ROLES AND RESPONSIBILITIES OF THE TUTOR

It is expected that tutors are supportive of the concepts of PBL and the self-directed approach as an effective method for learning and that they recognize the place of the tutorial as a forum for students to integrate information, obtain guidance and feedback.

The tutor is the facilitator of the tutorial process. The tutor is not a content expert but guides the group, ensures the participation of all the members and keeps it from going "way out in left field".

Tutor roles are primarily to:

1. Facilitate a learning climate that is open and non-threatening but nonetheless rigorous. The students should be comfortable enough to identify their difficulties openly, to challenge one another and to admit when they "don't know".

2. Be familiar with the learning objectives of both the Unit and the programme as a whole as a guide to progressive learning and a backdrop for evaluation.

3. Encourage critical thinking and ensure that the students' knowledge is challenged and probed.

4. Ensure that objective, rigorous but evidence based evaluation occurs in the Unit.

5. Recognize the evolving process of group development and the different roles that a facilitator plays at different stages.

Tutor responsibilities include:

1. Attending orientation sessions and regular meetings arranged for tutors

2. In consultation with group members determining when and where tutorials will take place

3. Identifying one person(s) to make the necessary room bookings and keep members of the group informed of administrative details.

4. Determining the group rules and structure of tutorials.

Tutor Skills include:

1. Facilitatory teaching through:
   - asking non-directive, stimulating questions, challenging students as appropriate
   - presenting consequences of student conclusions, opposing views, cues as necessary
   - indicating when additional external information is required
   - referring students to resources

2. Promoting group problem solving and critical thinking by helping students:
   - to examine a range of phenomena, from the molecular level to the family and community level

- to critically assess/appraise evidence supporting hypotheses
- to define issues and synthesize information

3. Promoting efficient group function by:
   - assisting the group to set early goals and a plan which can be modified
   - sensing problems in tutorial function and helping the group to deal with them
   - making students aware of the need to monitor group progress
   - serving as a role model for productive ways of giving feedback

4. Promoting individual learning by:
   - helping students to develop a study plan, considering students goals and programme goals
   - helping students improve study methods including the selection of appropriate learning resources

5. Evaluation through:
   - reviewing and clarifying course goals with the group
   - helping students define personal objectives
   - helping students select appropriate evaluation methods
   - reviewing demonstrated learning achievement and ensuring that the student gets feedback
   - reporting on individual student learning progress