

## How are pre-labs incentivised?

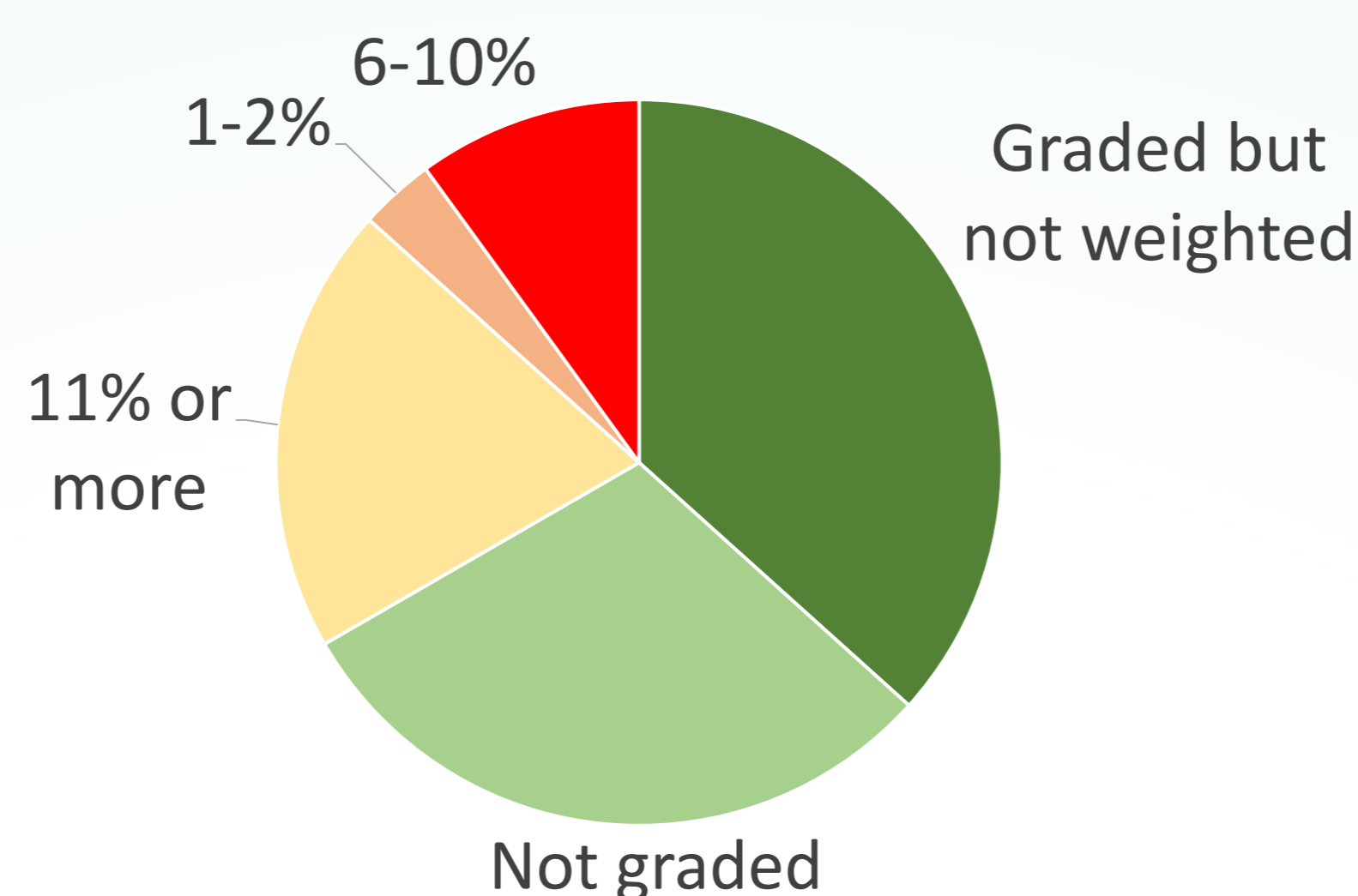
**30 chemistry teaching labs** surveyed in July 2024. A typical lab hosted **120 students**, with half being multidisciplinary foundation or year 1 courses.

