

Швець Тетяна Едуардівна. Тьюторські практики індивідуалізації: досвід українських та польських шкіл.

У статті актуалізовано необхідність впровадження освітніх практик індивідуалізації, які відповідають викликам часу, сприяють подоланню суперечності між вимогами сучасності до особистості та традиційними освітніми практиками. Проаналізовано найбільш ефективні умови для реалізації на практиці індивідуалізації освіти. Приділено увагу практикам індивідуалізації в українських та польських школах: описано тьюторські моделі шкіл, їх основні особливості та напрями діяльності, а також результати.

Ключові слова: індивідуалізація, тьюторинг, тьюторська модель, освітнє середовище.

Shvets Tetiana. Tutoring practices of individualization: the experience of Ukrainian and Polish schools.

The article is focused on the need to implement individualization educational practices. Such practices meet the challenges of modern times, contribute to overcoming the contradiction between the modern requirements set for a personality and the traditional educational practices. The most effective conditions for implementation of individualization in education are analyzed. Attention is paid to the practice of individualization in Ukrainian and Polish schools: the tutoring models of schools, their main features and directions of activity, as well as the effects of those are described.

Key words: individualization, tutoring, model of tutoring, educational environment.

UDC 378

KARPINSKA-MUSIAL BEATA,
PhD, University of Gdańsk,
Gdańsk, Poland

ACADEMIC TUTORING AS A SPACE FOR BUILDING RESILIENCE IN STUDENTS: FROM STRUCTURE TO PERSONAL EMPOWERMENT

1. Introduction

Higher Education (HE) in Europe has been subject to a heated scholarly debate for the recent two decades. This debate concerns numerous aspects of educational issues: from political and economic considerations regarding quality assurance and keeping high employment rate to the ideological and methodological paradigms dominant inside the very institutions. Education has always been in service of politics, power agents or social and cultural turns, so the above controversies have accompanied its development for ever. Nevertheless, cultural and linguistic turns of the 20th century, as well as the post-millennial transformations, have given it a totally new and complex identity. In the beginning of the 21st century this is the identity featured by discourses of individualism, student-centeredness, progress, development, dialogue, support, success and effectiveness. It must be noticed, however, that ideologies standing behind particular aims of higher education are at least several, each of them naming a particular function from a different paradigmatic perspective. The dominant issues nowadays concern a neoliberal, critical, humanistic, social and, newly coined and still in the process of construction, post-critical perspectives. In fact, all of them intertwine, as education can never be viewed in isolation from the uniqueness of a human being, society he or she lives in, surrounding political power forces, ideological influence and, finally, mechanisms that are ubiquitous in a didactic process (specific teaching and learning methodologies).

In the following paper one of the possible approaches to education framed by the highly humanistic approach shall be discussed. Its basis is a personalized dialogue of two subjects: teacher and student, executed in the form of an **academic individual tutorial**. The history, theoretical background, function and methodology of academic tutoring shall be recalled, and authentic examples of its implementation in Polish HE institutions shall be quoted. Personalizing education will be presented as a recommended (although not an

only one) methodological shift towards a holistic self-development of a tutee (as well as of a tutor) in the times of a constant need to choose from the repertoire of life or professional opportunities in the times of a “liquid life” (Bauman 2005). It creates educational space for a very special educational relationship between tutor and tutee, in which a tutor plays a role of an expert in the subject matter, but first and foremost of an important person who cares, listens attentively and respects the needs of a tutee. All major motivational aspects of learning are met in a tutorial: autonomy, meaning/sense and competence. As the instrument of education it also meets the requirement of a *Quality Teaching Model*, which consist of, according to framework based on the *Australian Government Quality Teacher Programme (AGQTP)* model of pedagogy, such components as providing **stimulating environment for learning**, showing **significance** and providing **intellectual quality** (Yeigh 2008:2-3).

