Evaluating student perspectives of different types of learning events provided on SDK228, a level 2 LHCS module

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Janette Wallace

Contact point: Janette.wallace@open.ac.uk

Names of any key staff associated with the project:

Isabella Henman,

Claire Rostron,

Kath Nicols,

Sinead Eccles

Executive Summary

SDK228, Science of the mind: Investigating mental health was a level two interdisciplinary Life, Health and Chemical Science (LHCS) module that attracted students from a variety of backgrounds including health and natural sciences, health and social care, nursing, psychology and counselling. These varying backgrounds resulted in some students struggling with different aspects of the module, for example some health science students struggled with psychology elements while psychology students struggled with biological components of the module (as evidenced in assessment as well as feedback from tutors and students). To provide support for the students, the tuition strategy which consisted of cluster-based face to face (F2F) tutorials and equivalent online events, as well as online tutor group tutorials, was enhanced with a set of additional large informal module wide workshops for the 19J presentation (following a short pilot in 18J).

This report evaluates these additional informal module wide workshops from a student perspective. Students were surveyed at the end of each module wide workshop (12 times) and again at the end of the presentation. Student behaviour such as use of polls, chat boxes and break out room activity was collected 'live' at each workshop. The SDK228 ALs involved in data collection and providing the workshops were surveyed at the end of the presentation too.

The findings suggest that students enjoyed attending these large informal module wide workshops and that the workshops enhanced the students' understanding and knowledge of module materials. Students felt the workshops had impacted on their studies of SDK228. The use of break out rooms, chat and polls encouraged interaction within each workshop. Some students reported gaining confidence and they appreciated the community building aspect of attending the workshops. The ALs enjoyed the format of the workshops but recognised the need for time and practice to create the content and to ensure their own confidence in delivery of the workshops.

Recommendations include adding large informal workshops/tutorials to modules where student community, interaction and confidence in module material would be a benefit.

1   Scope

This report evaluates SDK228 19J tuition only. The different types of tuition for SDK228 19J are shown in table 1 below. For 19J a set of large informal module wide workshops were designed that were interactive and focused on creating an environment for students to enjoy learning about topical issues outside the module to support their learning of content within the module material. These ran alongside the tutorials in the tuition strategy which were tutor group or cluster based.

Table 1: Details of the tutorials/workshops presented in 19J

Aspect of event	Set 1- tutorials	Set 2- workshops
Part of tuition strategy	Yes	No
In the booking system	Yes	No

Location of event	F2F or online in clusters or TG online rooms	Online module wide room
Content of event	Module content and skill development specific to the module. Slide decks created by module team/ALs	Topical issues related to the module. Briefed by the module team
Purpose of event	Support module content and assessment	Enrichment and community building
Style	Interactive content driven	Interactive, informal, topical
Recorded (if online)	Yes	No

2 Aims

This project aimed to

- Evaluate student perspectives of large informal module wide workshops (set 2);
- Record student's behaviour within the workshops (set 2);
- Compare student behaviour within the workshops with their behaviour within tutorials in the tuition strategy (set 2 vs. set 1);
- To understand ALs perspectives of these events.

3 Methods

There were two phases to the project.

3.1 Phase 1: programme and evaluation of set 2 workshops

A programme of 6 module wide online workshops were created (each repeated twice in the same week) that were run alongside a programme of face to face and online tutorials as per the tuition strategy. Please see appendix 1 for programme. The programme was advertised via threads on the module wide forum, posted on the module newsfeed, CAMEL emails to students and by ALs reminding their students. Four SDK228 ALs, recruited via the 18J tutor forum ran the workshops (presenter/host) and collected the data (data collector). The ALs received training to support these roles.

Data collection took place either just after a workshop (such as attendance data) or during the live workshops by the data collectors. Data collected included attendance, number of students answering polls, how many polls, how many break out room activities, number of students answering polls.

Student's perspectives were taken at the end of each workshop via an optional survey that students were invited to take part in. The details of the project, consent, invite and link to a JISC survey were housed on a final adobe connect layout used at all workshops and the presenter of the workshop

highlighted this information and the research aims. Qualitative and quantitative responses were collected.

Student Research Project Panel, Data protection and ethics panel were applied for see section 11.

