Libyan International Medical University
Faculty of Pharmacy

Tutor Guide

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Introduction

This guide provides the description, organization of the tasks of tutor and the mechanism for managing the sessions from the campus also the distance learning mechanism for all sessions. explains how to Insert grades and data of students on Moodle, Google Drive and the SIS also evaluation forms attached for all sessions.

Tutor Tasks

1. Receive the problem file and discuss it during the weekly meeting with the chief tutors.
2. Commitment to attend, organize and run the following sessions :brain storming B.S/debriefing D.B/report discussion R.D/recap session R.S/seminar/tutor availability/team-based learning (TBL).
3. Correcting weekly reports and submitting corrected reports with feedback on Moodle.
4. Insert grades(B.S/D.B/R.D/Seminar/Weekly IRAT&GRAT/Weekly Report) on Moodle, SIS and Google drive .(RAT=Readiness Assurance Test)
5. Recording the student's attendance in all classes related to TBL & PBL and reporting the student's repeated absence.
6. Commitment to attend, organize, run in practical and clinical lessons.
7. Supervising the OSPE & OSCE practical and clinical exams.
8. Supervising the weekly, mid and final block exams.
9. Supporting and directing students academically according to the programs set by the college administration.
10. Academic advising with documenting meetings with students in the forms designated for academic advising.

11. Supervising students' work in the scientific magazine, the science day, and community activities.
12. Discussing the weekly reports of the tutor and the academic supervisor.
13. Participation in graduation research as decided by the Research Committee.

The rules of sessions in campus

Brainstorming session

1. Go to the PBL room five minutes before the session.
2. At the beginning of the session, the tutor asserts all the students not have any mobile phone or smart tablets   and the tutor asserts it is forbidden for any student to leave the session or make any disturbance outside the weekly scenario.
3. Choosing the *Scribe* and the leader
4. The tutor gives the weekly scenario papers to the session leader, who in turn distributes it to the students, making sure that everyone has written their name and academic number on it
5. In the first 11 minutes, the tutor listens to the group members if they have any obstacles or problems, or if the tutor is assigned to inform the students about specific matters, or give support to the students
6. .
7.
8. .
9. Students start by reading the problem in silent for 5-11 minutes.
10. Students begin to read the weekly scenario so that the leader distributes the roles among the group members, which each student reads part of the problem. in the meantime, new terms are highlighted, translated and written

on the board by the session scribe. The translation is in Arabic and English for the first year- and only in English for the more advanced years, the leader makes sure that all students write the new terms in their notes.

11. After finishing the scenario, the students will give a brief summary of the problem. (does not have to be in English)

12. Students make an appropriate definition of the problem in the English language.

13. The main idea will be provided and written on the board.

14. The students will analyze the problem and come up with the spider shape.

15. The students will introduce secondary ideas and make sure they're all written on the board.

16. The tutor will help out in case the students had some difficulties in coming up with the desired information.

17. The tutor will watch the session closely and make sure that all of the students are taking part in the discussion.

18. The leader collects the problem papers from all students and gives it to the tutor.

19. By the end of the session, the students will come up with the intended learning outcomes from the spider shape and cancel any extra information.

20. The scribe writes the learning outcomes with clear handwriting and correct spelling on the board.

21. The tutor makes sure that all of the students are taking notes and inform them that is one of the basic elements on student evaluation

22. the scribe writes the definition of the problem and its objectives in the paper form.

23. .

24. The session evaluation by the students will start as the student evaluates the session, then his/her self, classmates, the leader, the scribe and then finally the tutor.

25. The tutor evaluates the session, and the students, highlighting their strengths and weaknesses.

Debriefing session

1. The tutor asserts all the students not have any mobile phone or smart tablets
2. The session leader is the same as the leader of the brainstorming session.
3. .
4. The tutor makes sure that the reports of the students fulfills all the weekly objectives with references, whether an electronic or paper report.
5. All material (pictures, videos and posters etc.) related to the objectives of the week are collected at the beginning of the session and put on the room computer to be displayed later. The tutor must deliver the materials to the chief tutors after completing the session.
6. The leader will read the first ILO and then choose the students who will answer, and make sure that all of the students take part in the explaining process. (not reading).

7. The tutor will highlight the importance of explaining the content, help the students deliver their information and to not simply read it out loud.
8. The students will share content of pictures, videos and posters in order to enrich the learning process.
9. The previous process will be used with all of the ILOs and all the students should take their roles equally.
10. The tutor will evaluate the students' performance during the session.