The advantages of personalized face-to-face education in the range of multiple other options to choose from (especially digital tools at hand) are vast and diversified. The issue of the highest quality in terms of teaching practices has already been discussed by plentiful scholars in the world (e.g. Ausubel 1977; Bruner 1990; Phillips 2000; Ramsey 2000; Vinson, 2002; Yeigh 2008). My intention in this article is to present academic tutoring as the one with a ‘different functionality’ in the context of a recently dominant neoliberal call for effectiveness of learning for the labor market. I will point to methodological structure of this approach and will argue that the final and most precious outcome of teaching and learning in a tutorial for both a tutee and a tutor is the **development of resilience**. Finally, next to strengths and multiple advantages of tutoring, also some difficulties shall be presented, especially with regard to systemic implementation in HE institutions. Suffice is to say, tutoring will be presented as a highly recommended formula of education at a tertiary level: both as a newly defined space for students to learn and study and as an inspirational approach to the tutors’ own teaching. As claimed by Killen 2003, Stringer 1996 in Yeigh (2008: 1), from the perspective of teachers, tutoring is close to the model of *Action Learning*, which ‘is a process of self-reflective, self-critical inquiry that seeks to improve the practitioners’ knowledge of teaching, their practice of teaching, and the learning outcomes associated with the teaching’.

2. Theoretical background of tutoring

It needs to be mentioned from the very start that tutoring **should not** be understood solely as another **method of teaching**. As Jendza (2016:42) remarks, a concept of a *method* in didactic and educational research area is still dominantly defined as a functional term used to describe all the technical actions undertaken to meet teaching and learning objectives. Using a *method* initiates thinking about aims and procedures, and concentrates on the effectiveness. Thus, it makes a learning and teaching process functional and framed into a predictable course leading to particular outcomes.

Tutoring should rather be called **an approach to education**, as it goes much beyond the instrumental repertoire of *methodos*. Originating in a Greek term implying ‘the road’, this classical meaning of a method suggests purposeful action leading to the final end of the road. Tutoring is rather a journey along some road, during which the journeymen do not specify any final goals to be met at its end. The outcomes, nonetheless, finally appear in their own way and shape not known in the beginning of this travelling. They simply cannot be defined from the start, as the tutorial process involves changes of topics, fluctuations, personal explorations and decisions that lead to modifications in tutee’s skills and knowledge. Tutoring is to a great extent a spontaneous, creative and subjective educational process which is happening between two persons during their ca. one hour long meetings. Tutoring is not solely a method, as learning (and

teaching, inseparable in the process) in a tutorial involves a wider spectrum of factors contributive to the character of exchange than those typically ascribed to a lesson unit. What matters here is rather the authentic engagement of tutor and tutee with their all complex strengths and weaknesses, difficulties, choices, preferences and intellectual, as well as emotional capacities. If we look at tutoring as an individual, **personalized meeting** of two persons whose major aim is to expand their potentials (as for the subject matter or as for personality traits), we need to be aware of the complex nature of this type of educational act. There are several paradigms and concepts in modern humanities and educational science which provide a historical and theoretical ground for personalized education. Let me quote just a few below.

Tutoring was born institutionally in Oxbridge, at the British universities in Oxford and Cambridge in the 18th century. Before it entered a university as a formula of teaching, individual instruction had been provided privately to the offspring of upper class families in Europe by students or tutors who devoted their full time job to teaching the young the basics of liberal arts. In fact, tutoring goes back to the ancient times, Hellenic Greece, where Socrates tutored his individual students by asking them rhetorical questions and giving rise to a famous 'Socratic method'. Also other iconic philosophers of that time gathered young intellectuals in the Platonic Academeia, instructing them with the use of various didactic forms, first and foremost a dialogic conversation and oration. Education used to be highly exclusive then and tutoring seems to have inherited this Hellenic trace of elitism up to the present times. Since then, it has been trying to find its place and preserve this identity against other pedagogical trends and geo-political, demographic, as well as socio-cultural conditions of education across centuries.

