Tutor Handbook

Delivering PBL in the workplace

Contents

Student Induction

Student group Intake maximum 20/minimum 15

Induction session should be held using skype, google hangouts or big blue button. All students should be notified of the date of the induction. It should cover the below topics

- Overview of course and rules (please see appendix 1)
- Demonstration of platform
- Overview of schedule (please see appendix 2)
- Overview of Assignments/Activities (please see appendix 3)
- Tutor contact details, name and email address

Each student should receive a copy of the course schedule for the programme and it should be made publicly available for all students to refer to on the course platform

Delivering the programme

The first three weeks should be dedicated to getting students comfortable with the programme, ict platform and collaborating online. If students are not participating they should be notified of the consequences (this should be detailed in the rules outlined in the induction week and referred to)

Each week the tutor should hold 1 tutorial briefing students of what is required from them for the week (approx. 30 mins). This can be held online (using skype, google groups or big blue button) It should cover:

- What learning material they must cover for the week and a short summary of it
- What tasks they must complete by role for the week

- What assignment work need to complete

The tutor should arrange and attend all student PBL meetings opening and closing sessions, observe students interacting using checklist in appendix 4 (this is in the grading criteria for opening and closing meetings)

The tutor should monitor the general forums (click on the forums tab at the top of the page) and group forums (click on the problem and meeting point) daily and answer student queries ASAP. For e-tivities they should ensure all students are participating. If students are not actively participating the tutor should contact the student to identify the reason why this might be happening and try to resolve any issues

The tutor should provide individual feedback to students on their performance within two weeks. Feedback should be provided on:

1. Participating in e-tivities
2. Participating in the opening session
3. Reflecting on the opening session and planning self-study
4. Self-study summary
5. Participating in the closing stage
6. Reflection and reapplication

In appendix 4 (grading criteria) there is information on how the student should perform

Grading

For students requiring certification (6ECTS from the University of Limerick) below is an overview of the breakdown of marks. Appendix 4 gives an overview of the allocation of marks for each of these activities. If the student does not require certification they are not required to submit assignments but are required to complete the rest of activities to ensure successful completion of the problem

- 10% for online collaboration in etivities (activities in week 1, 2 and 3)
- 30% participation in opening and closing session
- 20% reflective assignments (in week6 and week 12)
- 10% for contributing to online platform
- 30% for self-study

Appendix 1: Course rules

1. As the programme collaborative students depend on each other to complete the activities, therefore it is necessary that students adhere to the programme schedule completing all tasks and activities on time. Failure for students to comply with the schedule will result in students not receiving certification for participating in the programme
2. All learning material must be completed in advance of PBL group tutorial meetings so students are clear about what is required of them
3. All activities must be completed by the end of the week in which they are due
4. The discussion leader must post the agenda at least two days prior to the meeting

5. The scribe/recorder must post the relevant information to the platform at the most two days following the PBL group tutorial meeting
6. All students must attend the PBL group tutorial meeting, if you cannot attend you must notify your group and the tutor and provide a written contribution relevant to the meeting agenda (e.g. clarifying terms, solutions, summary of self-study..etc.) so the group can progress the problem
7. All participants must treat each other with the utmost respect and respect each other's opinions. If students do not adhere to this, they must be firstly given a warning and if they do not comply they will be asked to leave the programme and unregistered from the course

Appendix 2: Course schedule

This is a guide to identify to learners what work they need to complete on a weekly basis to successfully complete the programme "PBL for business professionals"

Week	Activities to complete by the end of the week	Learning material to read	Assignments to upload
1	- Attend Induction - e-trinity icebreaker: Two truths and a lie	Unit 1: What is PBL Unit 2: Becoming a PBL learner	
2	- Attend tutorial - Icebreaker Miscomputer communication - - Describe what is outside your window	Unit 3: PBL roles Unit 4: Selecting a PBL problem	
3	- Attend tutorial - Posting a PBL problem - - e-tivity: Exploring solved problems and reflecting on what you would do differently	Unit 5: The PBL process Unit 6	
4	- Attend tutorial/view recording	Unit 7	