3.2 Phase 2: Comparison of set 1 and set 2 tutorials, AL perspectives

Student perspectives of the whole programme of tutorials (set 1 and set 2) were surveyed at the end of 19J. A questionnaire was sent to all students as permitted by SRPP (total 1,223). Qualitative and quantitative responses were collected. Initially the plan was to invite students to be part of a focus group/individual interviews to delve deeper into their views. This was not proceeded with due to ongoing impacts of COVID-19.

Data from set 1 tutorials was to be collected and compared with data collected from set 2 tutorials. Following discussions around which events should be evaluated (tutor group, cluster events, live/recorded, same presenters as workshops/different presenters) and due to the impact of COVID-19 on workload this analysis was not completed.

AL perspectives (those who ran the workshops and data collectors) were taken via a survey towards the end of the 19J presentation. The initial plan was to conduct a focus group for the ALs but this was cancelled due to COVID -19 workload impact.

Student Research Project Panel, Data protection and ethics panel were applied for (see section 11)

4   Findings
4.1 Phase 1 findings

4.1.1 Data collection from set 2

4.1.1.1 Attendance

There was a total attendance of 437 students (231 different students) from 2115 students (Reg 25) across the twelve workshops with between 13 to 119 students at each workshop. Evening workshops were better attended than those at lunch time (67% >33%). Some students attended all 6 workshops (n=7).

4.1.1.2 Interaction in the workshop

Each workshop contained at least 2 breakout room activities. The data collected indicated that break out rooms:

- Did not result in students logging off.

- Having a longer duration in breakout sessions appeared to give students more time to engage with the activity.

- Chat was the main communication tool in breakouts.

- There was minimal microphone use in breakout rooms (participant microphones were not always enabled in the main workshop rooms due to technical requirements, but always possible in breakout rooms)

Each workshop at a number of polls, including tick polls (multiple choice and multiple answer polls) and short answer polls. Data collected indicated that polls were popular and that tick polls resulted

in greater participation than short answer polls but overuse of tick polls resulted in reduced participation over the duration of the session. Activities linked to a poll seemed to increase engagement of the students.

4.1.2 Student perspectives of set 2 from surveys taken immediately after each workshop (155 respondents across 12 workshops)

83.9% of those who responded to the survey found the workshops 'very enjoyable' or 'enjoyable'. None of those surveyed indicated the events were 'not enjoyable at all'. When asked 'What did you enjoy most about the workshop you just attended?' students enjoyed interaction with fellow students and building a community. Table 2 shows a selection of qualitative comments that reflect this:

Table 2: Selection of qualitative comments about student interaction when asked: What did you enjoy most about the workshop you just attended?

'Good to have some fellowship with others on the course'
'good to link up with tutors and colleagues and get thinking about the module'
'being able to interact with other students'
'It was interesting, learning new facts, got to interact with others'

Students also enjoyed the AL presentation style and building relationships with them as reflected in a number of qualitative comments in table 3.

Table 3: Selection of qualitative comments about tutors when asked: What did you enjoy most about the workshop you just attended?

'Very good presenting style from the tutor'
'Friendly, informal atmosphere. Host was very welcoming'
'The tutors were great. Excellent and helpful information given.'
'Lively, good pace, engaging presenter'

The students also enjoyed the interactive style of workshop including polls and breakout rooms. Table 4 shows qualitative comments from the students.

Table 4: Selection of qualitative comments about the interactive style of the workshops when asked: What did you enjoy most about the workshop you just attended?

'The interactive nature of it! e.g., polls, breakout rooms etc'
'very informative but in a relaxed and interactive way with space to think'
'Interaction activities'

> *'A very lively discussion. Best one yet!'*

However, there were some aspects the students did not enjoy. Students did not enjoy the format of potentially large and busy workshop, the interaction (or lack thereof) in some workshops or that there was a lack of links to module material in some workshops. Some students did not enjoy the workshops due to time pressures for example the timing of workshops when assessment deadlines were imminent, whereas others felt the workshops themselves were not long enough. Table 5 shows selected qualitative comments that reflect what was not enjoyed.

Table 5: Selection of qualitative comments of what students did not enjoy when asked: What did you enjoy least about the workshop you just attended?

> *'break out rooms were a bit of a waste of time'*
>
> *'Overcrowded and not enough time to chat individually'*
>
> *'too much info on the screen at the same time so hard to follow live'*
>
> *'relation to course was not clear'*
>
> *'A lot of people didn't take part with speaking or typing in the breakouts'*
>
> *'The short time scale, felt a bit rushed!'*
>
> *'it was only for an hour, would have been good if it lasted longer'*

Overall, when asked the students said they took away confidence, improved understanding of module content and a sense of student community. Table 6 shows selected qualitative comments to reflect this.