Thus, one of the paradigms which locate tutoring in the more recent history of methodological and theoretical frames for education, turned out to be the 20th century **personalism**. To call tutoring a personalized meeting of master and disciple, there is a need to understand the very word 'personalized'. Personalism as philosophical current goes back to the writings of such scholars as E. Mounier, R. Ingarden, R. Guardini, K. Jaspers, M. Buber and many other all over Europe. It was represented by thinkers from different countries and had numerous 'faces': from phenomenological to anthropological, social, metaphysical, historical and theological ones (Nowak 2008 :237-238). Personalism paid attention to the existential, as well spiritual nature of a human being who, in order to lead a meaningful life, needed to be viewed and view himself as both a unique, autonomous Person, affirmed by the outer world, and as a social being who needs to be in touch with the Other in order to grow. Personalism claimed that a human is both a biological, materially situated creature determined by the outer conditions of life and simultaneously a spiritual, psychological 'inner-being' whose major drive is self-development. Pedagogical implication which follows is that the major aim of schooling is to 'educate' in the sense of providing conditions to construe one's exceptional personality through the constant 'interception of other values' by meeting the Other. Both Martin Buber and other Christian personalists (e.g. Emmanuel Levinas) underlined the value of a meeting, which provides the sort of a 'mirror' for a person to see their own character and choices by contrasting them to those of the Other. This approach stands very close to the practice of a tutorial, where tutor and tutee fall into in a very dialogic, open, respectful but also self-aware relationship while discussing the subject matter. This is the type of approach towards each other, which constitutes a *sine qua non* condition for further methodological or substance-like actions around knowledge and skills to be acquired.

Personalistic tuition seems close to two other theories of **humanistic psychology: supportive relationship** described by Carl Rogers and **positive psychology** researched by Martin Seligman. Tutoring, understood as a dialogic meeting in which the skills and knowledge get expanded must be run in the aura of trust, understanding and support.

From the methodological point of view, comfort and emotional safety are listed as crucial factors for the effectiveness of any learning. Both Vygotsky in his theory of *Zone of Proximal Development* and Krashen (1985) in the theory of *Affective Filter Hypothesis* point to the importance of positive approach and good emotions for motivation of learners, and even, consequently, their 'mindfulness'. Supportive relationship highlights also the role of acceptance of learners in the process of teaching, which is one of the primary condition of a good tutorial. Martin Seligman, in turn, argues, among other, that in human psychology what matters is pushing people to do more than they seemingly are apt to, to reach higher and to get satisfaction from the flow they experience. This stands very close to the numerous models of nurturing talents and skills. Tutoring is supposed to provide space for experiencing the flow.

Tutoring as approach to education has also **its sociological facets**. Education has always been a social phenomenon, even if tutoring concentrates on a personal dialogue of two people. This dialogue is situated in the network of societal interconnections: from the global, national, local to institutional. It is influenced by multiple social and political contexts, usually embodied in various discourses (and hence also has a linguistic, or rather discursive, identity). Grand sociologists, such as for example Pierre Bourdieu, do research on the capitals which are generated and represented by specific communities to which students and tutors also belong. Such communities (e.g. family, schools, peer-groups and later students' and teachers' academic communities at the universities), equip every individual with their cultural, symbolic and economic capitals that are powerful determinants of their success or failure in the society in a very individual dimension. The whole issue of 'powers' in education is too broad for the purpose of this paper. Their overlapping needs to be marked, however, for one reason. Tutoring, if run at the institution, is not only a methodological approach and philosophy of relationship brought to a real educational frame, but it is also a part of a system of 'powers'. A discussion over tutoring as elite or democratic, effective for the neoliberal aims of HE or ethos-oriented, functional or purely developmental, financed or not financed by different agents – all this locates tutoring in a Bourdieu's bureaucratic field. In one of its interpretations (Karpińska-Musiał 2016a: 52), tutoring could be placed among the powers acting in a bureaucratic field, as they are interpreted by Loic Wacquant (2012), in a following way: shifting horizontally from cultural capital of a Person (what the student brings in) towards the economic capital of the market forces (how well he gets educated), tutorial education starts on the lower steps of the social ladder (it is usually a grass-root initiative in an institution) with a tendency to go vertically up to the aristocratic level (by its exclusive and not mass character).