11. The session's evaluation will be done fairly and as the following: the student will evaluate the session, him/herself, the group members and finally the tutor.
12. The tutor will evaluate the students individually and mention both the positives and the negatives which could affect their evaluation.
13. .

General notes

- The tutor writes his notes about the students from the beginning of session until the end of it. Each student has an individual assessment in terms of (writing notes, side talk, respect other opinions, etc.) and then transfer and distribute them as grades for students.
- if the leader did not do his work properly, whether by not giving all students the opportunity to participate equally, not motivating them, or not controlling the time, or other duties, then the tutor must give him the required instructions.
- As for the role of leader and scribe, it is distributed equally among the group members. It must be ensured that each student took on the role of leader and scribe at least once in the semester.
- Ensure that all students participate during all sessions.
- The Tutor must encourage the students and create a healthy and safe atmosphere between group members by:

o Listening well to everyone

o Appreciates and encourages students' efforts

o Discusses and clarifies the different roles with group members

o Avoids destructive criticism

o never mocks any of the students' efforts

- Never distribute ILOs between students for writing the weekly report
- It is allowed to distribute ILOs just according to the proposal attached in the brainstorming guide, for the purpose of preparing student's presentations for the weekly seminar.
- It is forbidden for students to leave the session for any reason whatsoever. It is also prohibited to replace any kind of electronic devices or electronic data-saving tools between students during the session.

Distance Learning (Online)

Where all of the learning sessions take place online using the *Moodle* and *Zoom* .Students and tutors take their roles in brainstorming sessions, debriefing, research and office hours. All of the reports and grades are uploaded using *Moodle,SIS* and *Google drive* .
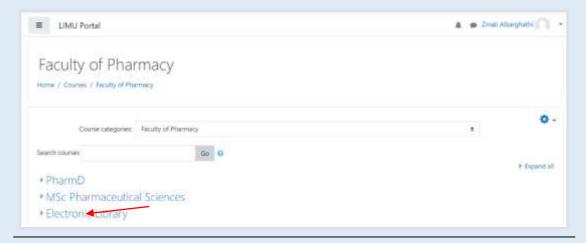
Brainstorming Session

1. To be present before the session starts.
2. Prepare yourself for the virtual session, charge your laptop and make sure you have good internet access.
3. Log in to Zoom using the previously provided link.
4. The tutor will record the session as soon as it starts and notes that it is completely banned for the students to leave the session under any circumstances. Their attendance will be taken.
5. In the first 10 minutes the tutor will supports the students by making sure that none of them is not having any difficulty.
6. Choosing the *Scribe* and making sure he/she has access to the white board.
7. The tutor, using *Share Screen* and *Share Computer Sound* will introduce the weekly scenario or the provided material.
8. The material will be shown in parts, and a discussion will be held between the students where they will take their roles, highlight the new words, translate & define them and for the *Scribe* to write them on the white board - in Arabic and English for the first year- and only in English for the more advanced years.
9. After finishing the scenario, the students will give a brief summary of the problem. (does not have to be in English)

10. Students make an appropriate definition of the problem in the English language.
11. The main idea will be provided and written on the board.
12. The students will analyze the problem and come up with the spider shape.
13. The students will introduce secondary ideas and make sure they're all written on the board.
14. The tutor will help out in case the students had some difficulties in coming up with the desired information.
15. The tutor will watch the session closely and make sure that all of the students are taking part in the discussion.
16. By the end of the session, the students will come up with the intended learning outcomes and cancel any additional information.
17. The scribe will take a screenshot of the spider shape and send it to the tutor.
18. The session evaluation by the students will start as the student evaluates the session, then his/her self, classmates, the leader, the scribe and then finally the tutor.
19. The tutor evaluates the session, and the students, highlighting their strengths and weaknesses.
20. The recorded session will be uploaded on Google drive and shared with the Cheif Tutor.

Landscape

It is searching for the information as a group, using references which could be a textbook, a digital magazine, an online website, etc..

1. Prepare the Zoom link.
2. The Leader leads the session and gives each student their role.
3. All the students download the recommended reading from the Moodle.
4. The session is divided into two halves.
5. In the first hour the students open the specific pages on their electronic books as they were taught previously by their tutor and share it on their screens.
6. In the second hour the students will open the online library on the Moodle and share their screen on Zoom.

Session Summary

To help the students how to search for information in order to answer the ILOs from the brainstorming session and to continue their research at home.

