

Halsnes, A. Ø. (2026). The Tutor's Presence and Pedagogical Tact in Problem-Based Learning. I S. Holovchuk, G. S. Meyer & L. K. Ryland (Red.), *Problembasert læring: En utforskende lærings- og dannelsesstrategi* (s. 63–80). Fagbokforlaget. <https://doi.org/10.55669/oa800104>

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## The Tutor's Presence and Pedagogical Tact in Problem-Based Learning

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**Abstract:** This study investigates the integration of phenomenological principles into Problem-Based Learning (PBL) tutoring to enrich student learning experiences. Grounded in the pedagogical frameworks of Gerd Bjørke (2009) and Roar Pettersen (2017), the research aligns with established strategies in Norwegian professional education. Drawing on Max van Manen's (2016) articulation of phenomenology, the study emphasizes reflection, self-awareness and pedagogical tact as central dimensions of effective tutoring. Pedagogical tact, understood as the tutor's intuitive and context-sensitive responsiveness to student needs, serves as a critical lens through which the findings are interpreted. By fostering reflective practices, tutors can support students in uncovering deeper meanings within their problem-solving processes, articulating their learning trajectories and connecting new insights to prior knowledge. Furthermore, phenomenology's contextual sensitivity enables tutors to attend to individual student experiences, group dynamics and the broader educational environment. The findings suggest that a phenomenological approach, mediated through pedagogical tact, offers a robust framework for enhancing the quality and depth of student learning in PBL settings.

*Keywords:* Problem-based learning, phenomenology, reflection, tutor role, self-awareness, pedagogical tact

## Introduction

Problem-Based Learning (PBL) is widely recognized as a student-centered pedagogical approach grounded in psychological and social-constructivist theories of learning (Anderson, 2005; Loftus & Higgs, 2005). It invites students to engage collaboratively in inquiry-based tasks, exploring ill-defined problems that often reflect authentic challenges from their current or future professional contexts (Hmelo-Silver, 2004; Savery, 2006). For teacher educators, the appeal of PBL lies in its potential to cultivate self-directed learners: individuals who are reflective, collaborative and capable problem-solvers.

Over the past 25 years, Problem-Based Learning has served as the primary learning strategy in our Early Childhood Teacher Education Program. Each student is placed in a small learning group, typically consisting of 6–8 peers, and assigned a subject teacher who acts as a tutor or facilitator. These educators, drawn from various disciplinary backgrounds, guide the group through the Problem-Based Learning process. This article explores the tutor's role in this context, with particular attention to how phenomenological principles, reflection, self-awareness and contextual understanding can illuminate and enhance tutoring practices (van Manen, 2016, pp. 38, 139).

Reflecting on my own experiences as a PBL tutor, I have come to understand this role as deeply relational and context sensitive. Phenomenology, as articulated by van Manen (2016), encourages educators to attend to the lived experiences of learners, fostering reflection and self-awareness as central pedagogical tools. In PBL, these principles manifest through the tutor's ability to guide students in articulating their learning journeys, uncovering meaning in their problem-solving processes and connecting new insights to prior knowledge.

Tutors must also consider the unique context of each student and group. Group dynamics, individual backgrounds and the broader educational environment all shape the learning experience. In my practice, I have witnessed how fostering a reflective space where students feel seen, heard and encouraged to explore leads to deeper engagement and more meaningful outcomes. This approach not only supports student learning but also enriches my own understanding of pedagogy and relational teaching.

A central concept in this exploration is the tutor's role in contextual learning. In reviewing the literature, I have encountered various terms used to describe the tutor's function: *facilitator*, *tutor* and *supervisor*. Each carries

distinct connotations. A facilitator supports both the cognitive and social processes of the learning group (Tahereh Pourshafie & Murray-Harvey, 2013), while a tutor often works more closely with individuals or small groups. A supervisor, in contrast, may offer broader guidance, feedback and support in developing professional identity (Anderson & Pounder, 2019, p. 533). In this article, I use the terms *tutor* and *facilitator* interchangeably, acknowledging the overlapping and evolving nature of these roles in PBL contexts.

In conclusion, integrating phenomenology into PBL tutoring provides a robust framework for enriching student learning. By emphasizing reflection, self-awareness and contextual understanding, tutors are able to foster more supportive and responsive educational environments. The purpose of this research is to illuminate tutors' experiences and interpretations of their roles within PBL settings.