64% ran half-day labs, the rest full-day.

**Most labs ran on a rota**, with dedicated or floating **GTAs** and a **specific pre-lab for each experiment**.

Half of labs had a dedicated academic, and **most had a dedicated technician**.

Do pre-labs generate a grade, and is it weighted into the overall lab?



Virtually all pre-labs were assessed with **instant formative feedback**.

Engagement/attainment are often incentivised by gating access to the lab, usually on **safety grounds**:

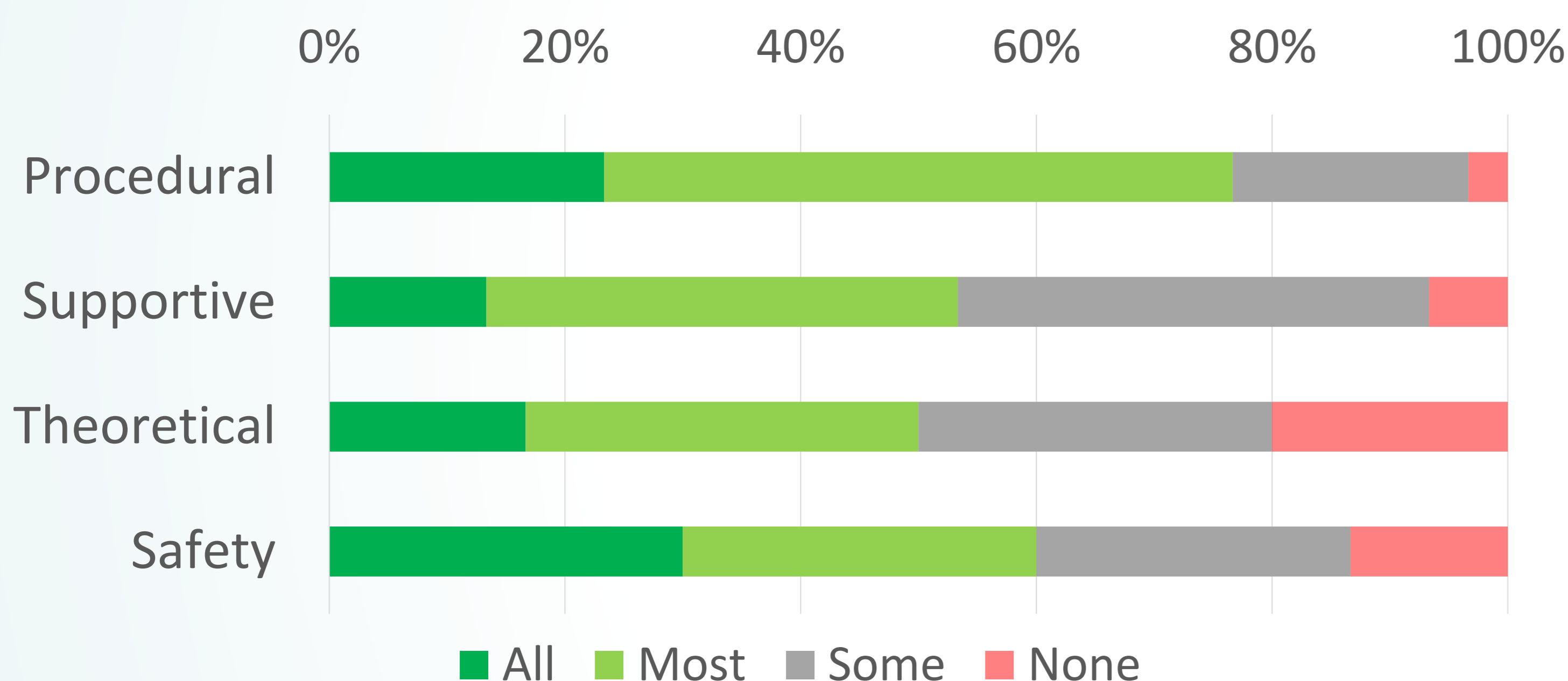
*Contributes to overall pass/fail (20%)*

*Restricts access to the lab itself (57%)*

As a result, most pre-labs were **very well utilised**, with median 95% student uptake.