Tutor availability

Where the tutor is available at certain desk hours in order to support the students and help solve any issues.

Tutor availability on Moodle

1. On the Moodle go to Distance Learning and then choose the block, week and your group.
2. The tutor will choose *Turn On Editing* and then *Add activity or resource* and then choose *adding a new forum*. Write *The tutor availability week numbe*r and then choose *save and return.*
3. Now it is ready for the students to chat.
4. The previous steps should be done by the tutor before the session starts by 15 minutes.
5. The students will start asking questions regarding the week's ILOs and share what they found on the given resources.
6. The tutor can engage with the students using *Reply.*
7. All the students can see the chat and the tutor's reply.
8. The session is an hour long.
9. This chat will always be available on the *Moodle* for the students to return to at any time.

Tutor availability on Zoom

1. On the Moodle go to Distance Learning and then choose the block, week and your group.
2. The tutor will set the Zoom meeting as it is given on the regular schedule.
3. The tutor will choose *turn on editing* and then choose *add activity or resource,* from the many choices the tutor will choose *label* and then *add a new label* and write the number of the week, add the zoom link and password and then choose *save and return to course.*
4. Now it is ready for the students to start the brainstorming.
5. The previous steps should be done by the tutor before the session starts by 15 minutes.
6. The session consists of 60 minutes.
7. The students will ask questions about ILOs and share the information they found on the recommended reading, the tutor will help and correct them.
8. The students will view their books or websites using the *Share screen.*
9. The session will be recorded by the tutor and shared with the cheif tutor using Google drive.

Debriefing session

This term is used when describing a session which consists of questions and answers within a group. Where the students discuss the information they gathered and the tutor will ask specific questions about the topic.

1. The students and tutors will log in to the provided zoom link which is previously shared on the Moodle.
2. The tutor will log in to the zoom session before it starts by 5 minutes.
3. The tutor will kick off the session after 5 minutes from starting time even if the number of students is not completed, and will view the *theme* of the university with the number of the session and block along with the tutor's name using Share screen on zoom and letting them know verbally.
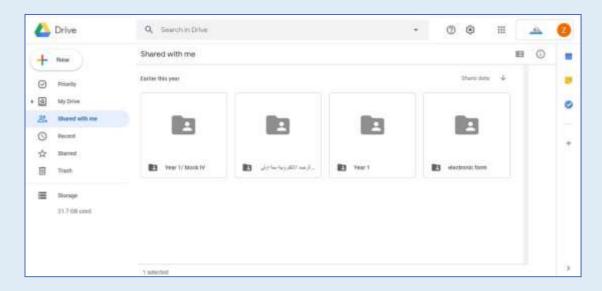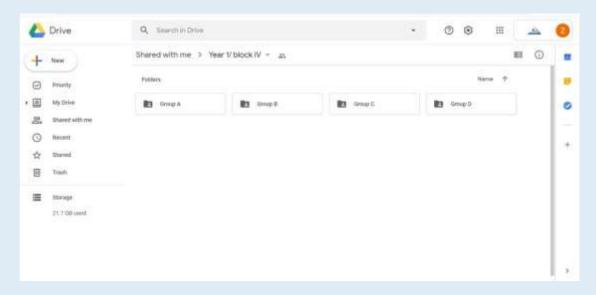
PharmD Program / First Year
DEBRIEFING SESSION
BLOCK NO – WEEK NO
Tutor name

PharmD Faculty of Pharmacy/ Libyan International Medical University .a

4. The tutor will lead the session.

5. The tutor will read the first ILO and then choose the students who will answer, and make sure that all of the students take part in the explaining process. (not reading)

6. The tutor will highlight the importance of explaining the content , help the students deliver their information and to not simply read it out loud.

7. The students will share content of pictures, videos and posters in order to enrich the learning process.

8. The previous process will be used with all of the ILOs and all the students should take their roles equally.

9. The tutor will evaluate the students' performance during the session.

10. The session's evaluation will be done fairly and as the following: the student will evaluate the session, him/herself, the group members and finally the tutor.

11. The tutor will evaluate the students individually and mention both the positives and the negatives which could affect their evaluation.

