

TUTORS

A student interrupts the tutorial of a compulsory course with a question about the motivation for the course; E.g. Why do we study Java and not C++?	A student interrupts the tutorial of a compulsory course with a question about the motivation for the course; E.g. Why do we study Java and not C++?	A student interrupts the tutorial of a compulsory course with a question about the motivation for the course; E.g. Why do we study Java and not C++?
A student repeatedly makes jokes interrupting the tutorial and distracting his/her colleagues	A student repeatedly makes jokes interrupting the tutorial and distracting his/her colleagues	A student repeatedly makes jokes interrupting the tutorial and distracting his/her colleagues
Although they have some draft solutions ready, it is very difficult to get students to answer to your prompts and, even more difficult, to get volunteers to show their solution at the whiteboard	Although they have some draft solutions ready, it is very difficult to get students to answer to your prompts and, even more difficult, to get volunteers to show their solution at the whiteboard	Although they have some draft solutions ready, it is very difficult to get students to answer to your prompts and, even more difficult, to get volunteers to show their solution at the whiteboard
Students don't prepare at home for the tutorial, always coming with the excuse that they had a lot of work on assignments	Students don't prepare at home for the tutorial, always coming with the excuse that they had a lot of work on assignments	Students don't prepare at home for the tutorial, always coming with the excuse that they had a lot of work on assignments
After going through the notions and doing some exercises in the tutorial on a topic, a student asks you a very basic ('stupid') question about that topic	After going through the notions and doing some exercises in the tutorial on a topic, a student asks you a very basic ('stupid') question about that topic	After going through the notions and doing some exercises in the tutorial on a topic, a student asks you a very basic ('stupid') question about that topic
During a tutorial, you are asked a good question, but you don't know its answer	During a tutorial, you are asked a good question, but you don't know its answer	During a tutorial, you are asked a good question, but you don't know its answer
Students come with many questions from a previous tutorial, which would take up a large proportion of the current tutorial to answer	Students come with many questions from a previous tutorial, which would take up a large proportion of the current tutorial to answer	Students come with many questions from a previous tutorial, which would take up a large proportion of the current tutorial to answer

DEMONSTRATORS

During your labs you realise that some students have fallen behind very badly with their programming (they are still working on the exercises of a lab which had taken place 2-3 weeks before)	During your labs you realise that some students have fallen behind very badly with their programming (they are still working on the exercises of a lab which had taken place 2-3 weeks before)	During your labs you realise that some students have fallen behind very badly with their programming (they are still working on the exercises of a lab which had taken place 2-3 weeks before)
During your labs some students finish their programming exercises very quickly and wish to leave	During your labs some students finish their programming exercises very quickly and wish to leave	During your labs some students finish their programming exercises very quickly and wish to leave
During your labs some students mention having no idea of how to tackle a programming task and ask for your help, expecting you to do it with them.	During your labs some students mention having no idea of how to tackle a programming task and ask for your help, expecting you to do it with them.	During your labs some students mention having no idea of how to tackle a programming task and ask for your help, expecting you to do it with them.
During a lab, you are asked a good question, but you don't know its answer	During a lab, you are asked a good question, but you don't know its answer	During a lab, you are asked a good question, but you don't know its answer
During a lab, a student still looks confused even after you have explained something twice	During a lab, a student still looks confused even after you have explained something twice	During a lab, a student still looks confused even after you have explained something twice
During a lab, a student always expresses frustration with himself/herself for not understanding what is expected of him/her	During a lab, a student always expresses frustration with himself/herself for not understanding what is expected of him/her	During a lab, a student always expresses frustration with himself/herself for not understanding what is expected of him/her
During a lab, a student always expresses frustration with himself/herself for not understanding what is expected of him/her	During a lab, a student always expresses frustration with himself/herself for not understanding what is expected of him/her	During a lab, a student always expresses frustration with himself/herself for not understanding what is expected of him/her
During a programming lab, you are asked about functions, instructions or commands which were not taught yet in the course	During a programming lab, you are asked about functions, instructions or commands which were not taught yet in the course	During a programming lab, you are asked about functions, instructions or commands which were not taught yet in the course

