

**Tutorial Group  
Management  
Problem-based Learning  
– PBL**



MK 2018



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# **Tutorial Group Management Problem-based Learning - PBL**

**Translation**  
**Priscilla de Almeida Santos**

 **Unichristus**

**Fortaleza 2019**

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# Foreword

The Handbook on Tutorial Group Management - Problem-based Learning - PBL is the product of a dissertation of the Professional Master's degree in Teaching and Health, whose design involves the knowledge, insight, and practices of the tutor in the conduction of the tutorial group. The current instrument was developed to guide the tutors in their tutorial practice with medical students who exhibit symptoms of Social Anxiety Disorder (SAD) symptoms.

This manual also provides important and useful information on the management of tutorial groups considering the heterogeneity of the psychological typologies of the students and their behavioral manifestations in the context of the Problem-based Learning approach (PBL).

We hope it will be useful in this journey of knowledge building.

Enjoy the reading!

**Maria Dilene da Silva Rodrigues**





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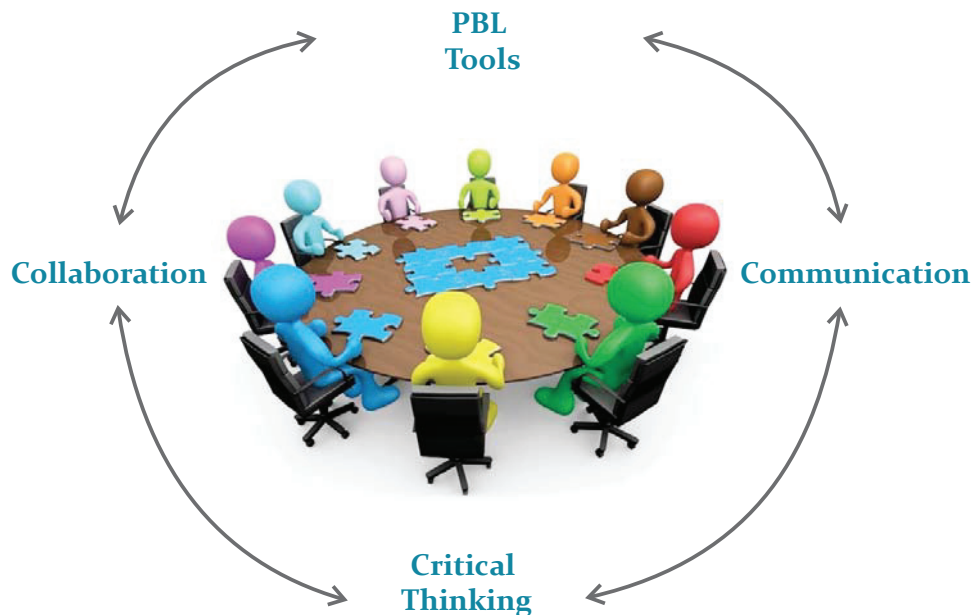
# Contents

Foreword .....	5
The authors .....	7
1. Problem-based Learning – PBL .....	11
1.1 Basic Differences between Traditional Teaching and PBL.....	12
1.2 Learning Principles Underlying PBL .....	13
1.3 The Tutorial Group and its Dynamics .....	13
1.4 Tutorial Group Formation.....	15
2. Roles of the Tutor .....	17
2.1 Groupwork .....	19
2.2 Conceptual / Attitudinal Contents .....	20
2.3 Cooperative and Collaborative Learning .....	20
2.4 Differences and Similarities between Cooperative and Collaborative Learning...	22
2.5 Important Reminders for Group Dynamics .....	23
3. Learning Environment .....	31
3.1 The Tutor's leading in Groupwork.....	32
3.2 The Silent Pupil .....	33
3.3 How to act when facing a student with social interaction difficulties? .....	37
3.4 To the point, here are some tips to ease the conduction of the tutorial group dynamics .....	38
Bibliographic References .....	40



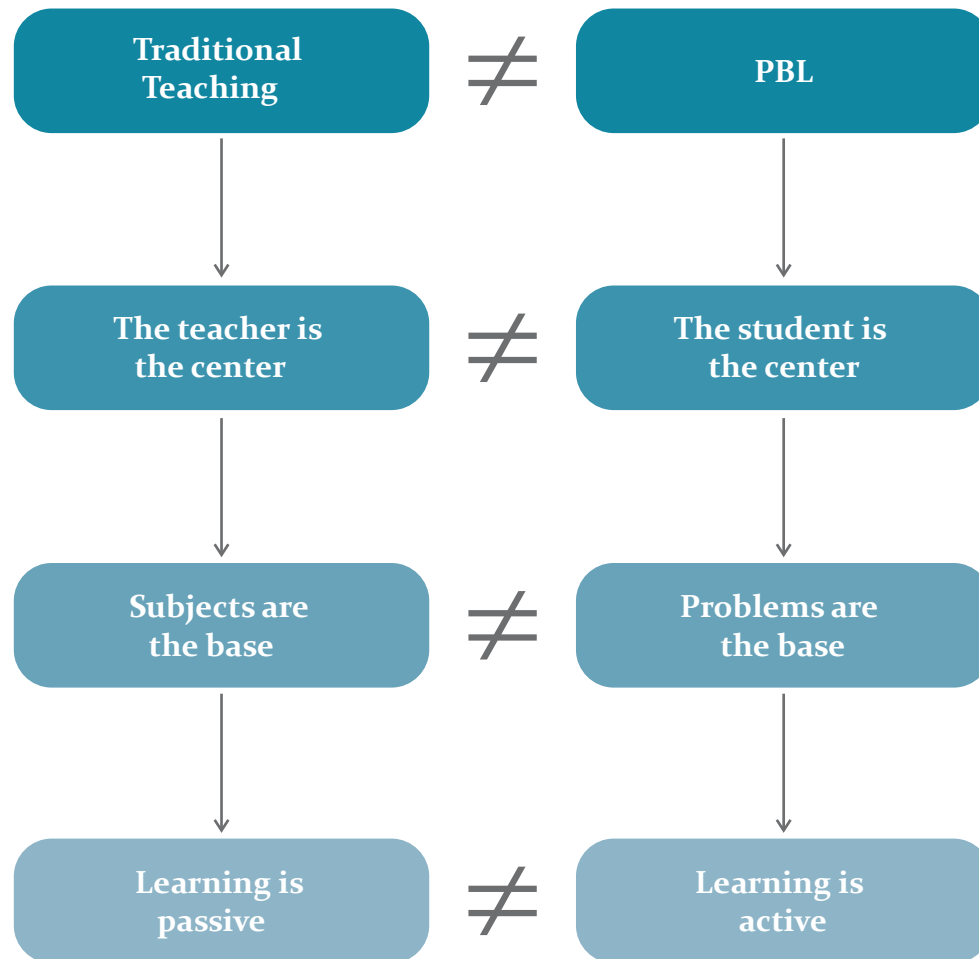
# 1 • Problem-based Learning – PBL

It is a teaching method which aims to develop the knowledge, the skills, the abilities, the attitudes, as well as the values through problem-solving situations. PBL is regarded as a pedagogical proposal which has the learner as the main actor of their learning process. Therefore, both, teaching and learning happen in cooperative and collaborative ways among the education actors, in small groups.