12. After the evaluation, the tutor will view the university theme and end the session.

13. The tutor will upload the session on Google drive and share it with cheif tutors.

Grading Online: SIS & Google drive

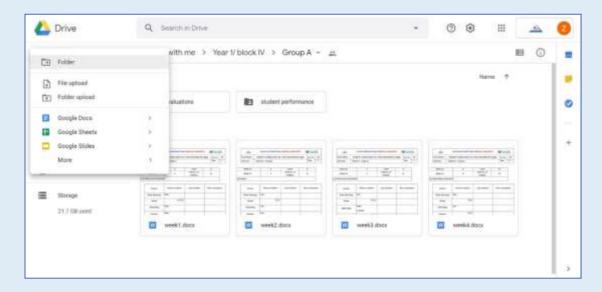- **Google Drive**

1.   The cheif tutor will share the electronic forms with the tutors, they are easily accessed using Shared with me.

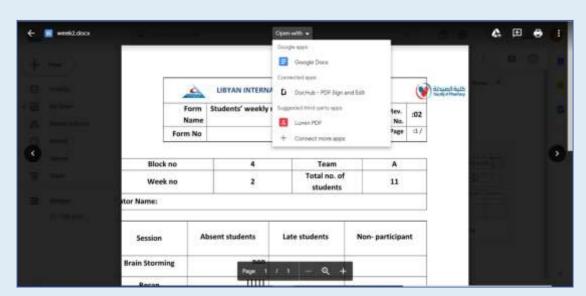**2.   The tutors now can access the grading files of their groups and will find them by their group names**

3.   **Tutors can create their own files for students performance and evaluation by clicking new and then folder and then name the file and upload their content using file upload.**

 4.   **To add or edit data choose the specific file and then choose open file, note that all of the changes will be AutoSaved.**

- **SIS**

1. **You can access the system using the following link:**
http:// http://192.168.2.234/ /limusis/admin/login
 and then enter your username and password.

2. **Choose examination/marks entry.**

3.   The following screen will appear, select the information for the specific year you want to grade and choose the block and the group's name.

Evaluation Forms

Brainstorming

Libyan International Medical University

Form Name. : Individual Brainstorming Evaluation Form	Version No : 02
Form No : PharmD –Aaadi- 01	No of pages: 1

Faculty of Pharmacy (PharmD Program)   Team [A]   Year: .... Block: ....

Tutor Name: ....   Problem No. ....

Tutor Signature: ....   Date: / /

St. No.	Student Name	1 Attendance			2 Note taking			3 Listens well			4 Contributes			5 Not dominate			6 logical ideas & Ask Question					7 Analysis &critical thinking					8 Accept feedback		Total
Marks		0	0.25	0.5	0	0.25	0.5	0	0.25	0.5	0	0.25	0.5	0	0.25	0.5	0	0.5	1	2	3	0	1	2	3	3.5	0	1	10
Criteria		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	
2225	المعتصم بالله مصطفى حسين علي																												
2409	عية عادل عبدالعزيز العيدي																												
2446	طلال عبد الناصر																												
2453	نريمان جمال ناجي مفتاح																												
2470	رناح عبدالناصر خالد عبدالكريم																												
2472	المنتربالله رزق خليق ابو خزيم																												
2475	الماسة عبدالسلام عتيق الهوني																												
2536	شهد عبدالسلام فرج بيجي																												
2557	الاء حميد عبدالسلام الطبولي																												
2603	فرج ابراهيم فرج قدره																												
2611	بثينة طارق الجبار																												
2661	مرضية أنور بوخطوة																												

1) Time of attendance.
(1= absent or attend after 15 minutes, 2= late more than 5 and less than 15 minutes, 3= attend on time or within 5 minutes)

5) Not dominating the discussion.
(1= never, 2= sometimes, 3= frequently)

Faculty of Pharmacy (PharmD Program)   Team [ ]   Year: .... Block: ......

Tutor Name: ....

Problem No. ....

Tutor Signature: ....   Date: / /

No	Team	Mark	Check
1	Not missing out activities by being absent	1	
2	Not missing out activities by being late	1	
3	Listening well to each other.	1	
4	Contributing to the group's discussion.	1	
5	Presenting logical ideas & asking questions that promote clearer and deeper understanding.	2.5	
6	Complete analysis of the problem & showing critical thinking abilities.	2.5	
7	Accepting feedback throughout the whole session and during the peer evaluation.	1	
	Total	10	

Debriefing

Libyan International Medical University

Form Name : Individual Debriefing Evaluation Form   Version No : 02
Form No : PharmD - Acad- 02   No of pages: 1

Faculty of Pharmacy (PharmD Program)   Team [A]   Year: .... Block: ....
Tutor Name: ....   Problem No. ....
Tutor Signature: ....   Date: /   /