Table 6 Selection of qualitative comments when asked for any other comments in general about the workshops

> *'Biology not being too scary!'*
>
> *'increased knowledge'*
>
> *'how interactive virtual sessions can be'*
>
> *'The workshop was helpful, it improve my understanding of the brain and the mind, also the association between the two.'*
>
> *'more confidence in my ability.'*
>
> *'More confident writing assignments'*
>
> *'I feel I've been in touch with other students, which is motivating'*
>
> *'A general comment. I enjoy them. In addition to learning something they remind me that I'm part of a group, and not studying in isolation.'*

> *'Please keep these workshops for future students as they are very worthwhile'*

4.1.3 Phase 1 summary

Data collection and immediate survey of SDK228 students showed that the informal module wide workshops were well attended by students and students said they gained confidence and had a sense of community from attending. Interaction within the workshops including polls and breakout rooms were enjoyed by some students but other students struggled with them. Depending on the workshop some students felt the workshops enhanced their understanding of the module material while other students felt there was a lack of link to the module material. An overall level of confidence, improved understanding in module content and sense of community was felt.

4.2 Phase 2 findings

4.2.1 Student survey at the end of 19J presentation

143 students responded to the final survey (11% response rate) and of those 43.4% attended a workshop.

4.2.1.1 Enjoyment of the interactive components of the workshops

Of those that attended and responded to this survey 70.5% enjoyed the break out room activities, 93.2% of respondents said they enjoyed short answer polls, 94.8% enjoyed tick polling and 96.6% enjoyed using the chat box. 93.3% respondents enjoyed the informal tutor style.

4.2.1.2 Impact on SDK228 studies

The students who responded felt the module wide workshops impacted on their SDK228 studies as shown below.

Figure 1: Percentage of student respondents who felt the module wide workshops helped them with SDK228 studies.

Percentage of how respondants (n=143) felt the module wide workshop(s) had impacted on thier SDK228 studies.
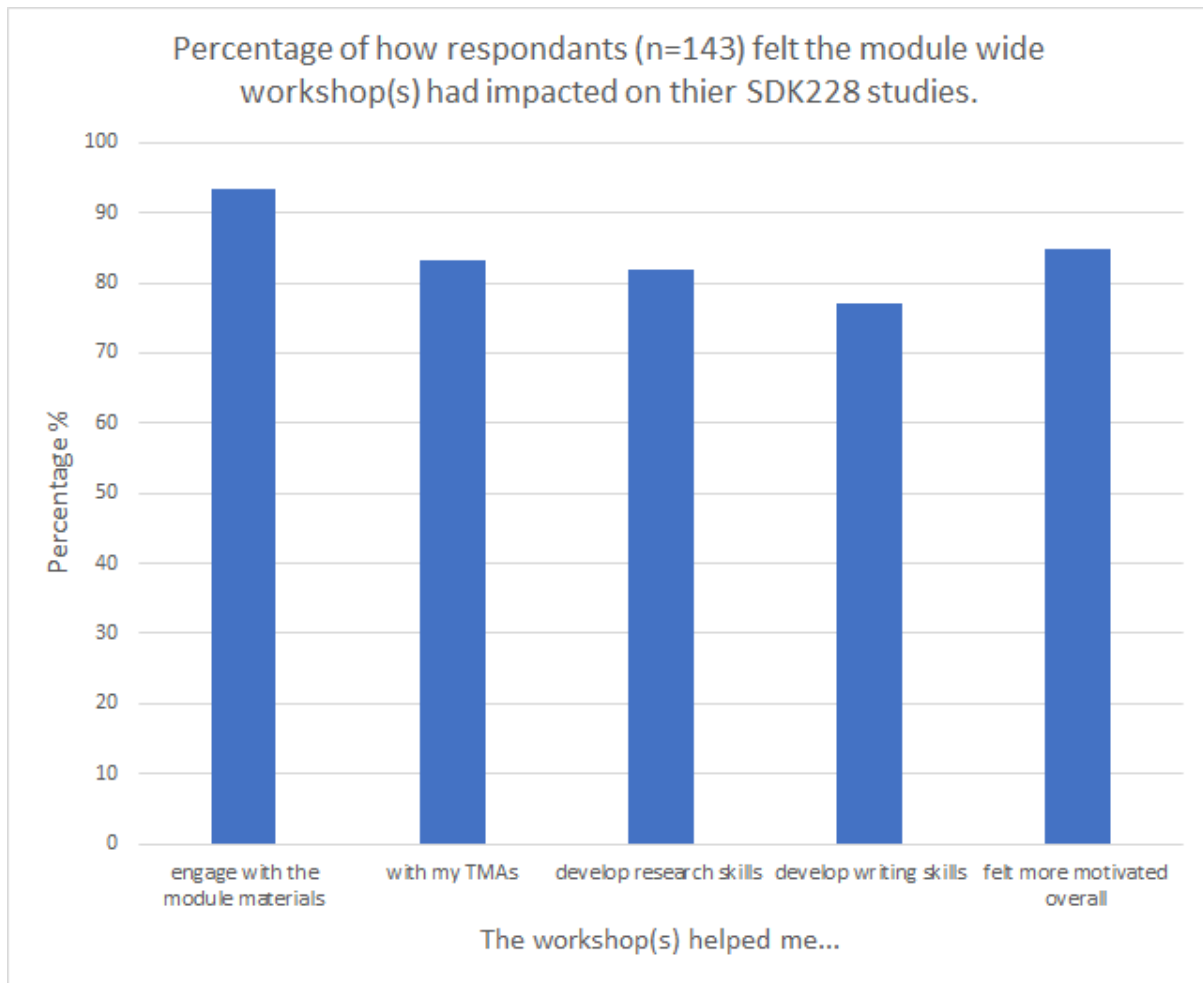
4.2.1.3 Comparison with set 1 tutorials