	- Join a group - Planning the opening session – 1) Tutor sets time for PBL tutorial 2) Discussion leader posts agenda 3) Observer outlines criteria for observation 4) Team members read around problem 5) All learners post to platform problem definition and terms to clarify		
5	- Attend tutorial/view recording - Attending the opening session at allocated time to clarify and define the problem and agree a date for the next meeting - Scribe updates platform and uploads minutes of meeting - Learners post solutions to problem onto platform - Discussion leader posts agenda for next week	Unit 8	
6	- Attend tutorial/view recording	Unit 9: Lesson 1	Upload reflection piece on opening stage

	Opening session part 2 - Attend meeting - Discuss solutions - Agree solutions - Identify learning objectives and who they are assigned to Reflection -Learners reflect on opening stage and what is required for individual study		
7	- Attend tutorial/view recording Individual study - identifying your information needs sources and search terms. - Identifying where you are going to gather the information from and how you are going to gather it - Gather secondary data	Unit 9: Lesson 2 and 3	
8	- Attend tutorial/view recording Individual study -synthesis secondary data and how it addresses your learning objectives - gather primary data	Unit 9: Lesson3 and 4	
9	- Attend tutorial/view recording Individual study -analyse primary data in terms of how it addresses your	Unit 9: Lesson 4	Each learner uploads the assignment summarising the findings of their self-study and the list of references

	learning objectives -Tutor proposes a date for closing session -discussion leader set agenda for closing session -		
10	- Attend tutorial/view recording Closing session - Each person presents their findings from independent study - Discuss an implementation plan for the solution - Scribe uploads implementation plan to ICT platform (under synthesis - Scribe uploads minutes of meetings	Unit 10 Lesson 1	
11	- Attend tutorial/view recording Reflecting on the closing session Reflecting on PBL - Each learner completes the reflection tab on the ICT platform	Unit 10 Lesson 2	
12	- Attend tutorial/view recording Reapplication - Each learner completes a plan for reapplying the	Unit 10 Lesson 3	Upload reflection and reapplication plan

	learning		

Appendix 3: Explanation of Activities

Activity 1 week 1: Ice breaker e-tivity

Two truths and a lie. Put people into groups of 4-5, each person must put up three facts about themselves and each person must guess which one is a lie. To be completed by the end of week 2

Purpose: The purpose of this e-tivity is to help students to become familiar with each other and with the forum function of the Archimedes platform

Task: Each person must go to the forum tab on the top menu bar. They must click on e-tivity 1 and reply to the post with three facts about themselves (two are truths and one is a lie)

Interaction: Each person must guess which fact is a lie about the other participants by replying to their post

Completion Date: End of week 2

Activity 2 week 2: Miscomputer communication. Sharing mistakes

Purpose: To allow participants to become familiar with each other and the platform

Task: Each person must go to the forum tab on the top menu bar. They must click on e-tivity 2 and reply with a story about an error they may have made when communicating with others using technology.

Completion Date: End of week 2

Activity3 week 3:

Purpose: To introduce problems to the ICT platform and to explore how other problems were solved.

Task: Posting your problem to the platform.

1. Click on the home tab
2. Scroll to the section, enter a problem
3. Enter the problem name and a short description, press submit
4. Your problem will appear in the new problems list

Task: Exploring other problems

Go to the home tab and scroll down to closed problems, click on the problem you wish to explore. Look at how the problem was solved

Each person must go to the forum tab on the top menu bar. They must click on e-tivity 3 and reply to the post detailing the problem you explored and what you would do differently

Interaction: Look at other people's posts and comment on them

Completion Date: End of week 3

Activity week 4: Joining a problem and having the opening session

Purpose: To join a group and prepare for the opening session

Task: Joining a problem

1. Click on the home tab
2. Click on the problem you want to work on (in either the new problems or pending problems)
3. If it is a new problem, click pend item (the problem will appear in the pending problems list)
4. Click on the problem you want to work on
5. Enter your user name
6. Select the role you would like to play in solving the problem
7. Click save
8. Your name will appear in the roles area at the top of the page

