

Libyan International University
Faculty of Human and Social Sciences
Tutors' Guide

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Part One: Introduction

The aim of this guide is to provide a simple, step-by-step guide for PBL tutors to help them understand the PBL process and therefore successfully implement PBL sessions.

1.1. Tutors' role in PBL

In Problem-Based Learning (PBL) tutors are facilitators of learning. This view is rooted in andragogy, a theory that recognizes adult learners' capacity for self-directed learning. As facilitators, tutors guide students through the learning process, rather than simply providing answers.

Ultimately, the tutor's role in PBL is to create a supportive and stimulating learning environment that empowers students to become independent learners and effective problem-solvers.

1.2. Tutor Responsibilities in PBL

1.2.1. Facilitating Learning:

- Create a supportive and stimulating learning environment.
- Guide students through the problem-solving process.
- Encourage critical thinking and analysis.
- Ask probing questions to stimulate discussion and deeper understanding.



1.2.2. Providing Support:

- Offer guidance and advice.
- Provide timely feedback on student work.
- Spot individual student needs and concerns, and communicate with the faculty to reach the ultimate goal.
- Create opportunities for reflection and self-assessment.

1.2.3. Managing the Learning Process:

- Monitor student progress and provide feedback on how to improve.
- Encourage collaboration and teamwork.
- Manage time effectively to ensure that learning objectives are met.

1.2.4. Modeling Effective Learning:

- Demonstrate effective problem-solving strategies by providing examples when needed especially in the early sessions.
- Model critical thinking and analysis skills.
- Encourage ethical behavior and academic integrity.



1.2.5. Administrative Tasks:

- Complete assessment forms for each session.
- Submit weekly reports to the PBL coordinator detailing student performance in brainstorming and debriefing sessions.
- Receive and upload student PPT presentations to the G Drive share.
- Provide oral feedback to students after each presentation, addressing both content and presentation skills. By doing this, students will also learn how to provide constructive feedback to their peers.
- Provide written feedback to students individually after the 3rd, 6th, and 9th weeks, summarizing overall performance.
- Submit a comprehensive final report at the end of the 10-week PBL period.
- Complete the grading form for student assessment.

By fulfilling these responsibilities, tutors can significantly enhance the PBL experience for students, fostering their intellectual growth and preparing them for future challenges.



Part Two: The Application Process

2.1. Eligibility:

Priority will be given to graduates of Libyan International University due to their familiarity with the PBL process and as part of our commitment to offering job opportunities to our alumni.

Academic Qualifications: Minimum of a BSc/ BA degree in a relevant field within Human and Social Sciences.

Teaching Experience: Prior teaching or tutoring experience is preferred, but not always mandatory.

2.2. Required Documents:

- Curriculum Vitae (CV) detailing academic qualifications, work experience.
- Cover Letter expressing interest in the tutoring position and outlining relevant skills and experience.
- Academic Transcripts.
- References from previous employers or academic supervisors.
- Other documents (Passport, national number certificate...etc.)



Part Three: Selection Process:

- **Interview:** Shortlisted candidates will be invited to an interview conducted in English to assess their communication skills, and suitability for the role.
- **Presentation:** Successful candidates from the interview stage will be required to prepare and deliver a 10-minute presentation on a specified topic related to their academic field or teaching experience. This presentation will be evaluated based on content, delivery, and engagement. The vice dean, and full-time staff, coordinator of Learning and Teaching affairs will attend and evaluate the presentation.
- **Submission:**
Applications can be submitted electronically through email to the academic staff affairs coordinator.



Part Four: Contract Types

The Faculty offers various contract types to accommodate different needs and preferences, there are: Full time contracts, Part time contracts, and Hourly based contracts

4.1. Full-time Contracts:

Responsibilities:

- Facilitation of PBL sessions, including all related tasks stated in section 1.2.5 earlier.
- Undertaking academic tasks assigned by the line manager, such as academic guiding to students, assisting in classrooms, and with research.
- Performing administrative tasks as delegated by the line manager, such as record-keeping, and committee work.
- Work Schedule: 6 days per week, 8:30 AM - 2:30 PM.

Benefits: Competitive salary, health insurance, and other benefits as per university policy.



4.2. Part-time Contracts:

We offer three part-time contract packages to accommodate various commitments:

Part time contracts		
	Responsibilities	Benefits
12-Hour Package	PBL session facilitation Performing academic and administrative tasks as assigned by the line manager	Competitive salaries. monthly
18-Hour Package:	PBL session facilitation Performing academic and administrative tasks as assigned by the line manager	Competitive salaries. monthly
24-Hour Package	PBL session facilitation Performing academic and administrative tasks as assigned by the line manager	Competitive monthly salaries.



Please note that part-time contracts may also involve additional academic or administrative tasks, as assigned by the line manager.

4.3. Hour-based Contracts:

- **Responsibilities:** Their only responsibility is to facilitate PBL sessions and the related tasks stated in 1.2.5.
- **Benefits:** Competitive hourly rate.

Part Five: PBL Process

5.1. Principles of PBL method in education

- **Learner-Centered:** PBL puts students at the heart of learning. They actively explore and construct knowledge, making learning personal and engaging.
- **Real-World Focus:** PBL uses real-world problems to make learning relevant and meaningful. Students connect classroom concepts to real-life situations.
- **Critical Thinking Boost:** PBL sharpens students' thinking skills. They analyze problems, evaluate information, and create innovative solutions.
- **Teamwork Power:** PBL fosters teamwork and collaboration. Students work together to solve problems, and learn from each other.
- **Interdisciplinary Edge:** PBL connects different subjects to tackle complex problems. This holistic approach gives students a broader perspective.