When comparing the set 2 workshops with set 1 tutorials 45.5% of respondents said set 2 were more interactive compared with tutor group tutorials and 32.1% believed they were more interactive compared with cluster tutorials.

4.2.1.4 Future engagement

When asked if they would attend a similar online workshop on a different module. 83.1% of respondents would attend such a workshop to help engage with the module, 42.3% would attend to engage with the university overall and 34.5% would attend to help engage with other students.

A selection of qualitative comments in table 7 below reflect this:

Table 7 Selection of qualitative comments when asked for any comments about attendance at module wide workshops

> *'I enjoyed the variety of the extra workshops which helped me to enhance my learning overall.'*
>
> *'I loved these workshops, it was good to engage with others as I feel like I miss the classroom environment with OU. I loved the content and found it very interesting...'*

4.2.1.5 Not enjoyed

Not all students enjoyed the module workshops, with some finding the format too busy and intense. In addition, some students with disabilities struggled with the fast pace, interaction and lack of recording. Some qualitative comments show this in table 8:

Table 8 Selection of qualitative comments when asked for any comments about attendance at module wide workshops (not enjoyed).

> *'I found they were so busy the chat page moved so quickly it was hard to keep up or even have your own comments read and acknowledged. It was a bit crazy with loads going on but I enjoyed feeling more together with other students and tutors.'*
>
> *'It was hard to keep track of when they were as they didn't show on the tutorials list. They weren't recorded which put me at a disadvantage as a disability student and they were so busy I couldn't keep up and felt so overwhelmed I didn't want to come back.'*

4.2.1.6 Attendance

Some students did not attend any workshop. The reasons given where mostly time limitations with 51.2% saying time was inconvenient (personal issues), 32.6% planned to attend but forgot, 25.6% felt time was inconvenient (other studies) and 11.6% felt they did not have time. Only 7% had attended a workshop and been put off and 4.7% were not aware of the workshops.

4.2.2 AL survey

Four ALs responded to the survey. This feedback suggested that it took time to plan each workshop given each workshop included activities to increase interaction. Time was also needed to find content outside of the module. The ALs who responded to the survey said that working together to create the slides was useful to develop relationships between ALs and that meant they were not afraid to ask each other for support. And working together enhanced the interaction within a workshop. Having ALs with differing backgrounds and experiences was useful for students but knowing module content was needed by all ALs for their own confidence but also this seemed to boost student's confidence in the ALs. Confidence was also required in the use of adobe connect and its tools including break out rooms. There was additional training before the workshops but some ALs thought more training or practice would have be useful beforehand. To support tutor development of tutorial provision a tutorial reflection document was developed (by Sinead Eccles) as shown in appendix 3.

