

ROLES AND RESPONSIBILITIES OF STUDENTS IN TUTORIAL GROUPS

In problem-based, small group tutorial learning, the student is part of a task-oriented group. It is expected that students will make themselves familiar with the concepts of the problem-based, self-directed approach to learning and that they will commit themselves to being participants in the group tutorial process.

Student Participant Roles are primarily to:

1. Assume a high degree of responsibility for his/her learning and group participation.
2. Be familiar with the learning objectives of the Unit and the group goals.
3. Recognize their personal attributes and characteristics that affect group functioning.
4. Be willing to think critically and to work collaboratively.
5. Give and take constructive feedback from other group members.

Student Participant Responsibilities include:

1. Attending and actively participating in all scheduled tutorial sessions;
2. Abiding by the rules and structure determined by the group;
3. Accepting and fulfilling tasks designated by the group;
4. Sharing information and learning within the group;
5. Undertaking administrative responsibilities for the group when requested;
6. Presenting to his/her tutor demonstrations of learning achievement;
7. Supporting the efforts of small group tutorials by ensuring that meaningful mid-semester and final evaluations are completed;
8. Ensuring that course, course coordinator, and tutor performance evaluations are completed.

Student Participant Skills include:

1. Small group tutorial learning through:
 - asking appropriate questions,
 - setting reasonable learning objective for self and the group,
 - organizing time during tutorials as well as self-study time,
 - using a variety of resources including library, people, audiovisual materials, etc.
2. Promoting group problem solving and critical thinking by;
 - examining a range of possible issues;
 - critically appraising evidence supporting hypothesis;
 - defining issues and synthesizing information.
3. Promoting efficient group function by:
 - assisting the group to set goals and a tutorial plan which may be modified later including an evaluation plan;
 - sensing problems within tutorial function and helping the group to deal with them;
 - being part of monitoring the group's progress;
 - demonstrating productive ways of giving feedback.
4. Promoting individual learning by:
 - knowing how and where one learns best;
 - presenting oral and written information in a clear unambiguous way;
 - knowing how to select appropriate learning resources;
 - discussing with the group an appropriate study plan and personal learning goals that will meet his/her learning needs;
5. Evaluating self, peers, and tutor by:
 - reviewing and clarifying course goals with the group;
 - preparing a self-evaluation report and ensuring that feedback is obtained from the group on his or her performance in tutorial;
 - preparing peer evaluations (informal) and tutor evaluation (formal) reports.