Research Question: *How do tutors in Problem-Based Learning (PBL) experience and interpret their facilitative roles through reflection, self-awareness, and contextual understanding by using pedagogical tact as an analytical lens?*

## Theoretical background

### Function of the Tutor as Listener and Catalyst

In all learning processes, the interaction between tutors and students forms the foundation of an effective and responsive learning environment. Within Problem-Based Learning (PBL), this interaction becomes even more crucial, as the tutor's role shifts from traditional instruction to facilitation, mentorship and relational guidance. PBL has been widely adopted across professional education programs, including occupational therapy, medical education and teacher education, because it aligns with social constructivist and situated learning theories (Hmelo-Silver et al., 2019; Pettersen, 2017).

In the Norwegian context, scholars such as Gerd Bjørke (2009) and Roar Pettersen (2017) have highlighted the tutor's responsibility to stimulate the learning process. This involves meeting students at their current level, fostering cognitive development and cultivating a positive learning climate. Central to this is the skill of active listening – not merely hearing words, but interpreting the underlying emotions, intentions and needs (Tveiten, 2019, pp. 105–106).

Drawing on my own experiences, I have found that resisting the urge to take control is vital. Instead, I aim to be a positive role model, providing support and challenge through insightful questioning and group facilitation. When students collaborate effectively and follow the principles of PBL group processes, their learning outcomes improve markedly. As a tutor, I view my role as stimulating cooperation, upholding educational standards and guiding students towards their goals (Bjørke, 2009, pp. 122–125; Pettersen, 2017).

This transition from lecturer to mentor can be demanding. Many educators find it difficult to move from being the “sage on the stage” to the “guide on the side”. As Hmelo-Silver et al. (2019, p. 307) observe, introductory programs that address the skills, strategies and philosophical foundations of PBL are often essential to support this shift.

The theoretical foundation of PBL is grounded in social constructivism, sociocultural theory and situated learning. Knowledge is not transmitted but constructed through active participation in social interactions. In our program, we encourage students to engage with authentic pedagogical cases, inviting them to “catch” knowledge through collaborative inquiry (Pettersen, 2017, pp. 33–37).

Lejonberg (2019) characterizes the tutor's dual function as both listener and catalyst, supporting students' thinking while also challenging it. This duality is reflected in wider discussions of learning organizations, where the catalyst role is considered essential for transformation and growth (Stålsett, 2009, p. 64). Max van Manen (2016) adds another dimension by discussing discipline as a condition for genuine learning. Discipline, in this context, is not imposed but cultivated through meaningful engagement with content and context.

Significantly, Bjørke and Pettersen contend that tutors must possess a strong grasp of the subject matter. Nevertheless, even without deep content expertise, a tutor can be effective by understanding the pedagogical role and demonstrating skill in facilitation and guidance.

## **Pedagogical Tact**

In phenomenological research, especially in the work of van Manen (2015/2016), the concept of pedagogical tact is pivotal. It refers to knowing what to do when you do not know what to do – an embodied, intuitive form of pedagogical understanding. Tact may be immediate or reflective, and it often arises in moments of uncertainty or complexity (van Manen, 2016, pp. 84–85).

This concept resonates deeply with my own tutoring experiences. In PBL groups, I often rely on intuitive sensibility, empathic understanding and contextual awareness to guide my actions. Sitting down with students, listening attentively and becoming part of the learning community enables me to better understand their needs and perspectives (Nome, 2024, pp. 87–89). Pedagogical tact also involves being seen and seeing – a reciprocal process that fosters self-awareness and relational depth. As van Manen (2015, p. 141) writes, we become more fully human through the experience of being seen and known. This dynamic not only informs our understanding of students but also offers feedback on our own tutoring practices.

In sum, the theoretical foundation of this study integrates phenomenological principles, constructivist learning theory and practical insights from PBL scholarship. These frameworks provide a rich lens through which to explore the tutor's role as both listener and catalyst, and to understand how pedagogical tact shapes the learning experience.

### ***Methodology: An Autoethnographic Approach to Exploring the Tutor Role in Problem-Based Learning (PBL)***

This study employs an autoethnographic methodology to explore the complexities of the tutor role within Problem-Based Learning (PBL) in Early Childhood Teacher Education. As a teacher educator, my reflections on tutoring practices have emerged through both formal pedagogical training and informal collegial dialogues where values, challenges and practices are continuously negotiated. These reflections prompted a deeper inquiry into the relational and responsive dimensions of tutoring in PBL contexts.