Task: Preparing for the opening session

All team members: Post the terms that need to be clarified and points to define the problem

1. Go to home page and click on the problem
2. Click on the step 1 tab, enter the terms that you want to be clarified or enter a description next to the terms which you want to be clarified (per unit 7 learning material)
3. Click on the step 2 tab, enter your problem definition (per unit 7 learning material)

All team members: research the problem

Tutor: Organises a PBL group tutorial date and time

Discussion leader: Emails tutor the group, posts agenda for the meeting to do this

4. Go to home page and click on the problem
5. Go to the meeting area
6. On the top of the page click browse and enter the title of the document
7. Click attach
8. The agenda will appear on the list

Observer: Downloads the observation criteria, see appendix 5

Completion Date: End of week 4

Activity week 5: Opening session

All team members: Attend the opening session at allocated time to clarify and define the problem and agree a date for the next meeting

Recorder/Scribe: updates platform with the agreed problem definition (click on the problem and step 2) and uploads minutes of meeting

1. Go to home page and click on the problem
2. Go to the meeting area

3. On the top of the page click browse and enter the title of the document
4. Click attach
5. The minutes will appear on the list

All team members: After meeting, post solutions to problem onto platform

1. Go to home page and click on the problem
2. Go to the step 3and 4 tab
3. Enter your idea and press save
4. The idea will appear in the ideas list on the top of the page

Discussion leader: emails tutor for next meeting date and upload agenda for next week

Completion Date: End of week 5

Activity week 6: Opening session part 2 and Reflecting on the opening session

All team members: Attend opening session and observer gives feedback at end of session

Recorder/Scribe: Updates step3&4 and Step 5 with agreed solutions and learning objectives. Uploads minutes of meetings

All team members: Upload to assignments area a reflection of the opening stage detailing

Describe how the opening stage took place (on the ICT platform, in a face to face meeting or in a webinar), how you ensured everyone collaborated, describe what aspects were successful and what was not. And explain what was learned in the opening stages. (300 words)

Planning for self-study: Please give an overview of the steps you plan to undertake for your self-study (200 words) for example:

1) have you acquired enough information to allow you to understand the problem and understand potential solutions?
2) If not, do you need to ask any additional questions of the PBL group to allow you to achieve their learning objectives?
3) What approaches should you use to achieve your learning objectives? Why will these be effective? What problems might arise and how can you deal with them (study plan)
4) Is there anything that may impact your ability to achieve the learning outcomes?
5) Does the learning objectives impact on tasks/work assigned to other PBL learners and other areas of the organisation? If so how can you integrate these?

Completion Date: End of week 6

Activity weeks 6-9: Individual study

Purpose: to share your self-study findings

Task: Each learner uploads the assignment summarising the findings of their self-study and the list of references used

1. Click on the home tab, click on your problem

2. Click on step 6 tab
3. Browse to your self-study file
4. Press save
5. Your file will appear in the list at the top of the page

Task: Organising the closing session

- ***Discussion leader*** emails tutor to organise tutorial, they post an agenda to the meeting area
- ***All team members:*** Prepare a summary of their findings for the closing session

Completion Date: End of week 9

Activity week 10: Closing session

Purpose: To agree on a solution to the problem and an implementation plan

Tasks:

- ***All team members*** attend closing session
- ***Recorder/Scribe*** uploads final solution to Step 7 tab of the platform, and minutes of meetings

Completion Date: End of week 10

Activity week 11: Reflecting on the closing session and PBL process

Purpose: To reflect on the PBL process, what you learned and if it was effective

Task: Each learner completes the reflection tab on the ICT platform

1. Click home tab
2. Click the problem you worked on
3. Click the reflection tab
4. Enter information in the relevant boxes
5. Press save
6. Your reflection will appear in the list at the top of the page

Completion Date: End of week 11

Activity week 12: Reapplication plan

Purpose: To identify how you can reuse the PBL methodology in your company

Task: Each learner completes the reflection tab on the ICT platform

1. Click assignments area

All team members: Upload to assignments area a reflection of the opening stage detailing

