



الجامعة الليبية الدولية للعلوم الطبية
LIBYAN INTERNATIONAL MEDICAL UNIVERSITY
كلية الطب البشري
FACULTY OF MEDICINE

Tutor Guide

FACULTY OF MEDICINE

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Tutoring is an academic support, provided by a tutor; who is with deep knowledge or defined expertise in a particular subject or set of subjects.

Tutor:

Is a medically qualified member of staff who is not an expert in the area but who understand the course and the curriculum and has the appropriate group facilitation skills

Objectives of tutoring.

At tutor level:

- Heightens sense of competency/adequacy in conforming to new role.
- Encourages higher levels of thinking.
- Permits more advanced students to study below-level material without embarrassment.
- Increases motivation to learn in order to maintain new role.
- Increases ability to manage own learning and study strategies.
- Increases subject specific knowledge.
- Increases related general knowledge.
- Increases understanding of subject area.
- Improves attitude toward subject area.
- Provides more empathy with students.

At college level:

- Increases opportunity to reinforce instruction.
- Increases positive student interaction.
- Enhances measurable positive changes in attitude towards teaching/learning for the participants.
- Improves educational climate.
- Facilitates ethnic and racial integration.

At student level.

- Offers more individualized, systematic, structured learning experience.

- Provides greater congruence between teacher and learner, closer role model.
- Improves academic performance and personal growth.
- Improves attitude toward subject area.
- Generates stronger effects than other individualized teaching strategies.
- Motivates self-paced and self-directed learning.
- Provides intensive practice for students who need it.
- Improves self-esteem.

Tutor's Roles and Responsibilities:

The role of the tutor is very different from the usual teacher's role. Rather than being a content expert who provides the facts, the tutor is a facilitator, responsible for guiding students to identify the key issues in each case and to find ways to learn those areas in appropriate breadth and depth. The tutor facilitates and guides learning without contributing directly to the solution of the problem or being the primary source of information.

Also, tutors must lead tutorial classes, marking assignments, exams, and other students' activities e.g., skills lab activities

To fulfill the tutor role adequately, the tutor should have some knowledge about the discipline, sufficient understanding of the subject in question, and know in what direction the discussion in the group should be headed

Characteristics of a good class tutor:

The characteristics of good tutor can be viewed in three domains knowledge, skills and attitude. The knowledge of good tutor should be demonstrated in identifying the goals of the curriculum, the learning objectives of the of the course and the sessions that he/she is tutoring in, the learning resources, principles of students' assessment, and group dynamics.

Tutors should have:

1. Facilitating learning skills
2. Problem solving skills
3. Critical thinking skills

4. Group dynamics skills
5. Conflict resolution skills
6. Assessment of the students individually and as group skills

In order to be successful, the tutor should have correct attitudes. He should be comfortable with the student-centered learning philosophy and adopt a positive attitude toward CBCR as a teaching strategy. Tutor should shift his/her mind from being sag on center stage to be guide on the side. A tutor must have the desire to help others. He-She must demonstrate empathy, patience, enthusiasm, and reliability as a worker: Punctual, dependable, steady.

Checklists for tutoring:

Before the session

Contact with course coordinator to receive teacher guide of CBCR session

During the session

1. Get organized
2. Prepare material thoroughly
3. Dress and behave appropriately
4. Arrive before or on the time of the session, never be late
5. Start the session by introduce yourself to the students
6. Learn the students' names
7. Establishing set of ground rules
8. Facilitate the session
9. Be aware of diversity in students' learning abilities
10. Involve all students in the learning process (active participation by all students)
11. Mark and give feedback

Appointing a clinical tutor:

There are no rules dictating the procedure for appointment. A tutor is appointed by an individual trust, and most trusts do so by formal interview by a panel that includes the dean, and the vise dean.