

## Check out Cross-university reflection course Checklist

### **Assignment**

This checklist aims at helping you to reflect on your tutorial course and in your role as a tutor. It serves as a preparation for the group discussion in the reflection course. The document consists of a list of various questions on the most relevant topics regarding your tutorial course, and aims at triggering your reflection on your own teaching activity. However, this checklist is not comprehensive: you are welcome to think about other topics, which were significant for you during the preparation and lecturing of your tutorial course, and to add them to our list.

Please take about thirty minutes of your time and read thoroughly all questions in the checklist. Answer the questions related to you and to your tutorial course. Feel free to take notes in the last page. Please bring your answers, as well as the topics and suggestions you would like to discuss with your fellow tutors into the reflection course.



### **Topics and questions for your individual reflection**



#### **Role as a tutor**

- How did you feel in your role as a tutor? Which aspects were positive, and which ones were negative? What can you still improve?
- How complex was it for you to identify your tasks and your boundaries, or to differentiate them?
- Which qualities did you find out in yourself in your (new) role as a tutor?
- If you held a tutorial in an online teaching scenario, do you feel as an online-tutor?
- How would you describe your role as a tutor?
- Did you manage to create a relationship with your students? How, which strategies did you follow?
- Was your authority as a lecturer questioned at any moment? If so, how did you deal with it?
- Did the students ask questions on a private level (e.g. to give your private number; to meet outside the tutorial course, etc.)? If so, how did you react to them?

#### **Teaching and learning goals**

- Was the preparation and enunciation of your teaching and learning goals a simple task? Or did you feel under stress when planning them?
- Were you supported by a lecturer?
- Do you think that your students achieved the learning goals in your tutorial course? If not, what would you do in order to change the situation in the future?

## Planning and time management

- Which were the greatest difficulties you had when planning a session of your tutorial course?
- What helped you mostly when preparing your tutorial course?
- Do you think that the planning for your tutorial course changed along the semester? Has it become simpler and more agile?
- Were you always able to carry out your planned activities on time? If not, how did you deal with time constraints?
- Did you overlap the planned time in a session, or were there moments in which you finished earlier? How did the students react to these differences in the time schedule?

## Communication with the students

- How was the communication with your students? Did you have any problems reaching them by using, for example, email, ILIAS or StudIP?
- If your tutorial course was held online, did you experience technical difficulties when communicating with your students (e.g. camera, “black wall”, email, chat, etc.)?
- Did your students feel motivated to perform the tasks you planned for them? How did you encourage them to perform those tasks?
- Which strategies did you follow so that your students could communicate orally in an active way? Was there a specific approach you found more successful?
- Were there any moments during the semester, in which you felt that the level of attention of your group was different? Can you name the reasons for this?

## Media

- Which media did you use more often and for which purposes?
- Were the media tools helpful in achieving the teaching and learning goals?
- How was your experience when using these different media tools?
  - Power Point
  - Video tutorials
  - Etherpads
  - Whiteboard, flip charts, etc.
  - Polls
  - Chat
  - ...