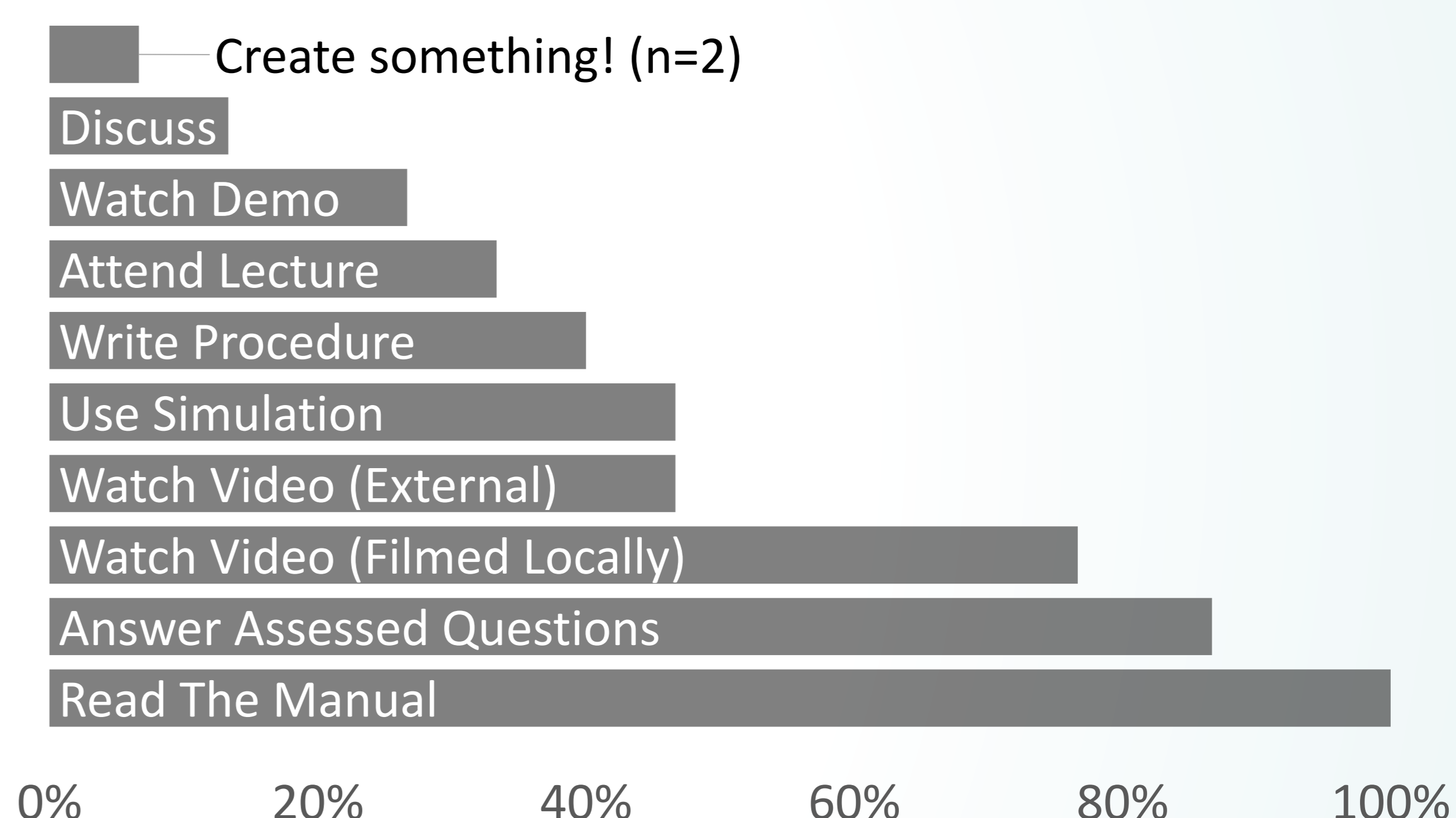
## What's happening in pre-labs?

Typically, how many pre-labs cover the following types of information?