To facilitate this exploration, I initiated a group discussion with colleagues from the Early Childhood Teacher Education Program. Seven tutors were invited to participate and five accepted the invitation. The group included educators with varying levels of experience, from seasoned practitioners to those newly introduced to PBL. This diversity enriched the conversation, offering a multifaceted perspective on the role of the tutor.

The one-hour conversation was audio-recorded and transcribed. Thematic analysis was conducted to identify recurring patterns and insights, with particular attention to the relational nature of tutoring and the challenges inherent in guiding student learning through PBL (Braun & Clarke,

2006). The analysis was informed by phenomenological principles, drawing on van Manen's (1997, 2015) emphasis on subjective experience, reflection and contextual understanding, with pedagogical tact as a lens.

Pedagogical tact, understood as the educator's intuitive and context-sensitive responsiveness, frames the interpretation of the data. These principles guided both the facilitation of the discussion and the interpretation of the data.

Phenomenology, as a methodological orientation, encourages attentiveness to how individuals make meaning of their lived experiences. In the context of PBL, this translates into fostering reflective practices among both students and tutors. Through reflective dialogue, tutors can support students in articulating their learning journeys, identifying key insights and connecting new knowledge to prior understanding. The group discussion itself functioned as a reflective practice, engaging participants in conversations around core phenomenological concepts such as self-awareness, meaning making and situated understanding.

Ethical considerations were carefully observed in accordance with the Norwegian National Research Ethics guidelines (SIKT). Participation was voluntary, informed consent was obtained, and all data were anonymized to ensure confidentiality.

Following transcription, the data were systematically categorized into thematic areas. Emphasis was placed on phenomenological dimension reflection, meaning attribution and contextual awareness, which were interpreted through the conceptual lens of pedagogical tact. Pedagogical tact refers to the educator's embodied, intuitive responsiveness to the lived experiences of learners, and served as a guiding framework for analyzing the tutor role in PBL. These themes were then discussed in relation to existing literature on tutor competencies in PBL settings. Following transcription, the data were systematically categorized into thematic areas using the approach outlined by Braun and Clarke (2006).

This method involves identifying, analyzing, and reporting patterns (themes) within qualitative data, providing a flexible yet rigorous framework for interpretation. Particular emphasis was placed on phenomenological reflection, attribution of meaning, and contextual awareness, all interpreted through the conceptual lens of pedagogical tact. Pedagogical tact is understood as the educator's embodied, intuitive responsiveness to the lived experiences of learners.

This autoethnographic account foregrounds the shared experiences and insights of educators dedicated to enhancing their tutoring practices. It offers a reflective narrative that highlights the importance of ongoing learning, adaptation, and relational engagement within the evolving landscape of early childhood teacher education. The text is written from both the first-person perspective of the author and the collective “we” of the group that discussed the topic. The quotations employ the first-person perspective (Karlson et al., 2021; van Manen, 2016).

The scope of this study is limited, both in terms of participant numbers and methodological breadth. The empirical material consists of a single group discussion involving five tutors, alongside the author’s own autoethnographic reflections. While this combination yields rich, contextually embedded insights into the tutor role in Problem-Based Learning (PBL), it does not seek generalizability across wider educational settings.

The autoethnographic approach, while valuable for capturing lived experience and professional nuance, inherently reflects the researcher’s subjectivity. The findings are shaped by the author’s positionality as both participant and analyst, which may influence interpretation. Furthermore, the group comprised colleagues from a single institutional context, which may restrict the transferability of these insights to other educational environments or disciplines.

Despite these limitations, the study makes a meaningful contribution to understanding relational and responsive tutoring practices in early childhood teacher education. It demonstrates the potential of phenomenological and reflective approaches, particularly through the lens of pedagogical tact, to inform and enrich PBL tutoring.

### ***Findings and Discussion: Phenomenological Dimensions of Tutoring in PBL***

This section presents and analyses findings from the group discussion, highlighting tutors’ experiences in Problem-Based Learning (PBL) settings. The analysis is guided by phenomenological principles, notably reflection, self-awareness, meaning-making, and contextual understanding, which emerged as central themes in our conversation. These principles shaped our individual practices and illuminated the relational dynamics between tutors and students.