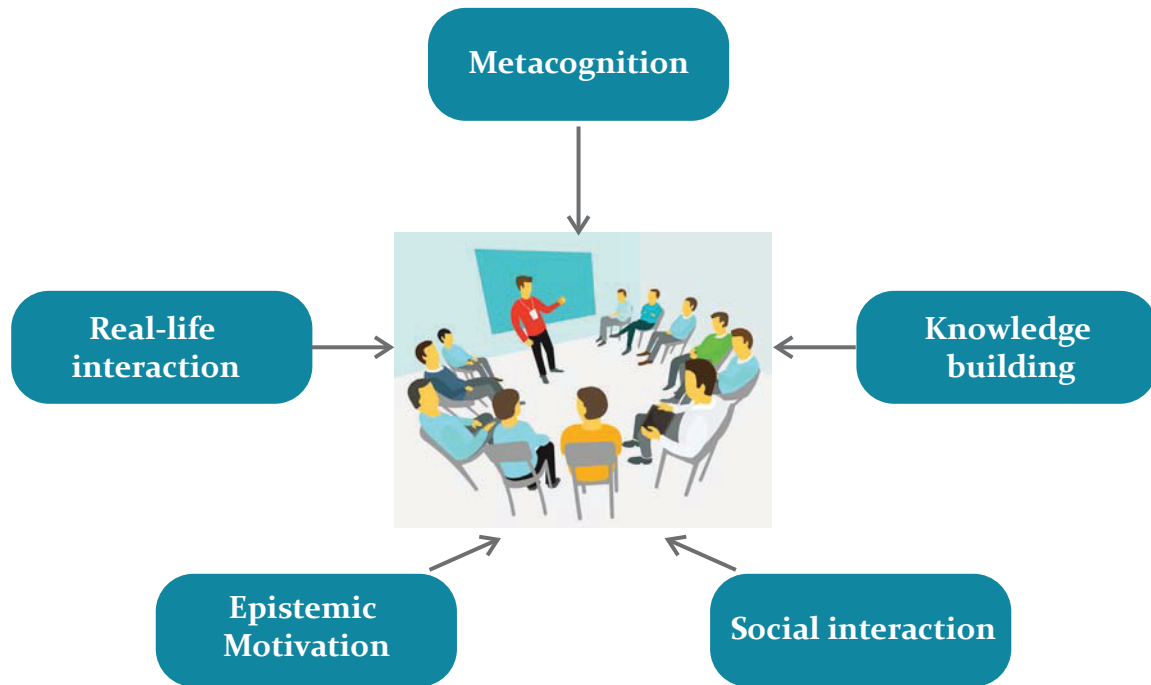


PBL emerged and developed from an experience at McMaster University in Canada, more specifically at the Faculty of Medicine, in 1969, soon being adopted by important Higher Education Institutions, such as Harvard University (USA), Newcastle University (Mexico) and the University of Maastricht (Netherlands). It has gradually gained space and has been implemented in several undergraduate programs in Brazil since 1997.

## 1.1 Basic Differences between Traditional Teaching and PBL



## 1.2 Learning Principles Underlying PBL



**Metacognition** – Refers to learning to learn; it is related to the awareness of one’s own knowledge, the evaluation, the regulation and the ability to organize their own cognitive processes.

**Epistemic Motivation** – It is an intrinsic motivation which acts as internal strength stimulating the subject in order to search for knowledge about a specific situation.

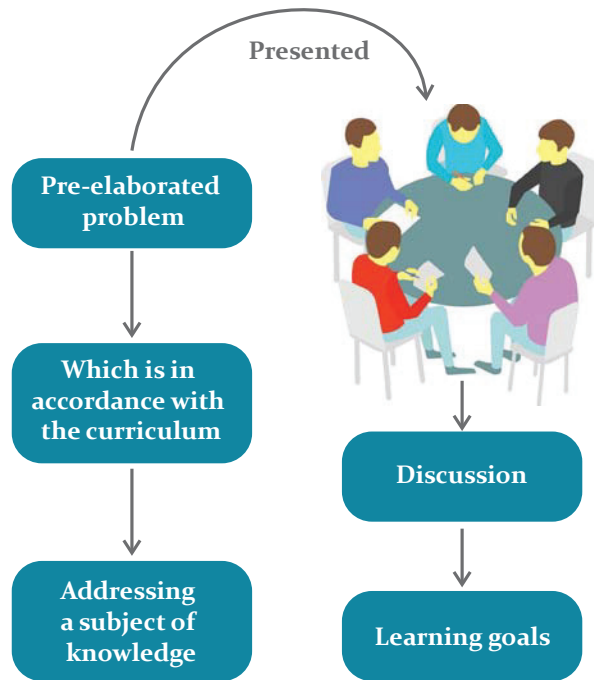
**Real-life Interaction** – It is to learn in response to something in interaction with real-life situations.

**Knowledge building** – Refers to self-learning; it is the active search for knowledge.

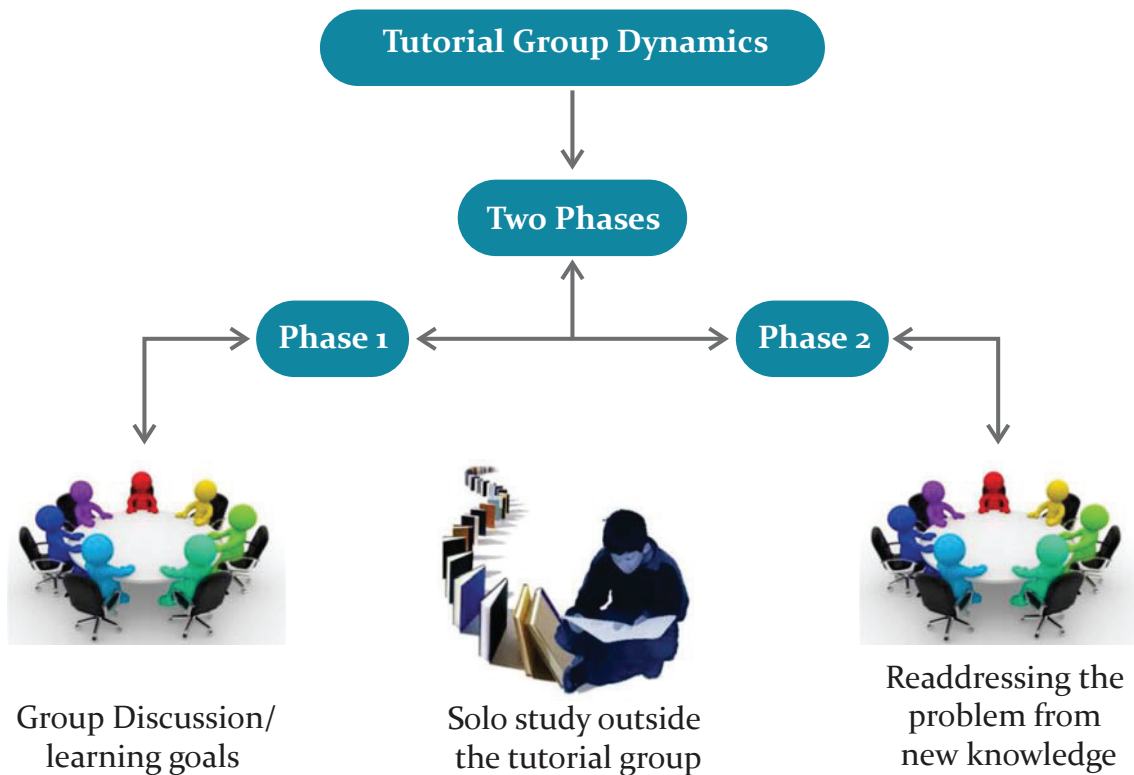
**Social Interaction** – It is learning in collaborative and cooperative ways.

## 1.3 The Tutorial Group and Its Dynamics

The functioning of the tutorial group begins with the distribution of a problem considering the clinical scenario, usually referring to a real case.



The dynamics of the tutorial group happens in two phases, as shown in the figure below.