Additionally, academic tutoring is also a **discursive educational event**. A face-to-face meeting is highly communicative in its nature, so also linguists and philosophers of language will find there a reflection of specific language patterns and contextual, socio-linguistic interaction. This wide perspective calls for possible interpretation, for example, in *social interactionism* by G. H. Mead, Bachtin's *dialogic communication, communicative activity* by Habermas or *dialogic inquiry* by Wells (in: Grzegorzczuk 2016: 96). A modern French philosopher Paul Ricoeur, the author of a theory of *narrative identity*, claims that everyone builds their identity in the two-fold process of self-narrating while communicating to oneself and to the others, thus constantly progressing in this act due to communicative exchange of information and knowledge (which takes place in a tutorial session). Grzegorzczuk, while analyzing communication in tutorials, refers to *distributed cognition* (see: Hutchins 1999 in Grzegorzczuk 2016:102) which occurs in education. According to Grzegorzczuk, the meaning of education gets thus widened from pure acquisition of knowledge through language to the multiple contact of an individual with all the surrounding cognitive artefacts: facts in the text, facts in space and in interaction. What

follows then, as a consequence, is the use of *distributed language*, which elevates the definition of communication far beyond the purely symbolic interaction of semantic meanings towards a holistic (and multidirectional) interaction of the subject with his or her whole linguistic and non-linguistic environment. Quite revolutionary as this theory might seem in terms of classical (e.g. Jakobson's) definitions and functions of language, it reflects the type of communication observed in an individual tutorial. Linguistic exchange between tutor and tutee is neither manipulative nor instructional. It is based on open questions, includes free and two-directional discussion over topics included in written essays, induces reflexive thoughts, provokes rhetorical questions and leads to exploratory conclusions. As it shows, communication in tutorials is also a space for the *rhetoric of empowerment* (Karpińska-Musiał 2017). As I myself remark elsewhere,

[...] **empowerment** means giving voice to the silent (here – usually students), respecting otherness (in beliefs and values), using inclusive language forms, negotiating differences (in opinions), asking and answering critical questions, showing tolerance for counter-arguments, promoting subjective narratives and the ability to read/decode or transfer hidden meanings. Looking from a rhetorical perspective, there are many figures of speech that can be helpful to achieve this. As has been argued above, however, the rhetoric of empowerment appeals also, if not mainly, to the emotions. (Karpińska-Musiał 2017: 213)

Still in the same text I explain this reference to affective side of the process which in tutorial leads to empowering both parties of a dialogue:

A rhetoric of empowerment that goes far beyond language must include a **pedagogical attitude** marked by respect and compassion, language skills on a metacognitive level and epistemic knowledge exemplified in dialectic talk. These three components allow the perception of tutorials in terms of not only *linguistic imperialism* (Phillipson 1997: 240) which sets the norms of accuracy and impeccable formulas of speaking and writing in language, but more in terms of an ethical, topical exchange of knowledge occurring in an aura of respect, inquisitiveness, patience, empathy, forgiveness, motivation and shared wisdom **by means of language**. (Karpińska-Musiał 2017: 214)

Last but not least, tutoring has been obviously discussed and interpreted in terms of purely **pedagogical and methodological criteria**. As its **primary** context is educational, it has its references to pedagogical theories of teaching and learning, as well as owns a frame structure and makes use of some methods, strategies, instruments and procedures. Pedagogically speaking, tutoring finds the best explanation in the paradigm of autonomous teaching and learning exemplified by the concepts of *Quality Teaching* and *Quality/Action Learning*. Both are situated within an interpretative paradigm that relies on social constructivism and calls for a highly subjective contribution of learners to their learning processes as response to good teaching. **Quality Learning** 'takes place through the active behavior of the student: it is what **he** does that he learns, not what the teacher does' (Tyler 1949 in: Biggs 2003: 25). Biggs, in turn, analyses the three levels of thinking about teaching in this reciprocal process: who the students are, what the teachers do, and what the students do in return to what has been provided to them by the teacher (Biggs 2003: 20-27). The latter has been the base for coining the principle of '*constructive alignment*', which is 'a marriage between a constructivist understanding of the nature of learning, and an aligned design for teaching' (Biggs 1996 in: Biggs 2003: 27). According to this thesis, teaching should first of all engage the students, involve them into understanding the subject matter and be ready to transform it in order to be assessed. Teaching should be designed to learning opportunities and potentials of students, and tutorial sessions, with their **space and time** for thought and 'deep learning' for the student (and tutor as well), provide perfect circumstances for that.