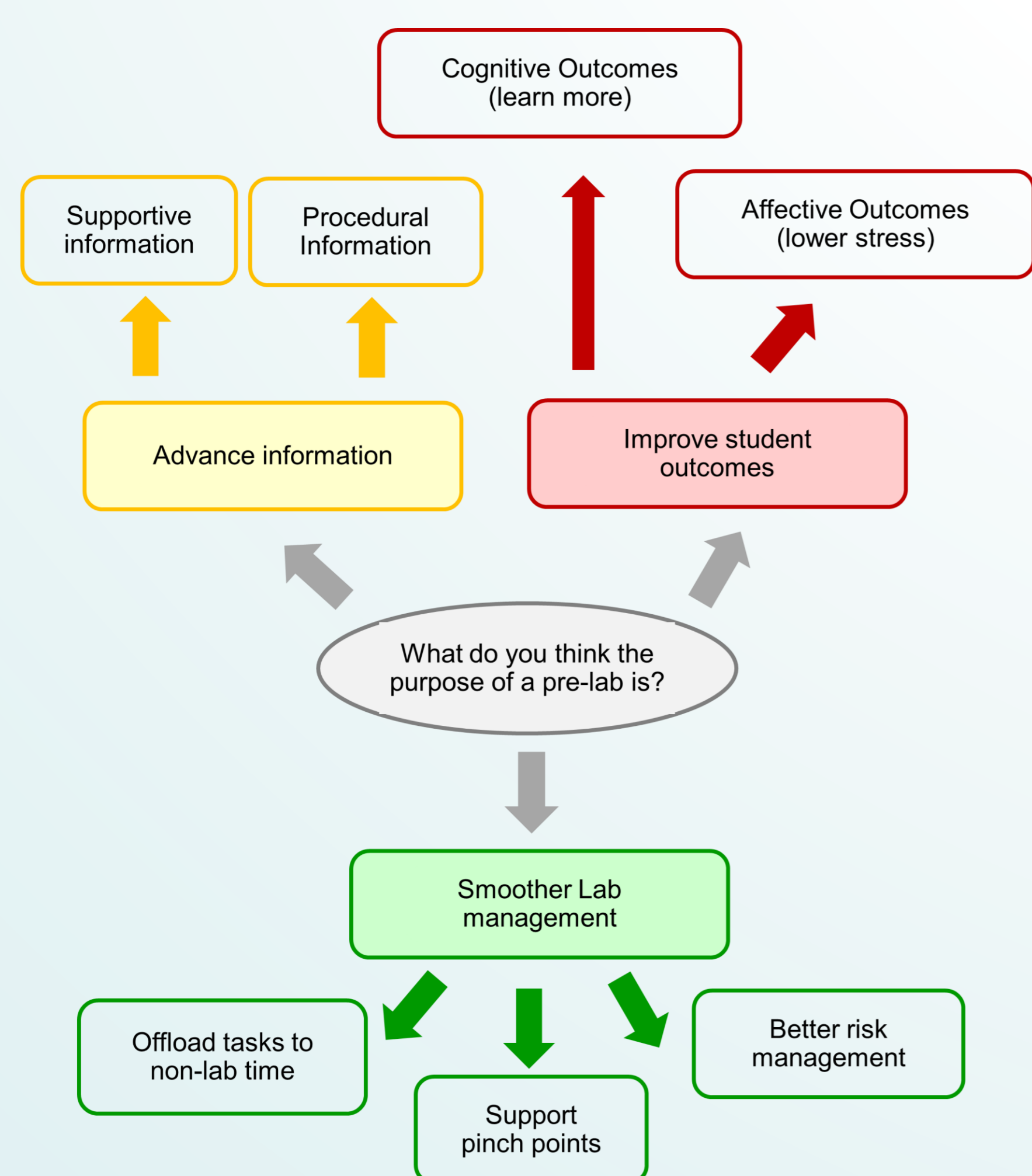
Types of information covered by pre-labs, with a **prevalence of procedural over supportive information**. Pure theory and safety also well represented.

What do students do in pre-labs?



Methods used to run pre-labs, covering both **passive and active learning activities**. Common trifecta: watch video, read manual, answer questions.