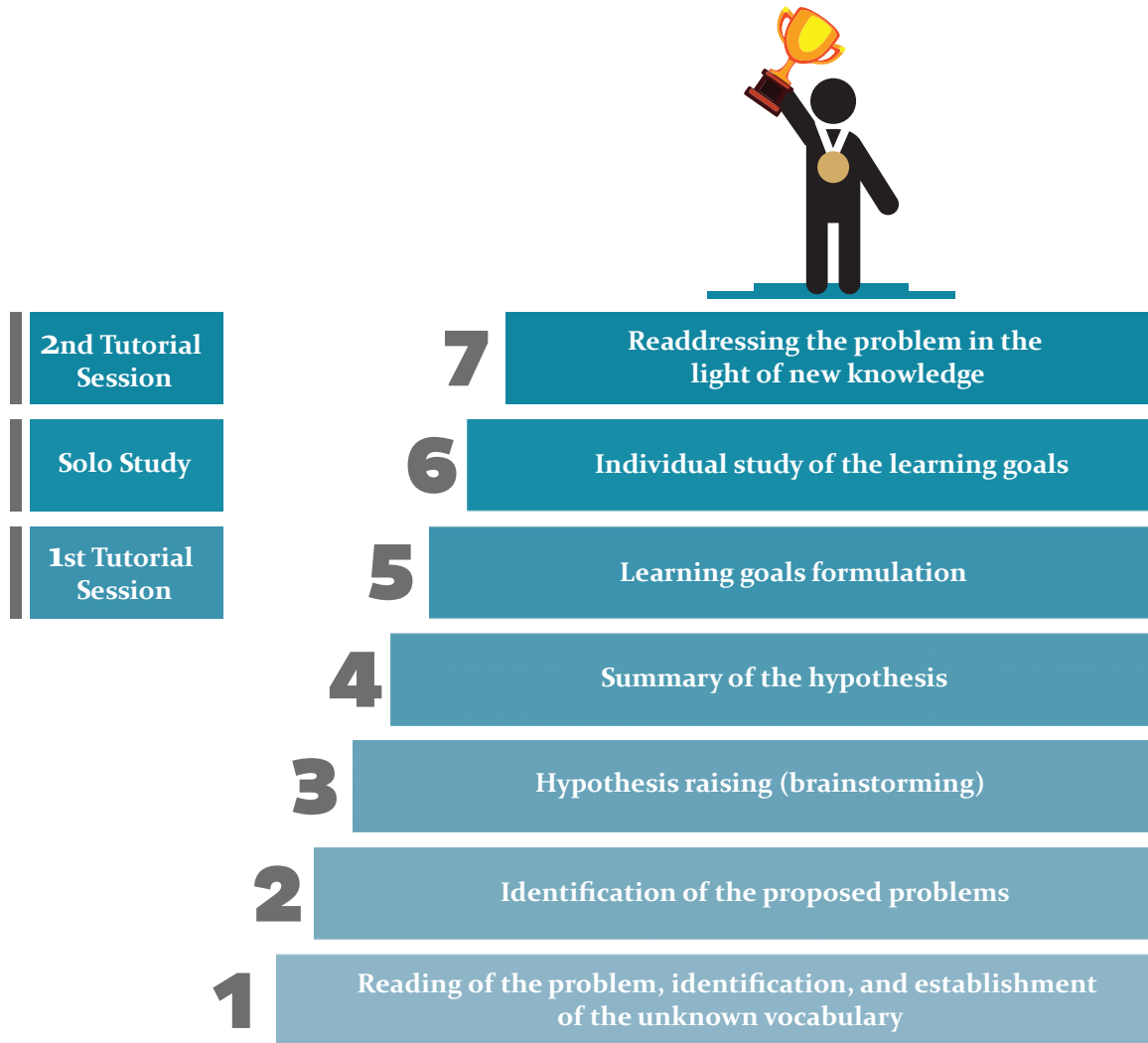
## 1.4 Tutorial Group Formation

The tutorial group is composed of one tutor and eight or, at most, ten students. Among them, they take rounds in various functions so that everyone can assume the role of coordinator and secretary along the tutorial sessions. The image below describes, summarily, the roles of the participants.

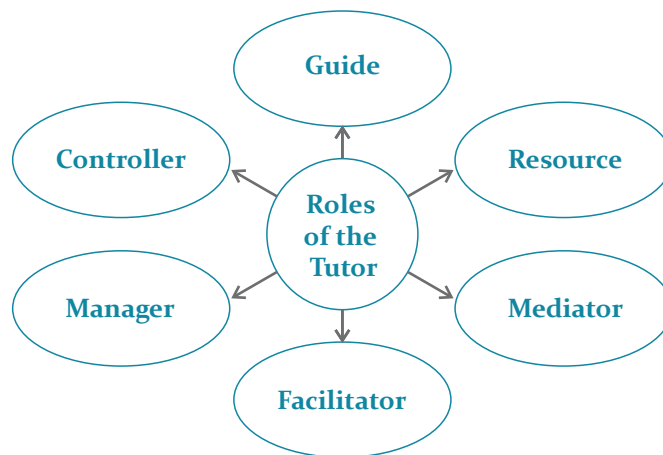


Every tutorial group dynamics is carried on in seven steps, guided by a facilitator, as illustrated below.

### The Seven Steps of PBL



## 2 • Roles of the Tutor



### The tutor as a **controller**

Despite its traditional connotation not meeting the purpose of autonomy of the Active Methodologies, it is of paramount importance that the tutor assumes, in certain phases, the most central position, of initiative and leadership, as convergence point is made necessary, especially during the opening and the closing of the sessions.

### The Tutor as a **guide**

It is the tutor's role to monitor and direct discussions, fostering critical thinking. The guide should not interfere in the silence or in the discussions unless he has to return to the topic, if the discussion is expanded or should be restarted in case the students get stuck.

### The tutor as a **manager**

The planning of the session should be done in order to adapt the contents discussed to the profile of the tutorial group, as well as, in the classroom, to promote the involvement of all students, especially the less participative ones. As a manager, listening attentively to the group in their individualities should help the tutor in the process of adaptation and suitability of the contents.

### The tutor as a **facilitator**

Being a knowledge facilitator does not imply making the process easier; in fact, the tutor, when assuming this role, will guide the group in order to solve problems. To do this, they should let go of the more disciplinary functions in order to trigger group inquiries to encourage students to come to their conclusions. Therefore, they should use strategies with the purpose of instigating the group. These strategies range from questioning, with probing questions, direct questioning and taboo questions, to more investigative propositions.

### The tutor as a **resource**

As a resource, the tutor should offer students their previous knowledge, books suggestions, and expertise. In this sense, the type of support that they understand as appropriate to that group is at their discretion: from a brief input throughout the discussions to a direct and straight forward explanation of some content needed to solve the problem.

### The tutor as a **mediator**

It is natural that, in a discussion group, there will be conflicts and disagreements. It is up to the tutor to mediate the process and calm the frenetic moods of the participants. In this role, they need to act impartially, not showing preferences or possible bias. It is important to analyze the situation from a distant perspective in order to choose the best strategy.

**The ability to exercise these various roles will offer the tutor the possibility of finding specific ways to deal with each student, directing them in their singularity in order to favor individual group development.**

The success of the student in the dynamic environment of PBL is related to three factors: emotional, motivational and cognitive. Thus, through motivational evaluations and straightforward feedback, the tutor can help the learner to identify their needs, promoting the development of self-confidence, autonomy and, finally, the insertion in the group dynamics.