5.2. Implementation of PBL Group Formation and Assignments:

- **Group Size:** Students are divided into groups of 10-12.
- **Tutor Assignment:** Each group is assigned a dedicated tutor.
- **Meeting Schedule:** Groups meet twice a week.

5.2.1. Brainstorming Sessions:

- **Leadership and Roles:** In each brainstorming session, a leader and scribe are designated to facilitate the session. The leader's role is to guide the group and scribe would write down the ILOs (Intended learning objectives) on the board.
- **Scenario Presentation:** The leader introduces the scenario to the group.
- **Objective Identification:** Group members discuss the scenario and collaboratively identify key objectives.
- **Tutor's Role:** The tutor facilitates the discussion, ensuring it stays focused and productive, intervening when necessary.

5.2.2. Research and Preparation:

- **Individual Assignments:** Objectives are divided among group members for in-depth research.
- **Tutor Support:** Tutors provide academic and psychological support as needed, assisting with research strategies and addressing any concerns.



5.2.3. Debriefing Sessions:

- **Presentation and Feedback:** Students present their research findings and receive feedback from peers and the tutor.
- **Constructive Criticism:** Feedback focuses on both content and presentation skills.
- **Tutor Guidance:** Tutors provide specific feedback; tutors must include examples of effective feedback language and techniques for students to imitate when providing their feedback
- **Skill Development:** Over time, students are encouraged to provide more constructive and detailed feedback. A noticeable development in their researching and presentation skills is evident with time.

5.3. Students' assessment in PBL

Each session is assigned 20 grades, there are 10 weeks and 20 sessions, the total grades is 400 divided then by 20 to get the final 20% assigned for PBL in all courses that are applying/ incorporating PBL in their syllabus.

Brainstorming sessions grades are divided into:

- Participation and Communication
- Attendance
- Comprehension/ Reasoning Skills
- Teamwork

Debriefing sessions are divided into:



- Presentation
- Comprehension/ Reasoning Skills
- Attendance
- Participation and communication skills

Each of the sections has a scale from 1 to 5. These forms are distributed to tutors (either a soft copy or a hard copy) to each tutor at the beginning of each week. The forms are then uploaded weekly to one folder onto G Drive and shared with the PBL Coordinator.

Part Six: Tutors' skills

A skilled PBL tutor is essential to the success of the learning process. The following skills are fundamental to effective PBL tutoring:

- **Strong subject matter knowledge:** Tutors need to have a deep understanding of the subject matter they are teaching. This will allow them to guide students through the problem-solving process and answer their questions.
- **Effective communication skills:** Tutors need to be able to communicate complex ideas clearly and concisely. They should also be able to listen actively to students and provide feedback in a constructive way.
- **Facilitation skills:** Tutors need to be able to facilitate discussions and encourage students to think critically. They should also be able to create a supportive and inclusive learning environment. They sit an example to the leaders at the early sessions



- **Problem-solving skills:** Tutors need to be able to model effective problem-solving strategies. They should also be able to help students develop their own problem-solving skills.
- **Patience and empathy:** Tutors need to be patient and understanding with students. They should also be able to empathize with students' challenges and frustrations.

In addition to these core skills, tutors in Problem Based Learning may also need to have experience with:

- **Group work:** Problem Based Learning often involves students working in groups. Tutors need to be able to help students work effectively in groups and resolve conflicts.
- **Technology:** Many Problem Based Learning programs use technology to support learning. Tutors need to be comfortable using technology and able to help students use it effectively.
- **Assessment:** Tutors may be responsible for assessing students' learning. They need to be able to develop and administer assessments that are aligned with the learning objectives.

Overall, tutors in Problem Based Learning need to be skilled in a variety of areas. They need to be knowledgeable, communicative, facilitative, and patient. They also need to be able to help students develop the skills they need to be successful learners.

Part Seven: Additional Considerations

Contracts renewal



For Hourly Based contracts, they are renewed automatically based on the needs and availability of the tutors. Full time tutors are assessed annually based on standardized form.

Orientation Program

Tutors are asked to attend an orientation program at the beginning of the semester. The main sessions are: Archiving, Students assessment and forms, Presentation skills, Online sessions (G Meet and Zoom)

The program is evaluated at the end to check the attendees' satisfaction and altered when needed



Part Eight: Forms: Brainstorming form

Libyan International Medical University
Faculty of Human and Social Sciences
Group No: Block No:
Session: Brainstorming Date:

Scenario: _____

No	Student Name	Participation and communication skills					Attendance					Comprehension/ Reasoning Skills					Teamwork					Other Remarks
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.1		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.2		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.3		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.4		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.5		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.6		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.7		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.8		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.9		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
10		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
11		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
12		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
13		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
14		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	



Debriefing Form:

Libyan International Medical University
Faculty of Human and Social Sciences
Group No: Block No:
Scenario: Session Debriefing Date:

No	Student Name	Participation and communication skills					Attendance					Comprehension/ Reasoning Skills					Presentation					Other Remarks
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.1		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.2		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.3		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.4		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.5		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.6		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.7		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.8		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
.9		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
10		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
11		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
12		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
13		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
14		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	



Conclusion

Overall, this implementation strategy effectively leverages PBL to foster student engagement, critical thinking, and collaborative learning. By providing clear guidelines, supportive tutors, and opportunities for peer feedback, the program empowers students to take ownership of their learning and develop essential skills for academic and professional success.

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Part Nine: References

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