4.2.3 Phase 2 summary

Large informal workshops were enjoyed by SDK228 students. Students enjoyed the interaction within the workshop (including break out room activities, polls, and using the chat box) and felt they were more interactive than cluster or tutor group tutorials. Students felt the workshops had an impact on their studies including understanding the module content and assessment. Students said they would attend a similar workshop on a future module. But not all students enjoyed the module workshops, with some finding the format too busy and intense. And some had struggled with the timing of the events (too near an assessment) meaning they did not attend a workshop.

From the AL perspective, ALs felt they needed time to plan the workshops and find relevant material outside the module material. ALs felt they needed knowledge and confidence in the module material and in using adobe connect and its tools in order to confidently host a workshop.

5. Conclusion

Overall students who attended and responded to the surveys felt positive about large informal workshops. The workshop format encouraged student interaction within an online room which they enjoyed. Students felt workshops enhanced their understanding and knowledge of module materials and impacted on their studies of SDK228. They gained confidence and appreciated building of a community. And students would attend similar workshops on other modules. But some students struggled with the interaction and informal nature of workshops. The timing of the workshops sometimes impacted on student's attendance.

ALs who responded said they enjoyed the format of running large informal workshops but acknowledged that they needed time, knowledge and in some cases additional adobe connect training to ensure they had confidence in their delivery of a workshop.

6. Recommendations

The following recommendations are for module teams, staff tutors and ALs whereby large informal workshop style tutorials may benefit tuition strategies.

- Large informal workshops/tutorials could be introduced to modules where student community and interaction would be a benefit.
- Such workshops/tutorials if not in the booking system need to be advertised well and students should be reminded of this dates and times and purpose of the events.
- Interaction within a workshop could include breakout rooms but enough time for discussions is required within each activity.
- Polls could be used but limited in number so as not to overwhelm students.
- Module teams need to support ALs confidence in how to use adobe connect in advance of a workshop and provide support in developing content for workshops.

As a result of the project and specific feedback (not detailed here) a crib sheet and advice for ALs running large informal workshops/tutorials was created (appendix 2 for full details). A document for tutors to evaluate their tutorials was also created (appendix 3).

7. Impact

Full analysis of the impacts is not within the scope of this project, but initial outputs are as follows.

7.1 SDK100

As a result of this project a set of module wide tutorials was introduced on SDK100 20J and 21B using a similar but adapted format. These tutorials linked real life examples to module content (specifically each topic). They ran alongside some maths workshops. The topic workshops were not

recorded but students were reminded of the times and dates through the main module calendar. So far there has been positive feedback from students who have attended such SDK100 module wide events.

7.2 SK298

As a result of this project aspects of the SK298 tuition strategy were developed. For 20J a set of 8 informal topic-based cluster drop in tutorials were introduced. Drop in tutorials were run by 2 ALs covering aspects of each topic. These were not in the booking system, not recorded and more informal in style. The premise to tutors was to include more chat, discussions, real life examples, and opportunities for students to ask questions. Initial reports suggest that some students have found it confusing to understand the purpose of these tutorials, particularly given the different terminology used by different tutors. Students were reluctant to give their own ideas about what should be covered so in many cases tutors had to prepare information in a way not too dissimilar to record tutorials. For 21J these tutorials have been added to the LEM but ALs will not record them.

8. List of deliverables

eSTEeM page: http://www.open.ac.uk/about/teaching-and-learning/esteem/projects/themes/supporting-students/evaluating-student-perspectives-different-types-learning-events

eSTEeM project poster: Evaluating student perspectives of different types of learning events provided on SDK228, a level 2 LHCS module' http://www.open.ac.uk/about/teaching-and-learning/esteem/sites/www.open.ac.uk.about.teaching-and-learning.esteem/files/files/2019-04-25-Wallace.pdf

Wallace, J. and Henman, I. (2020) The role of large informal online workshops to engage and enthuse interdisciplinary Mental Health students. Advance HE Teaching and Learning Conference: Teaching in the spotlight: Creative thinking to enhance the student experience from curriculum design to student success. 7th July 2020.

https://www.advance-he.ac.uk/knowledge-hub/teaching-and-learning-conference-2020-stem-strand

https://www.youtube.com/watch?v=I4AofJwuVGo&feature=youtu.be

Wallace, J. and Henman, I. (2020) The role of large informal online workshops to engage and enthuse students studying SDK228 an interdisciplinary level 2 module. The 9th eSTEeM Annual Conference 2019 STEM Scholarship: Informing Student Success – From Scholarship to Practice Conference Booklet 29-30 April 2020. The Open University.