## 2.1 Groupwork

The mastery of a groupwork is understood as the ability to mobilize the collective resources of the group to increase the learning of all its members. The aspects that constitute its learning contents can be found in the table below.

### Tutor's skills – Mastery of a groupwork

Aspects which constitute learning contents of a groupwork		
Conceptuals	Procedurals	Attitudinals
Knowing about group dynamics. Knowing how to work with groups. Knowing how to teach students to work in groups. Identifying the psychic functioning of a student. Knowing how students learn. Knowing questioning strategies.	Helping students to establish themselves in the group. Ensuring group confidence. Applying group operating rules. Participating in the dynamics of each group. Promoting a harmonious environment conducive to learning. Guiding the work of the group. Managing interpersonal dynamics. Avoiding criticism and students labels. Promoting interaction among group members. Strengthening the sense of cooperation. Diversifying activities in group work. Providing feedback. Cooperating with students.	Making yourself available to help students. Respecting students. Committing to student learning. Being empathetic with students. Co-learning. Self-controlling not to dominate the group discussion and resist the temptation to incur the traditional method of “teaching”. Recognizing your emotions and dealing with them and those of others. Maintaining the feeling of affection. Creating a collaborative environment.

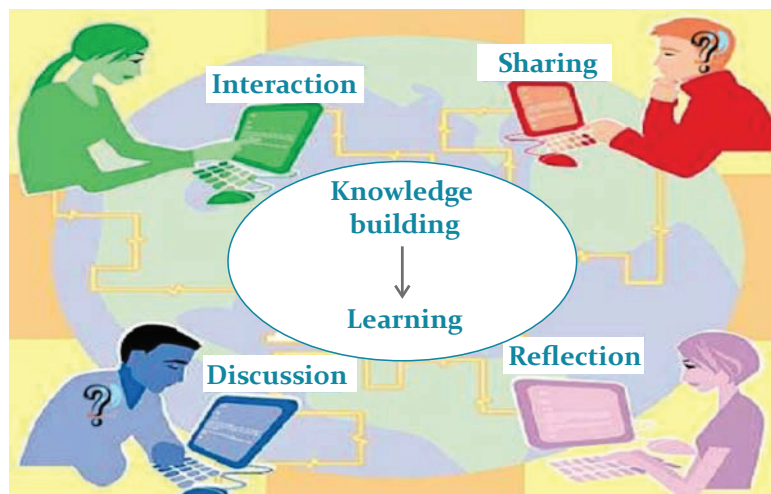
## 2.2 Conceptual / Attitudinal Concepts

The facilitator, in order to master group work, must have knowledge related to the conceptual and attitudinal contents that involve teamwork, such as:

- knowing the functioning of group dynamics;
- knowing how to work with groups;
- knowing how to teach students to work in groups;
- knowing and favoring collaborative learning;
- having small group discussion skills, such as questioning, listening, replying and explaining.

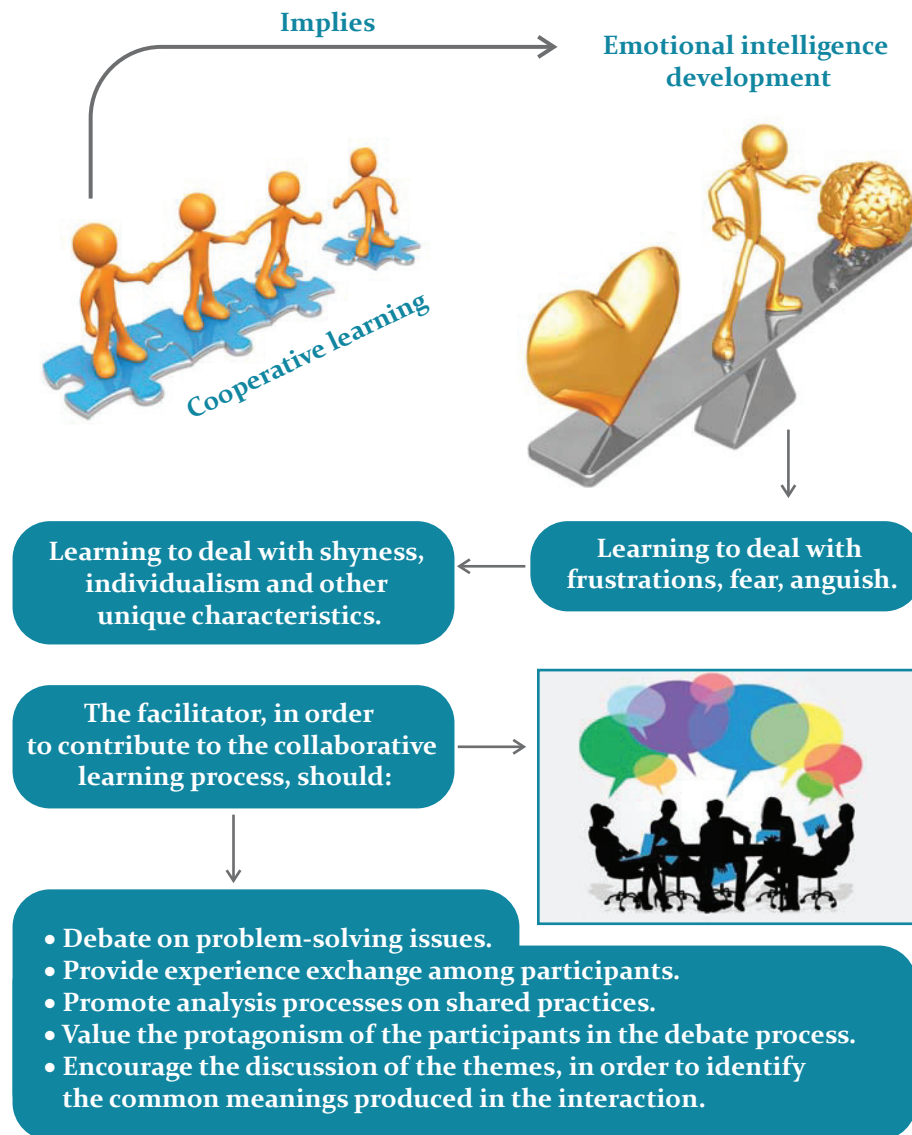
## 2.3 Cooperative e Collaborative Learning

Cooperative and collaborative learning is the main element of PBL; moreover, it demands practices and group dynamics. Ideal practices for this type of learning include discussion and negotiation; whereas group dynamics involve cooperation and engagement.



In such manner, all members of the group should participate equally. However, individual factors brought to the tutorial group because of the various psychological typologies associated with anxiety disorder, particularly Social Anxiety Disorder / Social Phobia, can compromise the functioning of the group. Thus, being able to leading the group dynamics as well as to perceiving the difficulties experienced by its members is a fundamental condition for the tutor's performance.

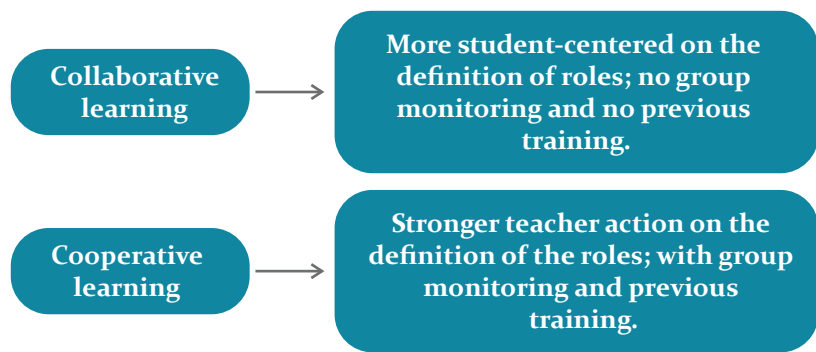
The tutor, having the knowledge and skills related to group dynamics, may be able to anticipate problematic areas in the functioning of the group and solve them in a constructive way, favoring, even more, the learning environment.