Biggs's model brings the pedagogical discussion down to the concept of **Quality Teaching** through identifying it with the instruction aligned to learning. There are, however, more aspects to it. Teaching, or rather educating, aims at various aspects of learner's identity and by definition aims at introducing change. Just as learning is viewed as 'a change in understanding and behavior that results from encountering new experience' (Spady 2001 in: Killen 2005: 2), teaching can be viewed as introducing change in students' understanding. The question about quality assurance remains the question of how to do it? Killen (2005) devotes a lot of explanatory theories concerning programming curricula and ways to stimulate 'deep' learning. It can be done by means of properly set elements of teaching programs and undertaking adequate pedagogical actions. All being true, one must be remembered: as stated before, tutoring is a journey without predictable stops and objectives. It is a process full of new turn-offs on the way taken by a tutor and a tutee in their course of interaction. Focus on learning outcomes is not the priority in this approach. Much more constitutive and important are the previously mentioned components of QT Model: (1) intellectual top quality of an academic language and discussion, (2) stimulating conditions for new inquiries in text or resources and, most crucially (3) unquestionable significance of the topic and content of learning. Those three provided, inner motivation based on autonomy, meaning and competence shall flourish.

Summing up, tutoring as an approach to education in academic context can be theoretically explained and paradigmatically grounded in several theories already represented in humanities and social sciences. Starting from a very wide perspective of philosophy, it finds its prototypical explanations in psychological, sociological, linguistic and pedagogical theories of learning, teaching, relating socially and developing personally. Obviously, tutoring as a pedagogical act has also its **structure and instruments** to be used in order to achieve quality learning and quality teaching conditions. This most instrumental definition of tutoring shall be described in the next paragraph, along with the examples of practical application in HE institutions.

3. Tutoring as a structure of studying

Tutoring in the academic context usually takes a form of a series of 8 to 10 individual meetings of two people: tutor and tutee. They take place more or less every two weeks and each meeting lasts ca. one hour (60 min.). Tutorials can be run in a variety of subject fields and usually match the specializations of particular tutors. They are not, however, typical 'lessons' run in an individual form. Tutors usually present educational offers and **invite students** to take a challenge of having a cycle of tutorials around this topic area. Once the student accepts this invitation, the process begins. To give an overview of its structure, let me enlist the following, major components of it in their successive order:

1) Tutors need **to present a thematic offer** which will be chosen by a number of tutees (the best is 3 to 5 tutees per semester for one tutor); important here is the fact of voluntary choice made by students;

2) **The first meeting**: tutor and tutee need to get acquainted with each other. Getting to know means a good, authentic discussion about the interests, aims, passions or potential problems of the student. The same may refer to a tutor: why is he or she researching this issue? What can a tutor do for a student?

3) **Successive tutorials** create a space for deeper exploration of tutee's interests. Talks may be based and supported by professional techniques (methods) used by the tutor in order to ease the discussion and help students become more self-reflective and open. Here belong various questionnaires, graphs, pair-work tasks, mind-maps, pictures or even drawings. A dominant and considered as most effective tool is an essay: a written piece of tutee's research and thoughts, which shall be successively read out and

discussed together with a tutor. Content of the essay can be reformulated, enriched, supported by new resources, contested, criticized and, consequently, improved. Critical thinking is the basic skill developed at this stage.

4) **The final meeting** serves the purpose of collecting summative reflections, but not necessarily the summative assessment or a final 'product'. Discussions might have led a tutor and a tutee towards new perspectives, unexpected conclusions, but equally well to a final scientific article, mini-project, article for the media, finish off the BA or MA thesis. Results, as written above, are highly unpredictable during the process, as they emerge just by the very end and may be quite surprising even to the participants of a tutorial. Not to mention the fact that they may be different in each and every case of a tutorial with other students.

Tutoring, due to the aforementioned features and structure, has usually been in so far institutional practice run as an additional, extra-curricular course for students. There are several HE institutions in Poland which have already been experienced and successful practitioners of personalized education for years. They introduced tutorials in their studies' curricula and administrative systems already two decades ago. The University of Warsaw (the Faculty of Artes Liberales) and the University of Silesia (Cross-Faculty Individual Humanistic Studies) are perceived as two forerunners of systemic tutoring in Polish university education. Since then tutoring has reached many more HE institutions (especially over the last 5 years), among which we find a few leaders: University of Gdańsk, Economic University in Cracow, Adam Mickiewicz University in Poznań, University of Warsaw (other faculties), University of Silesia or Jan Długosz University in Częstochowa. Each of these universities has its own story of how tutoring have become a didactic innovation at a public educational institution. They are the stories of success, which was, however, not at all obvious in the very beginning. In the next subchapter I will outline the circumstances of tutoring implementation at those few universities, at the same time sketching out the problems that piled up on the way.

