

Tutor Handbook

Delivering PBL in the workplace

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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

Course structure

The course is structured to align with the PBL for business professionals programme, if the students do not have a group of learners in their company to facilitate then they can choose a problem on the platform to facilitate the group of learners for. They will effectively facilitate all the PBL sessions and you will observe and grade the student doing these

First few weeks as with the PBL for business professionals course is dedicated to getting the students to collaborate online and become familiar with the platform. During this period they also assess the culture of learning in their organisation and make recommendations for improving this.

Between weeks 4 and 10 the learner chooses a group to facilitate and oversees the PBL process, they are also responsible for developing an assessment plan for use with a PBL group in their organisation.

Weeks 11 and 12 are dedicated to the learner reflecting on the PBL process and making a plan to implement it in their organisation.

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. Assessment of their learning culture
3. Facilitating the opening session
4. Assessment Plan
5. Facilitating 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 QQI) 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 activities (activities in week 1, 2 and 3)
- 30% facilitating the opening and closing session
- 15% reflective assignments (in week 6 and week 12)
- 25% learning culture assessment
- 20% for assessment Plan

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 "Facilitating PBL"

Week	Activities to complete by the end of the week	Learning material to read	Assignments to upload
1	<ul style="list-style-type: none"> - Attend Induction - e-tivity icebreaker: Two truths and a lie 	Unit 1: What is PBL Unit 2: Developing a culture for PBL	
2	<ul style="list-style-type: none"> - Attend tutorial - Icebreaker Miscomputer 	Unit 3: Selecting a problem for PBL Unit 4: PBL process	

	<p>communication</p> <p>-</p>		
3	<ul style="list-style-type: none"> - Attend tutorial - Assessing your learning culture 	<p>Unit 5: Roles in PBL</p> <p>Unit 11: Mentoring PBL learners</p>	
4	<ul style="list-style-type: none"> - Attend tutorial/view recording - Selecting a group to facilitate - Planning the opening session – <ul style="list-style-type: none"> 1) Ensure tutor has arranged a date and time 2) Ensure discussion leader uploads agenda 3) Ensure observer has checklist 4) Download checklist to help you to grade (see appendix X) 5) Ensure each learner has posted contributions onto the step 1 and step 2 tab 	<p>Unit 6: Clarify terms and define problem</p>	<p>Upload assignment on learning culture</p>
5	<ul style="list-style-type: none"> - Attend tutorial/view recording - Attending the opening session at allocated time to clarify and define problems, facilitate group to ensure equal participation etc. and compliance with checklist downloaded - Ensure Scribe updates platform 	<p>Unit 7 Brainstorm, classify and define learning objectives</p>	

	<p>and uploads minutes of meeting</p> <ul style="list-style-type: none"> - Ensure Learners post solutions to problem onto platform - Ensure Discussion leader posts agenda for next week 		
6	<ul style="list-style-type: none"> - Attend tutorial/view recording <p>Opening session part 2</p> <ul style="list-style-type: none"> - Attending the opening session at allocated time to brainstorm solutions and identify learning objectives facilitate group to ensure equal participation etc. and compliance with checklist downloaded - Ensure Scribe updates platform (step 3&4 and step 5) and uploads minutes of meeting <p>Reflection</p> <ul style="list-style-type: none"> -Reflect on opening stage upload assignment 	Unit 8 Self-study	Upload reflection piece on opening stage
7	<ul style="list-style-type: none"> - Attend tutorial/view recording <p>Individual study</p> <ul style="list-style-type: none"> - Regularly contact students to ensure their self-study is progressing - Assist them if required to 	Unit 10: Assessing PBL	