Usually, the terms “cooperation” and “collaboration” are used by some researchers with the same meaning. However, for others, there is a difference in the way the activity is performed, as shown in the table below. Cooperation is usually accomplished by dividing activities among participants as a task in which each person is responsible for one part of solving the problem. Whilst in collaboration, there is a mutual engagement of participants in a coordinated effort so as to solve the problem. The difference is not in terms of task division, but rather in the way in which it is divided, in how this division is coordinated. In PBL, there are shared points between the two forms of learning.

## 2.4 Differences and Similarities between Cooperative and Collaborative Learning

Collaborative Learning	Cooperative Learning
<b>Differences</b>	
Focus on the process.	Focus on the product.
The activities are usually unstructured: the roles are defined as the activity develops.	The activities are usually structured: the roles are defined prior to the development, being safeguarded the possibility of renegotiation of these roles.
Regarding the management of activities, the approach is student-centered.	Regarding the management of activities, the approach is teacher-centered.
The teacher does not instruct the students on how to carry out the group activities.	The teacher gives instruction to the students on how to carry out the group activities.
<b>Similarities</b>	
Students become more active in the teaching-learning process, as they do not passively receive information from the teacher.	
Teaching and learning become shared experiences between students and the teacher.	
Participation in small groups favors the development of intellectual and social skills.	





## 2.5 Important Reminders for Group Dynamics

### **Previous preparation of students and teachers in group dynamics / collaborative learning**

The lack of preparation of students and tutors in group dynamics and collaborative learning might affect learning and interaction among group members. Measures to ensure this preparation should be incorporated into the Problem-based Learning project. The student should be guided about behavior and attitude in the group process, such as waiting in turn, sharing materials, knowing how to listen, accepting differences, praising, among others. The tutor should be clear about the perception of their role in PBL and in the group dynamics.

### **Previous Rules Establishment**

The definition of the rules for group functioning should be the first joint task of its members, favoring the creation of a creative team and softening the collaborative process.

The team members must establish the rules to enable and ensure everyone's collaboration and assure group unity.

### **Synergy of the Group: the team working towards a common goal**

A successful team has its students as coordinators who keep the team in focus. These coordinators are guided by the knowledge gaps / learning goals, motivating and guiding their members in order to reach them.

The team must know the personality of each one of the members to congregate them, so as to better achieve the learning objectives, in a collaborative way, thus multiplying their contribution to the group.

### **Group Mission Clarification**

Ask questions so that there is clear understanding of the group mission, such as: What is the main purpose of the team? Why are we doing this? How should we work as a team? What are the rules? Spend time listening to individual responses and considering the various points of view until team members demonstrate that they have understood the issues.

## Groupwork Rules

- Respect the rules of the group.
- Share and defend your ideas.
- Respect the ideas of others.
- Respect the role of the group participants.
- Participate actively.
- Speak in a low tone of voice.
- Wait for your turn to speak.
- Listen carefully to others.
- Share resources.
- Encourage, support and praise colleagues.
- Stay in the team without causing conflicts.
- Help colleagues.



## Understand the needs of the students and clarify to them the importance of group interaction and the challenges of PBL.

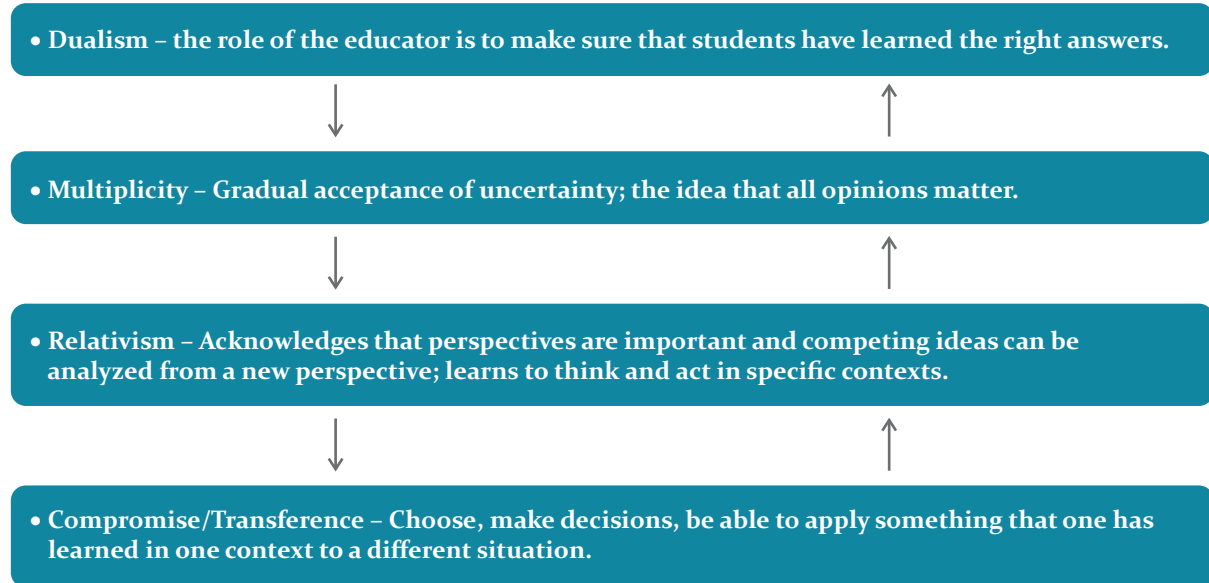
What will it take for people to invest 100% effort? Students need to faithfully report their needs and expectations of group interaction so as to foster the collaborative learning process.

The tutor should dialogue with the students so they can really get what they want and feel motivated; they should not forget that students are not equally motivated to the level of independent study required by a PBL program. Keeping motivation within this context is a challenging mission.

Tutors need to be attentive to the level of development of students' individual skills in learning to learn and working in a group.

The tutors should make it clear to the students, in a significant way, the importance of exposing the discussion themes and, based on their previous knowledge, reassure them for this moment, because it may represent a trigger for the development of anxiety for many students.

## The tutors should know the stages of their students' intellectual growth:



Tutors have as one of their premises to help the students' intellectual growth, favoring the transition from dualism to relativism / compromise / transference. To do so, they must be aware that the intellectual growth of each of them does not occur at the same pace.

The tutor should always explain to the students the importance and the pedagogical need of their function, which is to guide and facilitate the PBL process, being aware of it, and knowing that their role is not to transmit “right” answers. This discussion is quite relevant as the role of the tutor may be viewed as frustrating by the students, who may be more relaxed in a state of “dualism”, relying on the teacher to distinguish right from wrong.

The tutor should remember that progress and development can bring complementary feelings of uncertainty and discomfort to students as they are leaving behind a learning style they have brought from the past and are moving into a world of increasing responsibility and uncertainty.

### Clarification on the Moments of Decision

Clarify how decisions will be made. Will they be made by consensus, leadership or majority vote?

## **Communication Practices**

One of the most important elements in building personal relationships is communication. This also applies to teams.

Effective and clear communication ensures that a group of people will function on the same page and work towards the same goal without wasting time.

Explain to the student the importance of being respectful of the cultural and individual differences between the group members.

The respect element is paramount for collaboration because collaborative learning is described as a partnership based on mutual respect for each other's experience, knowledge, and skills.

Being respectfully assertive during an interaction allows the student to listen to the point of view of others as well as discussing their perspectives, which results in active involvement in group discussion and learning. This active involvement has a positive impact on collaborative group learning.