Wallace, J. Presentation at curriculum update meeting in LHCS March 2021 (no recording).

9. Figures and tables

List of figures and tables provided in the report.

Table 1: Details of the tutorials/workshops presented in 19J.

Table 2: Selection of qualitative comments about student interaction when asked: What did you enjoy most about the workshop you just attended?

Table 3: Selection of qualitative comments about tutors when asked: What did you enjoy most about the workshop you just attended?

Table 4: Selection of qualitative comments about the interactive style of the workshops when asked: What did you enjoy most about the workshop you just attended?

Table 5: Selection of qualitative comments of what students did not enjoy when asked: What did you enjoy least about the workshop you just attended?

Table 6 Selection of qualitative comments when asked for any other comments in general about the workshops.

Figure 1: Percentage of student respondents who felt the module wide workshops helped them with SDK228 studies.

Table 7: Selection of qualitative comments when asked for any comments about attendance at module wide workshops.

Table 8: Selection of qualitative comments when asked for any comments about attendance at module wide workshops (not enjoyed).

10. Bibliography

Biggs, J (1996) Enhancing teaching through constructive alignment, Higher Education 32:1-18 Online] Available at: http://www.are.uwa.edu.au/__data/assets/pdf_file/0003/2199045/Biggs-1996-HE-enhancing-teaching-through-constructive-alignment.pdf (accessed 22/02/2019).

Butler, D., Cook, L. & Haley-Mirnar, V.L. (2018) Achieving student centred facilitation in online synchronous tutorials. eSTEeM final report. [Online] Available at: https://intranet9.open.ac.uk/collaboration/Scholarship-Exchange/Wiki/Document.aspx?DocumentID=2227 (accessed 22/02/2019).

Herrmann, K.J. (2014) Learning from tutorials: a qualitative study of approaches to learning and perceptions of tutorial interaction. Higher Education, Vol. 68, No. 4 pp. 591-606 [Online] Available at DOI 10.1 007/s 1 0734-0 1 4-973 1 -3 (accessed 22/02/2019).

11. University approval processes

Phase 1

SRPP/SSPP – Approval from the Student Research Project Panel/Staff Survey Project Panel was obtained according to the Open University's code of practice and procedures before embarking on this project. Application number 2019/073.

Ethical review – An ethical review was obtained according to the Open University's code of practice and procedures before embarking on this project. Reference number HREC/3312/Wallace.

Data Protection Impact Assessment/Compliance Check – A Data Protection Impact Assessment/Compliance Check was obtained according to the Open University's code of practice and procedures before embarking on this project. Data Protection registration number 20 04 011.

Phase 2

SRPP/SSPP – Approval from the Student Research Project Panel/Staff Survey Project Panel was obtained according to the Open University's code of practice and procedures before embarking on this project. Application number 2020/039.

Ethical review – An ethical review was obtained according to the Open University's code of practice and procedures before embarking on this project. Reference number HREC/3312/Wallace.

Data Protection Impact Assessment/Compliance Check – A Data Protection Impact Assessment/Compliance Check was obtained according to the Open University's code of practice and procedures before embarking on this project. Data Protection registration number 20 04 011.

Appendices

Appendix 1

Programme of workshops (set 2). Each workshop took place in a module wide online room. Each was 1 hour in duration facilitated by 2 ALs.

Session	Date and Time	Date and Time
Interesting extra on biology, This workshop will cover topical aspects of the biology of depression, addiction and dementia.	Tues 29th Oct 2019 7.30pm	Thurs 31st Oct 2019 12.30pm
Plagiarism, What is plagiarism and how to avoid it, including the difference between sharing ideas and colluding.	Tues 19th Nov 2019 7.30pm	Thurs 21st Nov 2019 12.30pm
Positive psychology/How to be happy, In this workshop we cover the latest ideas behind positive psychology and how we can be happy.	Tues 14th Jan 2020 7.30pm	Thurs 16th Jan 2020 12.30pm
Biology in your own words, This workshop will help you to write about the biological aspects of the module material	Tues 21st Jan 2020 7.30pm	Thurs 23th Jan 2020 12.30pm
Essay/critical writing, What is critical writing and how to use it in an essay.	Tues 10th March 2020 7.30pm	Thurs 12th March 2020 12.30pm
Dementia care in the 21st century. This workshop will cover the latest on treatment and care in dementia such as dementia cafés and music therapy	Tues 24th March 2020 7.30pm	Thurs 26th March 2020 12.30pm

Appendix 2 Advice when running large informal online workshops/tutorials

General advice

Advertisement of workshops/tutorials is important via newsfeed, emails, AL communication with students and any other means the module team might have at start of presentation.

