



الجامعة الليبية الدولية للعلوم الطبية
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Tutorial Guide

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Tutorial

A tutorial is a method of transferring knowledge that is usually used as a part of a learning process. More interactive and specific than a book or a lecture, a tutorial seeks **to teach by example, engage students and supply the information to complete a certain task.**

Planning a Tutorial:

Planning a tutorial means not only planning the aims and content of the tutorial but also what the students will do, the resources they will use and how they will work together. Keep in mind **a tutorial is not a “mini lecture”**

These eight steps cover the key areas that need to be addressed in a tutorial plan:

1. Stick to the intended learning outcomes (ILOs)

Intended learning outcomes describe what students should be able to do by the end of the tutorial and when planning the session, you should make sure that the tutorial material covers the ILOs of the tutorial.

2. Allocate time for each tutorial activity

Have a plan for what activities will take place during the tutorial, how many students will be actively involved and approximately how much time each activity is likely to take. This might mean identifying essential discussion questions, short exercises, setting aside time for summaries and student questions. It is best to allocate 5-10 extra minutes as tutorials won't always follow your time plan.

3. Identify how students will actively participate

Avoid tutorials turning into ‘mini-lectures’ by planning in opportunities for students to actively contribute to discussions. When planning the tutorial, try designing exercises for students to work through in groups or pairs, structuring the tutorial around discussion prompts, or asking students to come prepared to present or explain an aspect of their tutorial work. This will encourage all students to participate in the tutorial and to learn from each other as well as the tutor. Identify where the flipped classroom model makes the most sense for the tutorial ILOs and use it if possible.

4. Take advantage of student diversity

Students will bring different prior learning experiences, interests, confidence and motivation, amongst other things, to tutorials. Actively recognizing student diversity is important and it

can be achieved in many ways, including, providing different ways for students to engage in tutorial discussions (such as pairing introverted students with extroverted peers) and by using a range of learning resources to support tutorial work/discussions and activities.

5. Identify resources needed and how these will be used

Include in your plan any details of resources that will be needed to support the tutorial. This includes resources that students are expected to use in preparation for the tutorial, such as textbooks, peer reviewed papers and trusted websites (all resources materials need to be sent to students at least one day before the tutorial session), and those that will be needed during the tutorial itself including markers, whiteboard, flipchart, video, models and diagrams.

6. Provide feedback to students on their preparedness to the tutorial

Make sure to think of how and when you will provide feedback to students on their tutorial preparation and performance in the class. In most cases this will be provided in the form of verbal feedback during the tutorial. Ensure your feedback clearly identifies strengths, prioritises areas for future improvement and is articulated in ways to motivate and encourage your students.

7. Take into account individual student's learning requirements

Check with the coordinator whether students have specific learning requirements and/or difficulties where teaching adjustments are essential and could impact your ideas for the tutorial.

8. Allocate marks to the group as a whole and not to each student individually.

When you are done with providing verbal feedback to the students (individually and to the whole group), make sure to write down the group mark in the form provided by the coordinator.