## **Conflict resolution**

How will the team handle any conflicts? Create rules on how members should behave. This will favor consensus.

Occasionally, teams may become completely dysfunctional. If this continues, after an intervention process, an external consultant may be necessary to evaluate the reasons and clarify the directions, in such cases, there should be a request for help from the Psychopedagogical Support Service.

## **Perseverance in Collaborative Learning**

There may be a collaborative "failure" in the teams because they did not invest time in understanding group work or deviated from the guidelines because they understood they already knew the rules and could ignore the procedure. In such cases, it is necessary to be perseverant in the training and sensitization of team members in what concerns collaborative learning.

## **Keeping knowledge gaps**

Try to discuss cases with ambiguities, incomplete, in order to generate knowledge gaps, thus providing motivation and curiosity, multiplying group discussions. The point of it is that even when one team member fails to fill in the gaps in the knowledge of the case under discussion, someone else on the team might be able to do it.

It should not be confused with the “divide and conquer” method so often adopted by students in which a task is divided into segments that are distributed among team members. Delivering partial solutions should have a greater sense of Gestalt, in which the totality or sum of the output is greater than its contributing parts or input.

### **Premature Criticism Forbidden**

Criticism that occurs early in the brainstorming process inhibits the generation of ideas and aborts the best idea before it is fully developed.

During the brainstorming phase of groupwork, the goal is to generate as many ideas as possible, even if they diverge. If criticism is offered at this point of fragile conception, ideas might be prematurely discarded.

### **Team Structure**

How will the team be structured? That is, who does what and when? Determine the strengths of the team members and the most important ones, the interests and how they can be used. Likewise in an orchestra, not everyone plays the same instrument.

There must be opportunities for each member to show their strengths. Teams that worked together recognize these points in each member and can allocate work efficiently. If it is a newly formed team, try to be as receptive as possible to what each member is interested in working with. Remember to communicate clearly.

## Always provide **FEEDBACK**

### **FEEDBACK IN THE TUTORIAL SESSION**



One of the most important tools for high-performance group development is feedback, whose goal is to help the student to improve their performance by pointing out the items which need improvement and by generating a behavior change that is not always perceived by them.

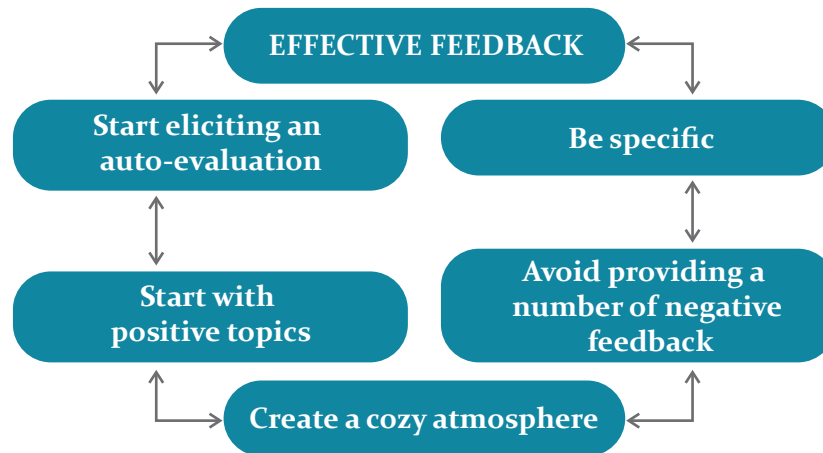
Feedback can deliver positive or negative results, depending on how it is conducted. See the differences in the illustration below.

#### **POSITIVE FEEDBACK**

- Promotes empathy.
- Enables interaction between the teacher and the student.
- Is based on dialogue.
- Occurs informally.
- Is dynamic.
- It is devoid of prejudice.
- Is always present in the teaching-learning process.

## NEGATIVE FEEDBACK

- Creates a hostile environment.
- Emphasizes the superiority of the tutor.
- Does not open space for dialogue.
- Causes impairment in student training.
- Stimulates the student's defensive behavior.
- Promotes lack of interest.



### Feedback balances the Teaching-Learning process

It provides tools to improve student performance, identifying weaknesses and helping them create alternatives to overcome them.

Feedback is a vital component of learning. The ability to give and receive constructive feedback is of fundamental importance for student development.



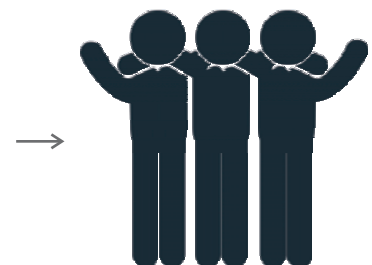


## 3 • Learning Environment

The learning environment must be harmonious, a space of trust, respect, empathy, and commitment, specific for students to feel comfortable, interact and learn in a cooperative and collaborative way, without fear of feeling inhibited or ridiculed. The facilitator is responsible for making the atmosphere of this space positive and harmonious in order to provide students with the opportunity to establish relationships and share knowledge with their peers.

The learning environment based on trust and respect for individual differences is conducive to the consolidation of this process. A less threatening and free of negative criticism space can prevent inhibition and embarrassment towards the facilitator and their peers, favoring the construction of knowledge in a collaborative way.

Feelings and emotions are present at every moment of our existence, in the relations with objects and, mainly, in the interaction with the other, moment in which the affective bonds are developed and are carried throughout life; therefore, they are also part of the educational context. The teaching-learning process comprises teachers and students in constant movement, in which interpersonal relationships and the resulting connections are paramount for the subject to learn.



### 3.1 The Tutor's leading in Groupwork

In PBL, the quality of learning is intertwined with group dynamics and can generate negative emotional experience and social discomfort, if not conducted in a satisfactory way. The tutor must be attentive to the discussion and behavior in order to identify the problem and intervene at the most appropriate moment in the face of the difficulties presented in this process.

Conducting group work requires the tutor to have several skills, including communication skills, in order to prevent or avoid inhibitors to the interaction and performance of its members, in this case, students.

Another aspect of fundamental importance is the interpersonal relationship, that is, the ability to establish a harmonious and healthy relationship and bond with students, since learning involves two characters, a teacher and a learner, and a bond between them.

The tutor, in their role of facilitator, needs to be active in order to keep track of student learning progress in the group. Therefore, it is essential that you have knowledge about strategies and techniques to favor the learning and the performance of the participants in the group. This means that you should be aware of how the members of the group play their roles, identifying those who do not progress in discussions, who remain silent, among others.

Individual student characteristics related to behavior and interpersonal skills, such as difficulty in oral exposure, are considered to be difficult elements in the group's conduction in the tutorial sessions, so it is necessary for the facilitator to be attentive to what happens in the group process with the purpose of intervening, and giving feedback, hence favoring the individual and collective progress of the group's participants.

Groups are complex social systems in which beliefs, values, attitudes, and motivation influence the process of interaction. Thus, in the context of PBL, there are students who command the discussions, the DOMINANT, and those who remain in silence, the SILENT. The facilitator needs to be able to identify them, to better engage with them, in order to support them and lead them to learning.

It is important that the tutor is aware of the behavior of the students in the group, since the one with dominant behavior can negatively influence the interactions in the group.



The dominant behavior of the student within a group may be related to a natural predisposition, learning style, competitive strategy and the need to acquire respect. When the attitude of mastery occurs because of the learning style, there can be a contribution of ideas to favor the thinking and the discussion among other members of the group and, consequently, there will be improvement in the learning process.

**Dominant learners** can be classified into two categories: those who are **disruptive to students** and those who are **highly enthusiastic**, meaning, they are assertive in their views, but are willing to listen to others. This impact is positive in group interactions and in collaborative learning.



