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*Beyond the Lecture: Testing Pedagogical Formats in Undergraduate Mathematics Tutorials*

The university mathematics tutorial is an understudied pedagogical space that, in practice, often defaults to a slower version of the lecture. Yet it holds genuine potential for active engagement and consolidation that many graduate student instructors never fully explore, in part because access to pedagogical training varies considerably across institutions.

Drawing on personal reflection and informal student feedback across introductory calculus, service-level, and proof-based courses, this talk compares several tutorial formats: traditional lecturing in various forms, the Thinking Classroom framework in whole-group and small-group settings, and more. Each is evaluated for cognitive demand, participation breadth, and characteristic failure modes. I argue that the choice of tutorial structure is itself a deliberate pedagogical decision, and conclude with practical recommendations for instructors who may be navigating that choice without formal training.