St. No.	Student Name	Attendance (1)			ILOs coverage (2)					Listen well (3)			Contribute (4)			not dominate (5)			Explain info (6)					Use English Language (7)			Use different teaching aids (8)		Accept feedback (9)		Total	Factor
	Marks	0	0.25	0.5	0	0.5	1	2	3	0	0.25	0.5	0	0.25	0.5	0	0.25	0.5	0	0.5	1	2	3	0	0.5	1	0	3	0	1	13	10
	Criteria	1	2	3	1	2	3	4	5	1	2	3	1	2	3	1	2	3	1	2	3	4	5	1	2	3	1	2	1	2		
2225	المعتصم بالله مصطفى حسين																															
2409	غية عادل عبدالعزيز العبيدي																															
2446	طلال عبد الناصر																															
2453	نريمان جمال ناجي مفتاح																															
2470	زناج عبدالناصر خالد																															
2472	المنتصر بالله رزق عتيق																															
2475	الماسة عبدالسلام عتيق اليوني																															
2536	شهد عبدالسلام فرج يحي																															
2557	الاء حميد عبدالسلام الطبولي																															
2603	فرج ابراهيم فرج قندره																															
2611	بثينة طارق الجبار																															
2661	مرضية أنور بوخطوة																															

1) Time of attendance.   5) Not dominating the discussion.

Faculty of Pharmacy (PharmD Program)   Year: .... Block: ....
Tutor Name: ....   Team (........)   Problem No. ....
Tutor Signature: ....   Date: /   /

No	Team	Mark	Check
1	Don't miss out activities by being absent	0.5	
2	Don't miss out activities by being late	0.5	
3	Listen well to each other.	0.5	
4	Contribute to the group's discussion.	1	
5	Use appropriate resources for researching.	1	
6	Communicate ideas and information clearly.	3	
7	Presents logical ideas & ask questions that promote clearer and deeper understanding.	1	
8	Using Different teaching aids.	1.5	
7	Ability to accept feedback throughout the whole session and during the peer evaluation.	1	
	Total	10	

Report discussion

Libyan International Medical University

| Form Name : Report Discussion Evaluation Form | | | | | | | | Version No : 02 | |
| Form No : PharmD - Acad- 06 | | | | | | | | No of pages: | |

Faculty of Pharmacy (PharmD Program)
Tutor Name: ....
Tutor Signature ....
Year : ....
Problem No. ....
Team [......A......] Date: / /

	No.	Student Name	Report writing					Report Discussion	
			1	2	3	4	5	6	7
			General Layout	Text Organization	Coherence	Grammar, Spelling, Punctuation	Referencing	Knowledge and Discussion	Total Mark
			0.5	1	0.5	0.5	0.5	3	6
.1	2225	المعتصم بالله مصطفى حسن حي							
.2	2409	هبة عادل عبدالعزيز العبدي							
.3	2446	طلال عبد الناصر							
.4	2453	نريمان جمال ناجي طلاح							
.5	2470	رنام عبدالناصر خالد عبدالكريم							
.6	2472	المتر بالله رزق عتيق ابو خزيم							
.7	2475	المانة عبدالسلام عتيق الهوني							
.8	2536	شهد عبدالسلام فرج يحي							
.9	2557	الاء حميد عبدالسلام الطيرلي							
.10	2603	فرج ابراهيم فرج فتره							
.11	2611	بثينة طارق الجبار							
.12	2661	مرضية أنور بوخطوة							

Tutors :

Libyan International Medical University

| Form Name : Report Evaluation Form | | | Version No : 02 |
| Form No : PharmD - Acad-10 | | | No of pages: 1 |

Faculty of Pharmacy (PharmD Program)
Tutor Name: ....
Tutor Signature...............................
Year :
Problem no: ....
Team[.......] Date: / /

Criteria	Details	Students Names									
General Layout Each is 0.07	Page no.										
	Font										
	Edges										
	Spaces										
	Title page										
	Contents page										
	Unnecessary additions										
Total = 0.5											
Text Organization Each is 0.125	Abstract										
	Introduction										
	Conclusion										
	Headings										
	a. Figure or table legend										
	b. Figure or table citation										
	Matching a &b										
	Complet paragraphs										
Total =1											
Coherence =(0.5)											
Body of Report each is 0.125	The style of work										
	Grammar,										
	Spelling										
	Punctuation										
Total = 0.5											
Referencing Each is 0.167	a. List complete										
	b. Cititeon complete										
	Matching a &b										
Total = 0.5											