**Be aware!**

### 3.2 The Silent Pupil

Educational contexts can simplify and distort the meanings of the silence of the students in PBL. One of the challenges is that the ideology inherent in PBL is not easily aligned with the experiences of students who have various learning styles and preferences (e.g., verbal participants and reflective learners).

Students who remain silent are often seen as being unable to learn, while values inherent in a curriculum based on PBL methodology are likely to encourage verbal competence and articulation.

The “lack of sound” is routinely observed in the context of PBL. Silence can be a sign of participation that supports the joint construction of knowledge and productive group dynamics in the tutorial sessions. Therefore, silence may be portrayed as a positive and constructive phenomenon that contributes to the success of the ongoing PBL.

The tutor, facing a student’s SILENCE, should ask the following questions:

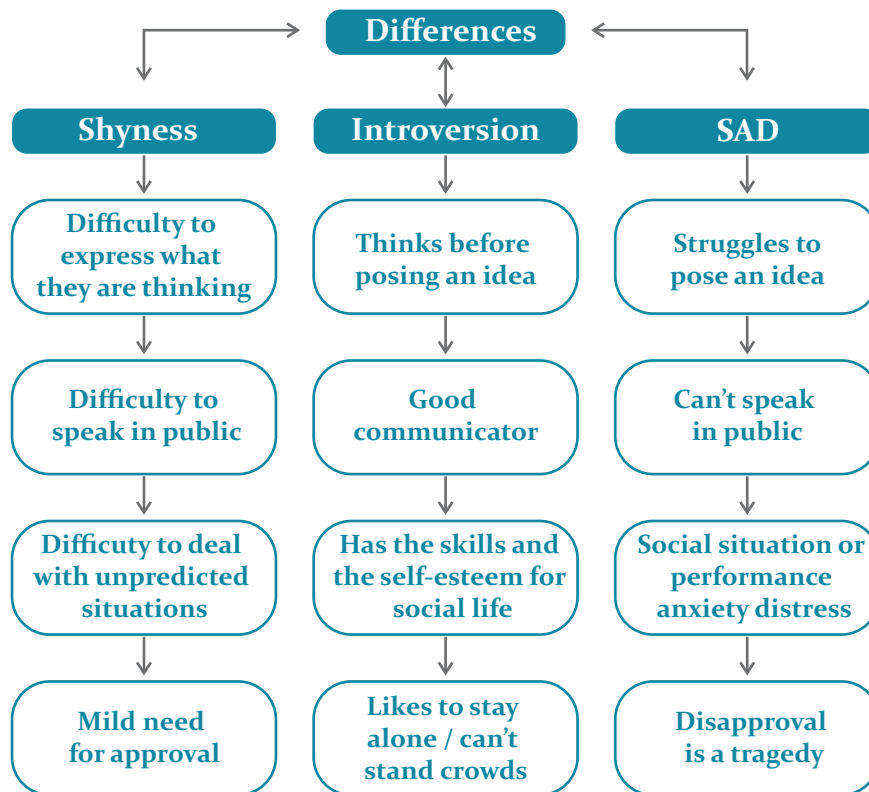
- What types of silence are present?
- What silence can be tolerated?
- Where is the intervention necessary?

Student’s silence may be associated with several factors:

- Concealed elaboration of the learning.
- Waiting for their turn to speak.
- Shyness.
- Introversion.
- Social Anxiety Disorder.

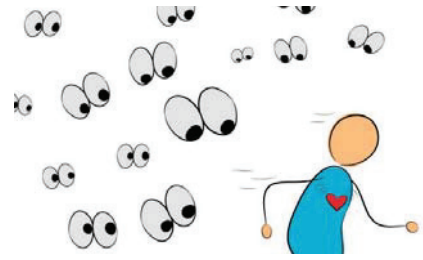
It is important that the tutor is aware of the silent student, as they can take on different performances, as shown in the following diagram.

### Differences between Shyness, Introversion, and Social Anxiety Disorder (SAD)

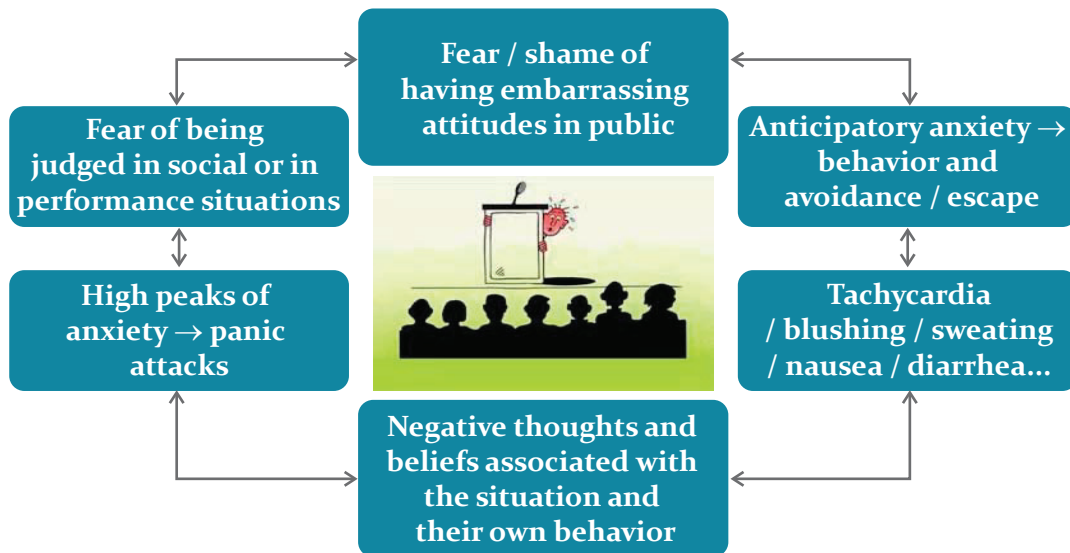


## Social Anxiety Disorder (SAD) in the context of Problem-based Learning (PBL)

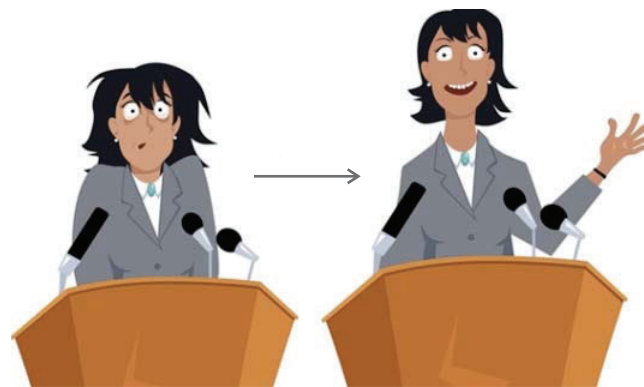
Social Anxiety Disorder (SAD), also known as Social Phobia (SP), is a condition in which the individual eludes away from social situations for fear of being negatively assessed. It is characterized by the presence of strong fear of social or performance situations, leading the subject to escape or avoidance behavior and, consequently, causing damage to their social, academic and professional life.



