agree or disagree with; they can also be provocative theses. The theses are distributed to the participants. Each participant briefly comments on the thesis they received. This exercise serves as an introduction to a discussion.

Digital Tools to discuss knowledge

Interaction between students

In order to ensure a successful interaction between students, different ways are conceivable.

1. Peer Instruction

- first ask a knowledge question, e.g. ILIAS-LiveVoting, Pingo (<https://pingo.upb.de/>), Plickers (<https://get.plickers.com/>)
- then show the result (number of each chosen answer), but do **NOT** show the correct solution!
- Then have students discuss the correct answer in small groups
- at the end ask questions to test knowledge again and show the evaluation and the result
- Visualise before and after answers and compare them again together; question to the plenary: Which arguments changed your mind? How was this exercise for you?

2. Group work during the attendance phase

joint creation of notes/visualisations (with whiteboard or Awwapp (<https://awwapp.com/>), Online Whiteboard), Etherpad (<http://etherpad.org/>) with beamer/Computer or notebook)

3. Group work in self-study time

- e.g. by means of ILIAS: group room, wiki, forum, chat etc.

5. Methods to secure results

Lightning Round of Ideas

The tutor asks a question about the topic in the round and the participants express answers or associations in turn. What the students say remains uncommented; everyone has a short speech. Abstentions are explicitly allowed. Those who abstain simply pass on the word.

Shoutout-Mapping

The students respond to the given question by shouting. All ideas are noted down by the tutor on a flip chart/chalkboard/whiteboard. The method is well suited for spontaneously responding to students' questions, is process-oriented, and increases the students' sense of appreciation.

Point Check

Within a certain grid (in the form of a coordinate system) the students stick a fixed number of points for their personal favourite. The voting is based on two dimensions, e.g. interesting vs. boring on one axis, and helpful vs. superfluous on the second. All students must vote at the same time in order to avoid influencing each other's opinions. With the exercise a thematic weighting becomes transparent, which enables a decision in the sense of the group.

Open Space (Feedback)

see „Methods to discuss the subject and give good feedback“

Brain Writing (adapted Poster Discussion)

A question or statement that has not yet been answered is written on a poster/on the board. The learners are asked to write a comment, an agreement or disagreement on the board/poster. For example, a question might be, "Should we do more work on this topic?" Students place a check mark on a scale from "no, understood everything" to "yes, I need further explanation and practice." Additional open-ended comments may also be solicited. This gives the tutor an overview of which topics should be addressed again. This can also be done halfway through a tutorial to address open questions directly in the session.

Layout technique

Terms from a topic area are written down on cards. The participants are given the task of structuring the term cards and laying them out accordingly so that connections are made clear, upper and lower terms are separated, or a process flow is shown.

Digital Tools to secure results

In order to save the achieved results sensibly and permanently, it is recommended to document them digitally (e.g. as a presentation, in ILIAS Wiki, as a file upload in ILIAS).

Checking for understanding and learning gains

- e.g. by means of a quiz or a test, e.g. (e.g. ILIAS-LiveVoting, Pingo (<https://pingo.upb.de/>), Plickers (<https://get.plickers.com/>))
- or the learning card training in ILIAS
- also as a **reflecting of the leaning process**
 - E-Portfolio-submission: reflection and documentation of own competencies (as well as own learning process) (ILIAS)
 - ILIAS-Blog as a study journal

6. Methods for conclusion

Lightning Round of procedure // Fast Flash thinking

siehe „Methoden zur Ergebnissicherung“

Five-Finger-Feedback

There is a certain meaning per finger of the hand. Thumb: I found that successful, index finger: I point to that, middle finger: That stank to me, ring finger: I take that with me, little finger: That came up short for me. The feedback can also be given in a short version, e.g. only the points: That came too short for me and I have understood that now.

Memory Game

Technical terms and the corresponding definitions are written on different pieces of paper/cards and placed face down. Now the participants take turns uncovering the slips of paper/cards and are asked to find the appropriate term or definition. This method is also suitable for vocabulary, calculation solutions, questions and corresponding answers, pictures and possible interpretations.

Formulate and answer exam questions

Everyone writes a possible exam question on a piece of paper. Then the participants exchange their own question with someone else and answer each other's questions. Afterwards, some (or

all) questions and answers are discussed in plenary. Remaining questions can be used as a starting point for the next tutorial or can be fed back to the lecturer as potential questions with the request to repeat the corresponding content in the lecture.

Quiz

The tutor or a student prepares questions to be answered by the participants. The questions can either be answered openly or different answer options are given for selection.

Digital tools for conclusion

Feedback from the students to the tutor

For a successful conclusion of the event, a final collection of feedback in the form of a survey or vote in the face-to-face event using audience response systems is a good idea (e.g. ILIAS-LiveVoting, Pingo (<https://pingo.upb.de/>), Plickers (<https://get.plickers.com/>) o.a.).

Example Questions:

- What made learning easier for me?
- What made learning difficult for me?
- What do I wish to be differently?

You can give a given list of answer choices as well as offer a free text to go with it.

If the feedback is not to take place during the attendance time

- Feedback on the learning process and teaching (survey in ILIAS)
- Communication (in ILIAS-Forum)
- Virtual office hours (Adobe Connect via ILIAS)

→ Topic repository (in ILIAS forum): What is still left open for me? What would I like to deepen again?

Resources

Antosch-Bardohn, Jana et al. (2016): Tutorien erfolgreich gestalten. Ein Handbuch für die Praxis. Verlag Ferdinand Schöningh, Paderborn.

Brinker, Tobina; Schumacher, Eva-Maria (2014): Befähigen statt belehren. Neue Lehr- und Lernkultur an Hochschulen. Lehrkit für Hochschuldozierende. Arbeitsbuch und 66 Methodenkarten. HEP Verlag, Bern.

Dürschmidt, Peter (2014): Methodensammlung für Trainerinnen und Trainer. managerSeminare Verlags GmbH Bonn. 9. Aufl.

<http://www.bpb.de/shop/lernen/thema-im-unterricht/36913/methoden-kiste> (zuletzt aufgerufen am 24.09.2018)

<http://methodenpool.uni-koeln.de/uebersicht.html> (zuletzt aufgerufen am 24.09.2018)

Impressum

Herausgeber:

Stabsabteilung Studium, Lehre, Weiterbildung und Qualitätssicherung (StL)

StL8 - Servicestelle Hochschuldidaktik

Leihgesterner Weg 52, 35392 Gießen

tutorenqualifizierung@zfbk.uni-giessen.de

Veröffentlicht: September 2023

Bildnachweis: Franziska Machnikowski