As an entry point, the following quotation from one of the group members encapsulates the embodied and relational nature of tutoring:

*My body, whether leaning forward, leaning back, or active, plays a significant role beyond just my voice and thoughts. It affects me in ways that require an awareness of others' experiences. It's easy to suggest solutions, but true effectiveness demands presence.*

This statement highlights the multifaceted nature of the tutor's role, emphasizing that presence is not solely verbal or cognitive but also physical and emotional. The tutor's posture, gestures, and attentiveness communicate engagement and care, signaling to students that their contributions are valued. Such embodied presence aligns with van Manen's (2015) concept of pedagogical tact, which calls for sensitivity to the lived experiences of learners and responsiveness to their needs in the moment.

Throughout the conversation, tutors described how active listening, through both verbal and non-verbal cues, was essential to fostering meaningful dialogue. The challenge of "waiting" and "holding space" for student reflection was repeatedly mentioned as a demanding yet vital aspect of the role. As one participant noted, "It's not about giving answers but about listening deeply enough to help students find their own path."

This perspective aligns with the contributions of Bjørke (2009), Pettersen (2017) and Lejonberg (2019), who underscore the significance of active listening as a foundational element in effective PBL tutoring. Active listening, as a manifestation of pedagogical tact, enables tutors to support students in articulating their thoughts, navigating uncertainty and engaging in collaborative knowledge construction.

From my own perspective, I have found that reflection and self-awareness are not only tools for student development but also essential for tutors themselves. Engaging in reflective practice allows me to examine my assumptions, adapt my responses and remain attuned to the evolving needs of the group. In PBL, where learning is emergent and context-dependent, such self-awareness becomes a pedagogical necessity.

The theme of meaning-making also surfaced strongly in our discussion. Tutors spoke of helping students uncover deeper insights through guided reflection, connecting new knowledge to prior experiences and situating learning

within authentic contexts. This process often involved asking open-ended questions, encouraging dialogue and resisting the urge to solve problems too quickly.

Contextual understanding was another recurring theme. Tutors emphasized the importance of recognizing the diverse backgrounds, experiences and learning styles of students. By acknowledging these differences, we were better able to create inclusive environments where all students could engage meaningfully with the learning process.

In sum, the findings from this focus group highlight how phenomenological principles – reflection, self-awareness, meaning-making and contextual understanding – are deeply embedded in the practice of PBL tutoring. These principles not only inform how tutors interact with students but also shape the broader pedagogical ethos of early childhood teacher education.

### ***Reflection and Awareness – To Be a Listener or a Catalyst***

In the context of Problem-Based Learning (PBL), reflection and awareness are not abstract ideals but practices that shape the tutor's presence and pedagogical choices. These principles require tutors to critically examine their roles, interactions and the subtle dynamics within student groups. Communication in PBL is not limited to spoken words; it is conveyed through posture, gestures and attentiveness. This dual awareness, of voice and body, emerges as a central theme in our group dialogue.

One colleague captured this complexity succinctly:

*Sometimes, it's about how I communicate in a collective manner. As a tutor, I reflect on how I can engage the entire group while also ensuring that each student is held accountable.*

Another followed up with a reflection on pacing and inclusion:

*Occasionally, I tend to proceed without waiting for all participants to catch up, as some individuals progress more quickly than others. In these instances, it is imperative that I remain mindful of not solely focusing on those at the forefront, but rather, ensuring the inclusion of all participants. I consider it essential to maintain full presence and engagement with the entire group.*

These reflections resonate deeply with my own experiences. I have found myself drawn to the energy of the most enthusiastic students, those who quickly identify promising approaches to the problem at hand. Yet, in doing so, I risk overlooking others who may need more time or support. This tension between momentum and inclusion is a recurring challenge in PBL tutoring.

Bjørke (2009) reminds us of the importance of remaining present and engaging in active listening. When I introduced this reflection in our group, I became more aware of my own tendencies and the impact they have on group dynamics. This awareness initiates a cycle of self-reflection that extends beyond the immediate session, shaping my future interactions.

The desire to help and move the discussion forward is strong. Yet, as one colleague noted, perhaps the most effective action is to “sit down and listen” (Nome, 2024). This simple yet profound advice challenges the impulse to lead and instead invites tutors to hold space for student voices.

Another colleague shared a particularly poignant reflection:

*I now have several situations where students struggle both linguistically and in terms of coherence. Some students struggle to understand. Those who write about or perceive a dialogue and actively participating in discussions face difficulties in engaging in a meaningful dialogue, and the written aspect becomes even worse for some of these students. So, it has been very challenging.*

Listening attentively to such experiences, I recognize the need to intervene thoughtfully and support students as they navigate academic language and express their ideas. At times, this means adopting a more directive role, stepping onto the stage as a teacher rather than remaining a guide on the side (Hmelo-Silver et al., 2019, p. 307). Yet Van Manen (2015, p. 78) cautions us to first understand what students themselves understand before attempting to teach them to understand.