	<p>identify information sources and write up assignments</p> <p>Assessment Plan</p> <ul style="list-style-type: none"> - Develop an assessment plan 		
8	<ul style="list-style-type: none"> - Attend tutorial/view recording <p>Individual study</p> <ul style="list-style-type: none"> - Regularly contact students to ensure their self-study is progressing - Assist them if required to identify information sources and write up assignments <p>Assessment Plan</p> <ul style="list-style-type: none"> - Develop an assessment plan 	Unit 10: Assessing PBL	
9	<ul style="list-style-type: none"> - Attend tutorial/view recording <p>Individual study</p> <ul style="list-style-type: none"> - Regularly contact students to ensure their self-study is progressing - Assist them if required to identify information sources and write up assignments <p>Assessment Plan</p> <ul style="list-style-type: none"> - Develop an assessment plan 	Unit 10: Assessing PBL	Upload assessment plan
10	<ul style="list-style-type: none"> - Attend 	Unit 9 Synthesis	

	tutorial/view recording Closing session - Facilitate the closing session using checklist downloaded as a method of grading - Ensure scribe uploads problem synthesis	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 9 Lesson 2: Reflection	
12	- Attend tutorial/view recording Reapplication - Each learner completes a plan for reapplying the learning	Unit 9 Lesson 3: Reapplication	Upload reflection assignment

Appendix 3: Explanation of Activities

Activity 1 Upload assignment on learning culture

(to be conducted individually between weeks 1 and 4)

Purpose: This activity is designed to allow you to assess if an organisation is conducive to learning how the principles of a learning culture can be applied so it can be more favourable to Problem based learning. It also asks you to select a suitable problem bearing in mind the learner profile.

Please use a company where you have had work experience for this assignment. Each answer should be between approximately 300 and 500 words.

1. Conduct a critical evaluation of the learning culture of your organization. Interview/survey 2-3 people. They can be people in different job roles or people at different levels in the organization. You can adapt the question outlined in unit 2 to your company if you wish, or

you can develop your own. Report your findings including how you gathered the data (questionnaires/interviews), why you gathered the data in this way, what questions you used and why

2. From this develop a learning culture strategy on the measures you will use to foster a learning culture in your organization and detail why these measures are important in relation to the research. Detail:
 - How you would encourage communication in the organization
 - How you would set a good example to other staff and how you would foster mutual respect
 - The main barriers prohibiting staff from doing their job effectively and how you would address those
 - How you would reduce a blame culture
 - The different types of learners and how you would support each

Completion Date: End of week 4

Activity 2 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 1

Activity 3 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

Activity 4 week 3:

Purpose: Additional time to complete activity 1

Activity 5 week 4: Selecting a problem to facilitate and preparing for the opening session

Purpose: To select a problem to facilitate

Task: To select a problem to facilitate

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 facilitator role in the drop-down menu
7. Click save
8. Your name will appear in the roles area at the top of the page

Task: Preparing for the opening session ensure all students meet the below criteria

- **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 6 learning material)
 3. Click on the step 2 tab, enter your problem definition (per unit 6 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
 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 agenda will appear on the list
- **Observer:** Downloads the observation criteria, see appendix x
- **Facilitator:** Download grading criteria checklist for participation in meetings, see appendix X

Completion Date: End of week 4

Activity week 5: Opening session

Facilitator:

- Facilitate the opening session
- Grade students using the checklist downloaded (appendix X)
- Provide feedback to students

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

Ensure 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 3 and 4 tab
3. Enter your idea and press save
4. The idea will appear in the ideas list on the top of the page

Ensure 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

Facilitator: Attend and facilitate the opening session ensure the team members address the below

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

Completion Date: End of week 6

Activity weeks 6-9: Individual study and assessment plan

Purpose: to support students during the self-study, outline how you will assess the students

Task: Check the discussion forums regularly for questions, email students regularly to see if they need support or are struggling.

Task: Develop an assessment plan to allow you assess future PBL groups (see Unit 10)

Develop an assessment plan to assess your PBL students using a template similar to that in Unit 10.
Detailing:

- 1) The learning outcomes to be assessed
- 2) Method of assessment
- 3) Details of assessment/task
- 4) The format the student will use to submit the assignment e.g. written report, oral presentation etc.
- 5) The grade descriptors for each grade e.g. A, B..etc
- 6) The weight given to each assignment

Task: Organising the closing session before the end of week 9 ensure:

- **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 facilitate the closing session to ensure all learners agree on a solution to the problem and an implementation plan

Tasks:

- Download assessment checklist and evaluate each student
- **Ensure all team members** attend closing session

- **Ensure the recorder/Scribe** uploads final solution to Step 7 tab of the platform, and minutes of meetings
- Provide feedback to each student on their performance

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: Reflection

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

Task: This assignment asks you to reflect on PBL as a learning approach and how it could be adapted and improved to ensure better performance of learners

Part 1: Describe the closing stage you facilitated using the below headings as a guide (150-300 words)

- How the meeting was hosted?
- How well did the group collaborate?
- What were the major issues? What approaches did you use to overcome them?
- How well did the group prepare and were they motivated? If there was little preparation/motivation, why do think this is so?
- Did the group reach a solution that addressed the initial problem (why/why not?)
- How well did the group perform in relation to the opening stage?