## Instructor beliefs and practices

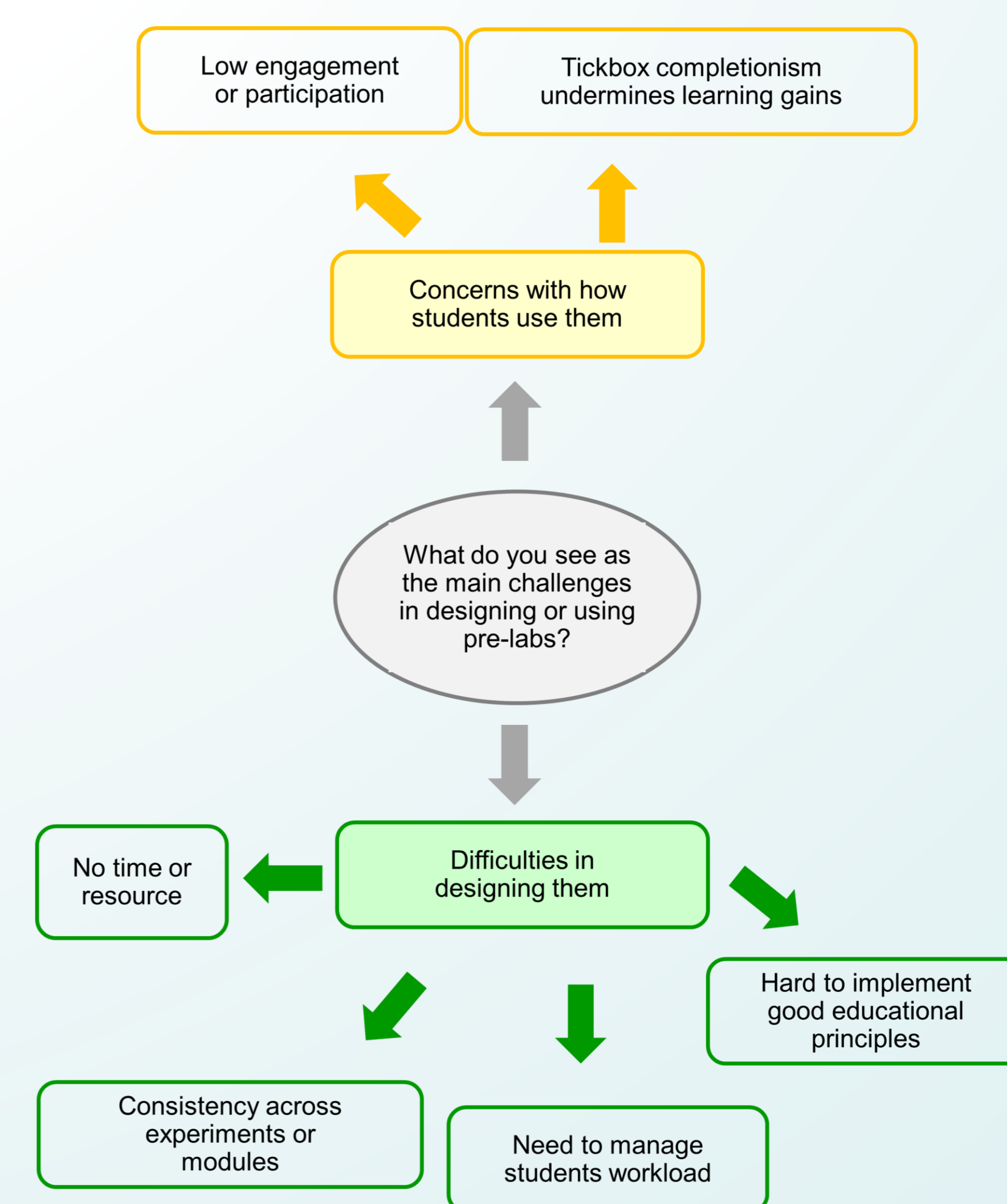


Thematic Analysis of free text responses on the **perceived purposes of pre-labs**.

Where do you get your ideas?



Lab coordinators cited a **range of influences for good pre-lab design**. Local colleagues were the most popular resource, followed by previously-existing pre-labs.



Thematic Analysis of free-text responses on the **perceived challenges in using pre-labs**.

## References and Acknowledgements