This insight reframes the tutor's role: not as a transmitter of knowledge, but as a facilitator of understanding. By observing, listening and questioning, tutors can identify students' positions and engage with them meaningfully (Van Manen, 2015, pp. 160–161).

In this light, I see myself not only as a supporter and challenger, but also as a questioner, someone who formulates inquiries that stimulate reflection

and organize discussion. Bjørke (2009, pp. 124–125) emphasizes that such questions should guide without controlling, allowing students to shape their own learning journeys.

Through this process, I experiment with various methods to foster group cohesion, individual accountability and deep engagement. Reflection and awareness become tools for navigating the delicate balance between listening and catalyzing, between guiding and stepping back.

### ***PBL Tutoring Is Meaningful and Gives Energy***

The second key theme that emerged from our group discussion was the concept of meaning, what makes the tutor role in PBL not only effective but also personally and professionally fulfilling. Our conversations revealed that meaning in tutoring is closely tied to relational engagement, presence and the emotional resonance of guiding students through their learning journeys. One colleague reflected:

*I find it very meaningful to work closely with students in smaller groups. Observing the differences among them is fascinating. Some students focus on playing it safe, working with things they know will work. Others take different paths and discuss a broader range of ideas instead of quickly going down a narrow path. For me, relationships, both professional and social, mean a lot.*

This statement highlights how diversity in students' approaches and the relational dimension of tutoring contribute to a sense of purpose. The tutor becomes not just a facilitator of learning, but a witness to the unfolding of individual and collective thought processes. Another participant added:

*These group conversations and meetings are incredibly meaningful for me as a tutor. They energize me, allowing me to connect with the students and understand who they truly are. This mutual visibility, where we see them and they see each other, is crucial. Being seen is essential for all human beings, as it fosters learning and personal development.*

This reflection underscores the humanistic foundation of PBL tutoring. The act of being seen and seeing others, what Bjørke (2009) describes as being fully present, both physically and mentally, is central to building trust and fostering meaningful learning. Van Manen (2015, p. 62) similarly emphasizes that careful listening is essential to truly see the student. Listening is not passive; it is embodied and effective. As tutors, we feel the impact of these interactions on our own bodies, and this resonance gives depth and meaning to our work.

From my own experience, I find that engaging with students in their learning processes is profoundly rewarding. It is not only about supporting their academic development but also about participating in their growth as individuals. These interactions offer rich insight into both relational dynamics and academic content and contribute to my own ongoing learning.

The tutor's role in Problem-Based Learning (PBL) is multifaceted, encompassing support, challenge, and questioning, as well as learning alongside students. This mutual exchange of knowledge and understanding imbues the role with meaning. Rather than a one-way transmission of expertise, tutoring in PBL is a dialogic and relational process that energizes both tutor and student.

In conclusion, meaning is a central component of effective PBL tutoring. The ability to connect deeply with students, understand their individual needs, and guide them through complex learning processes enriches not only their educational experience but also the tutor's own professional and personal development. This shared journey underscores the importance of presence, listening, and relational engagement in creating a dynamic and supportive learning environment.

### ***Contextual Understanding: Navigating Roles and Group Dynamics in PBL***

Tutoring in a Problem-Based Learning (PBL) environment demands a high degree of contextual sensitivity. The tutor must continuously shift between roles, facilitator, observer, guide, and evaluator according to the needs of the group and the moment. This fluidity requires not only pedagogical skill but also a deep awareness of group dynamics, timing, and the learning environment itself.

During our group discussion, we emphasized that one of the tutor's initial and ongoing responsibilities is to establish the group and create a framework for its functioning. As one colleague noted:

*We have various roles, including establishing the group and creating a framework. It's important to help create an environment for how the group should function, but also how I can support them in becoming motivated for their own learning.*

This dual focus on structure and motivation highlights the tutor's role in fostering autonomy while maintaining cohesion. The tutor must discern when to step in and when to step back, when to challenge and when to support. Both Bjørke (2009) and Lejonberg (2019) argue that effective tutoring involves simultaneously supporting and challenging students. Van Manen (2015) similarly emphasizes the importance of active listening and creating a pedagogically attuned environment.