4. Strengths and difficulties of systemic adaptation

Tutoring in its contemporary shape is described in literature as a pedagogical innovation, a kind of revolution against mass education. It can be practiced on various levels of education (also in schools) and in various subject matters (e.g. in sport or in the arts) (see: Głowacki 2018, Karczmarzyk 2018). In Poland there is already quite an abundance of cases where tutorial education has brought amazing results for educational and personal success of learners. The latest collection of such can be found in the multi-authored monograph entitled *Tutoring jako spotkanie. Historie indywidualnych przypadków* (Eng. *Tutoring as Encounter. Individual case studies*) (Karpińska-Musiał and Panońko 2018), released in January 2018 by Wolters Kluwer Publishing House in Warsaw. The authors of chapters, as well as both editors, have been graduates of so called School of Tutors run by *Collegium Wratislaviense*. *Collegium Wratislaviense* has been running expert programs for professional tutor education for the last 6 years in Poland, and for three years also in Ukraine in the cooperation with *The International Academy of Tutoring* from Kiev. Thanks to a growing number of certified tutors ready to personalize their teaching, the approach has become a widely recognized, although still grass-root initiative in many schools and universities. I personally have had a pleasure to win a European grant (EEA Grants and Norway Grants) for implementing 1600 individual hours of tutorials by the hands of 30 tutors for 220 students in the academic year 2014/2015 at the University of Gdańsk, the Faculty of Languages (the so called 'IQ' Project). A similar number of tutors went through a preparation course at the Faculty of Oceanography and Geography, which in result led to appointing a Tutors' Center at the University of Gdańsk. One year earlier, in 2013, The Economic University of Cracow has implemented a Faculty

Individual Educational Path (WISE), the first systemic habituation of tutoring in the curriculum, instilled however by fewer tutors and for fewer students. Adam Mickiewicz University in Poznań has also implemented tutorial system in the Faculty of Biology in the year 2017 and is constantly training new tutors to spread this form of instruction and make it a regular offer. The University of Warsaw takes pride in certified tutors at the Faculty of Geology, while the University of Silesia – at the Faculty of Earth Sciences. At the Jan Długosz University in Częstochowa, the Rector has supported professional training and practice of several tutors who successfully teach in tutorials and develop their skills as tutors. In 2017 University of Gdańsk was awarded a prestigious award by the Foundation for the Development of the System of Education for the long-term results and popularization of the effects of the 'IQ' Project on the institutional and national levels.

These leading initiatives are not alone on the Polish stage of higher education, which has been gradually steering towards more attentive personalization at particular faculties of universities. Agents of this change had, however, a long way to go before the value of such an approach got its institutional recognition in the contemporary financial and demographic conditions of HE. The obstacles were of different type. In order to signal just a few, I will refer to the list of actions at the institution, which are specified by the OECD international report as the criteria of institutional policies heading for the quality teaching across Europe (Henard 2009). The report emphasized, among many other, the following crucial statements¹:

'(1) Teaching matters in higher education institutions. Although quality teaching encompasses definitions and concepts that are highly varied and in constant flux, there is a growing number of initiatives (actions, strategies, policies) aimed at improving the quality of teaching;

(2) The vast majority of initiatives supporting teaching quality are empirical and address the institutions' needs at a given point in time;

(3) For a university to consolidate the varied initiatives coherently under an institutional policy remains a **long-term, non-linear effort subjected to multiple constraints.**' (Henard 2009: 5)

Additionally, according to the authors, important is 'Encouraging bottom-up initiatives from the faculty members, setting them in a propitious learning and teaching environment, providing effective support and stimulating reflection on the role of teaching in the learning process.' (Henard 2009: 5).

Having concluded that constrains are naturally built in the process of accepting innovations for quality teaching on international level, we should not be surprised at their occurrence also in the aforementioned Polish examples. The quoted report includes **three headings for initiatives** that should be practiced if an institution wants to support quality teaching. By each of them I will make a short comment over what has been observed in this matter in my so far research in a few HE institutions².