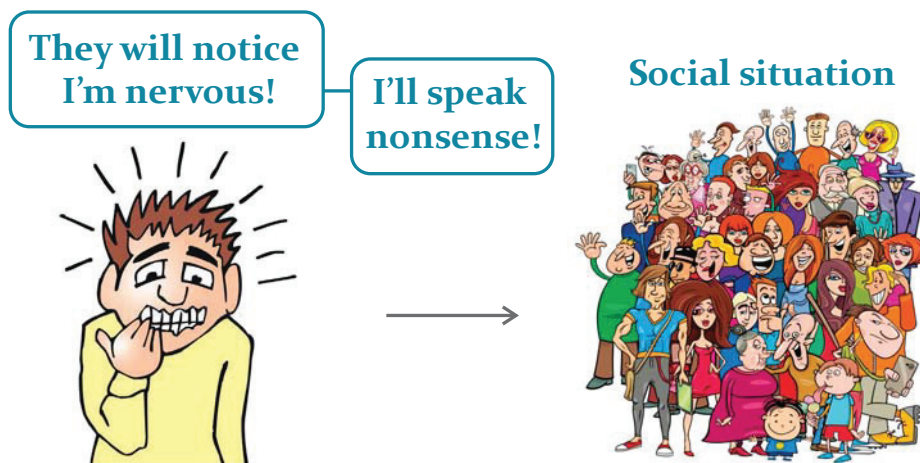
### Characteristic symptoms of Social Anxiety Disorder



The curriculum of the medical course, adopting the methodology of Problem-based Learning as one of the pedagogical strategies of the teaching-learning process, in order to develop skills and attitudes that promote a professional exercise in harmony with the current demands of the health-disease process, demands from the student competence in the communication and the social area. This new model of learning, different from the traditional one, places the academic in a situation of exposure, since the form of evaluation, besides cognitive, is also formative, considering as evaluation criteria the competences related to skills, attitudes, communication, critical sense, among others.



The Social Anxiety Disorder in university students reveals that speaking in public is the stress-generating situation that works as a trigger of the symptoms.



It is paramount for the tutor to be aware of the foundations underlying the PBL methodology, both in terms of pedagogical and philosophical aspects, for the proper conduction of the process; however, this knowledge must also cover psychological questions.

It is important to understand the relationship established in pedagogical practices, taking into account the group formation, the psychological typology of its members and the most common mental disorders in this population, particularly the SAD, so that strategies pertinent to the singularities of each group may be used in each case, in order to avoid or minimize possible damages to academic and social performance.

The silent student should not be seen as one who lacks learning in the PBL tutorials. The facilitator must be able to sort out SILENCE as an aspect of effective communication, from that silence which transmits active action, asking for help, such as shyness, introversion, social anxiety disorder, and politeness when waiting for their time to speak; behavior not understood by the group.

### 3.3 How to act when facing a student with social interaction difficulties?

Practice weekly conversations, **privately with the student**, about their interests to help them develop social skills in a safe comfort zone. The information you receive may help you determine if their difficulties are related to issues of shyness, introversion, social phobia, or other situations.

**Establish constant contact with the student.** The more you succeed in developing a relationship of trust with them, the more likely they will be to develop the confidence to relate to their peers.

**Teach about social interaction.** They do not know what to say, how to approach, how they should behave, nor know what and how they should speak without appearing ridiculous. Hence, they must be taught to practice small gestures that help them to become uninhibited and to make them feel safe in the presence of other people, such as: always look at the face of the person with whom you are talking, always smile, offer help, thank, praise, do not fear to approach.

**Create interventions with classmates.** Encourage activities to integrate everyone. Raise the strengths, talents, and skills of all students and have them share; so that everyone will see each other from another perspective.

Create interventions with the student:

- Talk to the student and offer to help them.
- Ask the student to list their strengths.
- List the situations in which they used these points.
- Ask the student to list their weaknesses.
- Ask the student to list the problems they are experiencing because of this.
- Ask the student to list the type of help they would like to receive.
- Give directions, tips, and suggestions.

**Create interventions with the Psychopedagogical Support Service (PSS).** Encourage students to search for the PSS and always look for feedback on this service, as well as guidelines for conduct.

### 3.4 To the point, here are some tips to ease the conduction of the tutorial group dynamics



1. Welcome, in a nice way, the participants of the group, providing group rapport.
2. Create a harmonious and healthy environment.
3. Promote affective bondings.
4. Establish a horizontal relationship.
5. Build rules in a shared way with the group members so as to keep its flow.
6. Inform the members of the group how they should behave, emphasizing the importance of mutual respect, listening and waiting time.
7. Understand and accept individual differences, using them for the benefit of the learning process and group dynamics, thus favoring the incorporation of this attitude by the students.



8. Value empathy, support, and mutual help.
9. Observe and design a profile of the components of the group acknowledging the types of students regarding their performance in the tutorial group.
10. Identify the students who present difficulties and invite them to for an individual chat.
11. Provide straightforward and continuous feedback in an individualized way. Do not wait for the motivational evaluation in order to do it.
12. When conducting feedback, start by highlighting the positive aspects and their aptitudes. The difficulties, however, should be pinpointed in order to encourage students to overcome them.
13. **Under no circumstances**, highlight difficulties or limitations of a student in a negative way, be it in the physical, cognitive or psychological aspect.
14. Avoid double-meaning jokes which may cause embarrassment to a student and to the group.
15. Be aware of the meaning of the student's silent behavior, considering the dynamics of the group (dominant student behavior as an obstacle to the participation of others) and the determining factors of silence (passivity of behavior, in which the student waits for the opportunity to express themselves, shyness, introversion, and Social Anxiety Disorder).
16. When realizing that the student is silent and is afraid to stand before the group, do not embarrass them, calling them by their name and insisting that they speak. In an individual conversation, you may find the best way to encourage their participation.
17. Notice the need for management in relation to dominant students, be it in an enthusiastic posture that favors group dynamics, or in cases of an egocentric posture, that prevents or hinders the collaborative and cooperative dynamics necessary for Problem-based Learning.
18. During feedback, send to the Psychopedagogical Support Service (PSS) the cases that call more attention or those in which the used management have not proved effective.



**The Psychopedagogical Support Service (SSP) is available to welcome you and to guide you with your questions.**

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“My thought is me: that’s why I can’t stop. I exist because I think . . . and I can’t stop myself from thinking. At this very moment, it’s frightful, if I exist; it is because I am horrified at existing. I am, I am the one who pulls myself from the nothingness to which I aspire: the hatred, the disgust of existing, there are as many ways to make myself exist, to thrust myself into existence. Thoughts are born at the back of me, like sudden giddiness, I feel them being born behind my head... if I yield, they’re going to come round in front of me, between my eyes, and I always yield, the thought grows and grows and there it is, immense, filling me completely and renewing my existence.” (Nausea, Sartre)

Taking as reference the illustration to this Manual and Sartre’s thought on the diversity of human existence, which sometimes can be difficult, we can consider that the human is the one who stands before a challenge, which is to live and to socialize. Freud points out something inherent and extremely necessary for the human existence: the eternal quest and the attempt to reconcile the principles ruling our “being in the world”; the relationship between the principle of pleasure and the principle of reality and the eternal flirting of the human race that is to remain alive.

It is challenging and, at times, difficult to support this relationship with the other, with the world around us; nevertheless, this contact is essential for our construction as a subject. Hence, it can also show in its essence, the unbearable result of coexistence, being able to create mechanisms (symptoms) that had been built, unconsciously, so as to defend ourselves from the world, and this happens to be the way through which we stood before him: the phobia, the inhibition, and the anxiety.

That way, we know that a symptom, even causing a lot of damage to the subject, is not there for any reason; it may be the solution that a person finds when facing a conflict and, therefore, a means of expression. Therefore, it is up to the one who has the role of leading a group to work in order to encourage a repositioning from the subject on their difficulty, on their symptom or their psychological suffering, offering them refuge, i.e., listening and accepting of themselves and their conditions. Thus, it can be established that, if we cannot change the direction of the wind, we can at least change the position of the sails and then move on, who wonders, with a better flow.

Dilene Rodrigues

