

Effects of tutorial on PBL assessed by student evaluation with respect to the tutor number and tutor-student congeniality

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[Introduction]

This study was aimed to clarify the outcome of student evaluation for PBL in relation of numbers of tutors to student groups/numbers in the occupational therapy course. At the present paper, we specially investigated the effectiveness of one tutor for many groups of students, compared with one tutor for each group of students.

[Objectives]

Objective A and B consisted of 29 and 39 students, 3rd grade of occupational therapy course, school A and school B, respectively.

[Methods]

PBL method was carried out for 15 credit hours at each school on the theme of "the social resources exploitable by persons with mental disorder." In school A objective was divided into three student groups with one tutor each (total three tutors), and in school B six student groups were conducted by one tutor. Students were subjected to two questionnaires on PBL after the last lecture: one was composed of 35 question items of 8 categories (achievement degree, positive activity, etc.) according to the Miyake's evaluation form, and another was the selection of 10 from 15 items of Kawanishi's questionnaires. Significance was determined with Mann-Whitney U-test.

[Results]

In the school A, the recovery of questionnaires was 100%, and 76.9% in the school B. Student evaluations on three categories, "sense of study-achievement", "positive activity", and "satisfaction", were not different between schools A and B. On the other hand, evaluations on four categories ("teacher personality", "suitability of the lesson method and teaching materials", etc.) significantly showed higher score in school B than school A. It is notable that the tutor at school B gave the lecture to the responded students from the 2nd grade. At school A, two of three tutors were concerned firstly with the responded students on this PBL.

[Conclusion]

The results suggest that the educational effect in PBL increases with the intimate relationship of the tutor to students even when the number of tutors is relatively small for the group and student numbers.

[A contribution to practice]

The congeniality between tutor and students may be better considered as a good index of the optimal number of tutors in the PBL.