Part 2: Reflect on the PBL process under the following headings (150-300 words)

- Describe the main difficulties the learners had and outline how you think they can be addressed
- Describe what you feel could be improved about the PBL process.
- Describe how you plan to apply PBL in your organization.

Completion Date: End of week 11

Appendix 4: Criteria for evaluating learner performance in opening and closing session

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

Appendix 5: Grading

- 10% for online collaboration in activities (activities in week 1, 2 and 3)
- 30% facilitating the opening and closing session
- 15% reflective assignments (in week 6 and week 12)
- 25% learning culture assessment
- 20% for assessment Plan

10% for online collaboration in activities (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.
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30% facilitating opening and closing session

Learners will be graded using the below

my.daemen.edu/.../rubrics/checklist-rubric_for_facilitation_and_contribution_durin

Criteria	Explanation
Facilitator role	<ul style="list-style-type: none"> • shows enthusiasm about the process • is organized and structured, but flexible and adaptable when necessary • shows deep understanding of the dynamics of the group • accepts diverse opinions and helps the group to use them effectively <p>at ease, self-assured and confident</p>
Preparedness	<ul style="list-style-type: none"> • has read about the problem prior to the meeting • guides the group in following the agenda • follows ground rules and time frames
Facilitation process	<ul style="list-style-type: none"> • sets a tone that allows participants to feel comfortable and free to take intellectual risks • clarifies the protocol, assures that the group stays on task and strategically adjusts course when necessary • mediates conversation, asks clarifying and extending questions and achieves balanced participation by all group members • uses wait time strategically, summarizes group discussion and/or decisions during the process as needed • can use knowledge about group dynamics to validate or challenge participant comments • reminds group of ground rules and guides group members in enforcing them

15% 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 <i>openly</i> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <i>open, non-defensive ability to self-appraise</i> , 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	<i>In-depth synthesis</i> of thoughtfully selected aspects of experiences related to the topic. Makes <i>clear</i> connections between what is learned from outside experiences and the topic.
Connection to readings (assigned and ones you have sought on your own)	<i>In-depth synthesis</i> of thoughtfully selected aspects of readings related to the topic. Makes <i>clear</i> 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

25% learning culture assessment

Grading criteria

Criteria	Explanation
Theory	Applies theory in all of the areas required: trust, communication, self-directed learning, fostering respect, building collaboration, encouraging systems thinking and transparent decision making to the sample company in a way that shows an excellent understanding of the theory
Critical thinking	some critique of the organisations ability to address these areas.
Application	critique and example of how the principles could be applied in practice
Writing	Clearly written with strong structure and good flow from point to point

20% Assessment Plan

Criteria	Explanation
Learning outcomes	Clear, achievable learning outcomes
Method of assessment	Variety of assessment methods and clear implementation guidelines
Details of task	Comprehensive details to allow the learner to be fully informed of what is required of them and how they will be assessed
Grade descriptors	Clear grade descriptors

Appendix 6: Observer checklist

Item to observer	Explanation
Structure of Tutorial	<ul style="list-style-type: none"> • How well did the meeting align with agenda? • Did the agenda serve its purpose and achieve the learning objectives
Preparation	<ul style="list-style-type: none"> • Was everyone prepared?
Equal participation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • How effectively did the team apply theory to practice
Summarising to see the big picture	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • How effectively did the team use their prior knowledge in brainstorming and classification
Feedback	<ul style="list-style-type: none"> • Quantity and Quality of feedback
Support	<ul style="list-style-type: none"> • How well the students supported each other and supported students having trouble
Other	<ul style="list-style-type: none"> • 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