Appendix 4: Grading

10% for online collaboration in etivities (activities in week 1, 2 and 3)

- Grading criteria (adapted from http://www1.udel.edu/janet/MARC2006/rubric.html)

Criteria	Explanation for excellent grade
Frequency	Number of times the participant posts
Initial posts	Posts well developed assignment that fully addresses and develops all aspects of the task
Follow up posts	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Clarity and mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

30% participation in opening and closing session

Learners will be graded using the below

Criteria	Explanation
Level of motivation and preparedness	Motivation to learn about the theme Exploring sources using independent study
Contribution to the team knowledge construction in tutorials	Participation in discussion Giving reasons behind arguments Using prior knowledge Building on other ideas
Understanding the discussion and applying theory to the learning tasks	Listening to others ideas and building upon these with the use of relevant theory to support decisions
Critical thinking	Idea generation, questioning, argumentation, categorisation, problem solving
Professional behaviour	Respect towards peers, team agreement, punctuality
Giving and receiving feedback among peers	Done in a constructive way which is not personal and learning from it

20% reflective assignments (in week6 and week 12)

Grading criteria - http://www.d.umn.edu/~balbert/humandiversity/grading_rubric.html

Criteria	Explanation
Self-disclosure	Seeks to understand concepts by examining *openly* your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an *open, non-defensive ability to self-appraise*, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions

	about self and seeks to answer these.
Connection to outside experiences	*In-depth synthesis* of thoughtfully selected aspects of experiences related to the topic. Makes *clear* connections between what is learned from outside experiences and the topic.
Connection to readings (assigned and ones you have sought on your own)	*In-depth synthesis* of thoughtfully selected aspects of readings related to the topic. Makes *clear* connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading, includes reference to at least two readings other than those assigned for class.
Connection to class discussions & course objective	Synthesize, analyse and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.
Spelling & grammar errors	No spelling or grammar errors

10% for contributing to online platform

Clarifying terms, defining the problem, brainstorming solutions, uploading self-study information

Grading criteria

Criteria	**Explanation**
Relevance	The information is relevant to the problem being posted
Content	The content is presented in a clear, concise and comprehensive manner
Critical thinking	The ideas presented are creative and innovative and make logical sense in the overall context of the problem

30% for self-study

Criteria	Explanation
Sources used	A wide variety of high quality sources are used
Referencing	Material is correctly referenced in the text and at the end of the text
Presentation of secondary information	Material is summarised in clear, logical, comprehensive manner, free from spelling and grammar mistakes. It relates back to the overall problem and how this material can be used to address the problem
Method of collecting primary data	A clear method of collecting primary data is outlined
Presentation of primary data	Material is Material is summarised in clear, logical, comprehensive manner, free from

	spelling and grammar mistakes. It relates back to the overall problem and how this material can be used to address the problem or propose a solution

Appendix 5: Observer checklist

Item to observer	Explanation
Structure of Tutorial	- How well did the meeting align with agenda? - Did the agenda serve its purpose and achieve the learning objectives
Preparation	Was everyone prepared?
Equal participation	- How well did everyone contribute to the construction of knowledge - Did anyone dominate the conversation - Did some people remain in the background? - Who initiated the conversation?
Listening and referring to one another's ideas	- How well did everyone listen to the discussion - How well did each person engage with others ideas? - Did people evaluate each other's ideas or challenge them (it is a good idea/I do not agree with that)
Explaining and understanding	- Did people explain the reasoning behind their decisions or arguments - Did people have problems explaining their opinions so others could understand - In the above case, what could have been done to improve clarity
Application of theory	How effectively did the team apply theory to practice
Summarising to see the big picture	Did anyone in the team summarise any parts of the discussion so that all could remember what was said and how the discussion should proceed
Using prior knowledge	How effectively did the team use their prior knowledge in brainstorming and classification

Feedback	• Quantity and Quality of feedback
Support	• How well the students supported each other and supported students having trouble
Other	• Any other observations you made that might provide valuable constructive feedback for the team
Note: it is important that the observer refers to evidence of how the team member did/did not demonstrate these characteristics	