Nome (2024) adds a bodily dimension to this awareness, describing how sitting and standing, our physical presence and pedagogical tact—communicate as much as our words. As tutors, we must be attuned to both verbal and non-verbal communication, not only within ourselves but also among students. Sometimes, it is the absence of communication that signals a need for intervention. One colleague reflected:

*Some students need help, and this must be communicated further. And that has a significant impact on making the work function effectively. It's important that they are aware of one another.*

This awareness, of each other's roles, contributions, and needs fosters a collaborative and accountable group culture. As tutors, we play a key role in cultivating this awareness. As another colleague put it:

*I also see myself as a catalyst in the process.*

In my own practice, I have come to see myself as someone who listens not only to the students but also to the learning environment itself. I assess whether the physical space supports collaboration, whether the group dynamic is

inclusive, and whether the structure allows for meaningful engagement. These seemingly peripheral factors often have a profound impact on the group's ability to function and learn together.

The relational dimension of tutoring also emerged as a central theme. One colleague described the importance of becoming a "natural sounding board" for students, someone they can turn to when challenges arise. This role involves preventing conflict, facilitating reflection, and supporting group processes. As Bjørke (2009, pp. 129–130) notes, tutors serve as role models in how they handle disagreement and guide dialogue.

Conflicts often arise when some students dominate while others withdraw. These dynamics do not stem from individual faults but reflect the diversity of personalities and communication styles within the group. It is the tutor's responsibility to create a space where all students can contribute according to their own strengths and conditions. This inclusivity is essential for mutual learning and growth.

As a PBL tutor, I am constantly balancing relational and academic responsibilities. I must challenge students' thinking while also supporting their development. Lejonberg (2019) describes this dual role as that of a catalyst, someone who stimulates cognitive engagement without taking over the process. I believe the framework surrounding the group, its structure, routines, and expectations, is crucial to its functioning. At the same time, it is essential that students develop the capacity to learn from situations in which they do not fully comprehend or are unable to resolve a problem independently. Such experiences should enable them to recognize the necessity of reconsidering their approach, starting anew, and pursuing alternative pathways towards a solution. This was a recurring theme in our discussion.

In conclusion, contextual understanding is foundational to effective PBL tutoring. Tutors must be aware of their multifaceted roles and the subtle dynamics that shape group learning.

By fostering an environment that accommodates individual differences and promotes collective responsibility, tutors can enhance both the relational and academic experiences of their students.

## Summary

During the group discussion, it became apparent that engaging in reflective inquiry concerning our own roles as tutors was a challenging endeavor. Although the conversation yielded rich and nuanced insights into student group dynamics and the practical implementation of the PBL methodology, initiating dialogue around the personal significance of our work and our pedagogical positioning proved considerably more difficult. This observation is noteworthy, as it suggests that while we are deeply immersed in the practice of tutoring, articulating its meaning and complexity from a personal and experiential standpoint demands a distinct form of reflection—one that may be less familiar and potentially more vulnerable.

Nonetheless, by examining the tutor's role through the lens of van Manen's phenomenological concepts, particularly pedagogical tact, clear parallels emerge with the core competencies identified by scholars such as Bjørke (2009), Pettersen (2017), and Lejonberg (2019). These competencies encompass the capacity for active listening, sustained presence, and supportive engagement without exerting control. The tutor must remain attuned to the evolving needs of the student group, facilitating both interpersonal development and task progression, while consciously resisting the impulse to steer prematurely towards predefined outcomes.

Thus, the tutor's role is not one of directive leadership, but rather of accompaniment, embodying the notion of a "guide on the side" rather than a "sage on the stage". This role entails a delicate equilibrium between support and challenge, listening and provocation, holding space and fostering growth. It demands patience, attentiveness, and a profound commitment to cultivating a learning environment in which students are empowered to take ownership of their educational journey. In this manner, the tutor assumes the dual function of both mirror and compass, reflecting students' experiences back to them while gently orienting them towards deeper understanding. The tutor thus serves not only as a reflective surface but also as a catalyst for intellectual and personal growth. This dual role underscores the demanding yet profoundly meaningful nature of PBL tutoring, wherein the tutor facilitates both self-recognition and the pursuit of new insights.

In this way, the tutor assumes the dual role of both mirror and compass, reflecting students' experiences back to them while gently guiding them towards deeper understanding. Furthermore, the tutor acts as a catalyst for intellectual and personal development, facilitating processes of reflection and growth. This multifaceted function is precisely what renders PBL tutoring both demanding and profoundly meaningful.

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