Updates about an upcoming workshop within a week of the presentation.

Include a link to the online room with all comms.

Remind students that these are informal additional sessions that are not intended to directly support assessment - they are added value.

A variety of factors can impact the overall success of any tutorial such as number of students attending the event, student group dynamics, the specific topic that is being delivered and the experience of the tutor with specific groups and/or the subject.

Across our workshops the average number of slides was 30. Often this mean quick movement between slides that contained images, questions or were not text heavy. Students were satisfied overall with the number of slides and the discussions that took place.

The opening and closing of informal chat by students supports the building the community aspect of being an OU student.

Using breakout rooms

For a one-hour workshop/tutorial the optimal number of breakout sessions is to be no more than 2 with at least 10 minutes spent in each breakout session.

Maximum of 10 students per room and minimum of about 5 students to ensure a discussion takes place. From a practical perspective it is useful to overestimate the number of breakout rooms that may be required, set them up in advance of the workshop/tutorial and then extra rooms can be deleted during the initial part of the workshop/tutorial when student numbers are known.

In the breakout room there should be a probing question/one that requires some effort on the student's part. If it is a short or closed question, students tend to answer, appear unsure of what to talk about for the remaining time and wait to be moved back into the main room.

It would be useful to bring up the notes box from each breakout room into the main room and copy the discussion or answers for the students to avoid the necessity for retyping. Also, the notes box can be opened in the main room when the students are in the breakout session and ALs can see as the students type. There are two advantages to doing this, one is that the tutors can see if students in each room are recording answers without having to go into each room and, secondly students that are watching the recording can still see the participation in the breakout session and the chat box of each breakout room is kept private.

Using chat pod

If the workshop/tutorial has a large group of students, the chat box can become a distraction. However some students do very much appreciate the opportunity to engage with an active chat. Students can maximize the size of the slides on their own screens so this accessibility functionality should be emphasized. This means that those who wish to engage with the chat are not prevented from doing so, but those who find it distracting can avoid seeing it moving. The presenting tutor should also explain where it is not essential to engage with the chat.

For large groups consider opening the chat box at the beginning and the end of the session so students can say hello and goodbye, or having a separate layout with the welcome chat which is more general. A dedicated q and a pod or chat for questions only could be an alternative during a session rather than a generalised chat Tutors could then briefly answer the questions and make available with the slides.

Using polling pods

Maximum of 3-5 polls. It was found that any more than 5 resulted in a reduction in participation. However this may depend on whether polls duplicate chat that is already taken place.

If using the maximum of 5 ensure that there are a mix of tick polls and 1-2 short answer polls.

Allow enough time to discuss the results of each poll.

Appendix 3 Tutorial reflection (created by Sinead Eccles)

Tutorial Reflection (please complete as soon as the tutorial ends)

Course code:	Date:	Time:	Attendance number:	Topic:
Breakout sessions	Did you include breakout sessions in your tutorial? Y or N	How many students in each room? _____	How much time did you allocate to each breakout session? _____	What point of the tutorial did you include the breakout session? _____

In your opinion did the breakout session/s work? If you didn't include any what was the reason for this? (you may want to include about further training etc, having another tutor to support you or the subject matter in relation to breakout sessions)

Polls	How many polls did you include during the tutorial? _____	How many were tick polls? _____	How many were short answers? _____	How were they distributed across the tutorial? (Beginning and end or every 10 mins etc) _____

In your opinion was there a good balance of polls and good engagement from students answering the polls? (Indicate if there was a drop or an increase in the number of students engaging in the polls)

Any other notes of reflection:

Areas to consider but are not limited to-

Your overall satisfaction with the tutorial, areas of professional development that you need to develop further or any changes that you would make for future tutorials.