

Online Tutorials: Best Practice Sharing

This is a tool for you to share tips and tricks for online tutorials with your fellow students – from virtual hand raising rules to specific ways to do post-discussions in Neuropsychopharmacology. To make sure this document remains structured so we can benefit from it, here are a few rules to follow:

- Please **share your wisdom** in the **Tips & Tricks** column.
- **Ask others for advice** in the **Unanswered Questions** column
- To **answer someone else's question**, please take it out of the *Unanswered Questions* column, and add and answer it in the **Tips & Tricks** column.
- If you add a **course-specific tip**, please do so under the respective course code (add missing courses).

		Unanswered Questions	Tips & Ticks
G e n e r a l		• ...	• when attendance is low in a tutorial (less than 10 people) we keep the mics on (except in case of background noise), and if everyone has a decent connection, that works fine. Allows for a much better flowing discussion and people don't zone out as easily. •
C O R	COR1002	•	• the first ca. 7 minutes of the tutorial are used for break-out sessions in which three students talk shortly about the readings. This makes the discussion much easier to start in the larger group and gives the online tutorial experience a slightly more personal touch. • Participation is really low in my zoom tutorial and it makes for a really bad discussion, does anyone else have this problem or an idea how to change this? If it's a small group maybe propose keeping your mics on (unless anyone's uncomfortable with it or has background noise) – really worked for us You s

	COR1004	•	•
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H U M	HUM2007	•	•
	HUM2008	•	•
	HUM2030	•	•
		•	•
S C I	SCI2009	•	•
	SCI2019	•	•
	SCI2031	•	•
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S S C	SSC1027	•	•
	SSC2002	•	•
	SSC2004	•	•
		•	•
S K I	SKI1005	•	•
	SKI1009	•	•
	SKI2048	•	•
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B I O	BIO2002 BIO2003 BIO2004 ...	•	•
C H E	CHE2002 CHE2003 CHE2004 ...	•	•
I N T	INT1003 INT1005 INT2001 ...	•	•
M A T	MAT2008 MAT2009	•	•
N E U	NEU2001 NEU2002 NEU3001	•	•
P H Y	PHY1001 PHY2001 PHY2002 ...	•	•