1. **Quality assurance policies institution-wide:** *including global projects designed to develop a quality culture at institutional level, like policy design, and support to organization and internal quality assurance systems.* **Comment:** there are offices or departments of quality assurance at the Polish universities. Their actions, however, are

¹ Henard, F. (2009) Learning our lesson: Review of Quality Teaching in Higher Education, OECD report, available at : <http://www.oecd.org/education/imhe/44058352.pdf>

² I have included the research results about implementation of tutorials at the University of Gdańsk in my book *Personalized education at the university. Ideology – institution – teaching – human* (2016a). Presently, I am collecting empirical data for the next book about cases and procedures of personalizing education systemically at the universities mentioned in the text. The co-authored book shall be released next year (i.e. 2019)

frequently concentrated on more global tasks for an institution which require remarkable financial or institutional support. Grass-root initiatives started by academics from the very level of a teacher, even if a European project coordinator, are usually left alone and used basically for reporting. Support from the institution can be found in direct heads of department or deans of faculties, whose open attitude was in a few cases helpful organizationally. There was, however, in every discussed case, a long way to discuss and persuade the executives about the value added of the proposed reformulation of a didactic system in order to incorporate tutorials.

2. **Program monitoring:** *including actions to measure the design, content and delivery of the programs (through program evaluation notably).* **Comment:** evaluation meetings, reports on actions and effects of the designed project of tutoring implementation has been in the majority of cases the responsibility of the very tutors or academic leaders who came up with the whole idea (or headed a grant as is in my personal case). By the way of example, in a few cases the system of tutoring implementation had some weak points – it needed more structuralizing, more systematization of procedures to keep up with the constant change, more flexible options to schedule tutorials. Tutoring definitely needs the institutional policy of support and some mechanism for measuring the results (in the long run).

3. **Teaching and learning support:** *including initiatives targeting the teachers (on the teaching side), the students (on the learning side) or both (e.g. on the work environment). Examples include continuing education for faculty, pedagogy enhancement, student support (e.g. mentoring and career advice), support for student learning (focused on inputs, such as the introduction of new pedagogical tools, or on outputs, such as the development of certain abilities for the students).* **Comment:** this is the most pedagogical and human-related aspect to be reconsidered. All the projects of tutoring implementation, be it the biggest externally financed 'IQ' Project in Gdańsk or internal, pro-quality projects run by faculties at other universities, created space for extremely qualitative and authentically empowering education in terms of knowledge, skills and development of competencies universally recognized as useful in life. Research run in the 'IQ' project confirmed that 100% of tutees were willing to continue learning in tutorials, that they went through the empowering experience and developed personally (Karpińska-Musiał 2016a). As measuring the outcomes numerically is difficult in tutorial education, some assessment tools for this highly qualitative 'method' of studying and teaching still need to be developed. Something that still needs perfection and systemic solutions for the future is the logistics of meetings in the face of abundance of curricular courses.

As it can be observed from my so far research and practice, difficulties exist but they do not stop the academic leaders from sorting out administration around the process and doing their best to overcome problems. In the academic year 2018/19 tutoring shall again, for the second year, be run at the Faculty of Languages of the University of Gdańsk and financed from the pro-quality grant of the Ministry of Education. It has already been the 4th year when the University, in this way or another, finances the costs of tutorials beyond the 'IQ' Project. In diversified formula the same has been happening in other Polish universities, not to mention the schools (Sarnat-Ciastko, 2015). It turns out that the value added of personalization of teaching and learning dominates over the potential shortcomings. It is reasonable to claim that one of the numerous reasons why tutoring gains in popularity in spite of the difficulties is that **it helps to develop resilience** in students.

5. Resilience and transversal skills as the result of tutorial education

As research run in the field of tutoring in Poland already shows, students who experience tutorial education, as well as teachers who teach as tutors, transgress and

become more self-directed, self-aware of their potentials, reach expertise in their field and undertake more mature life and professional decisions (see: Karpińska-Musiał 2016a; Kowalczyk-Walędziaś 2015; Czekierda 2015; Sarnat - Ciastko 2015; Karpińska-Musiał i Panońko 2018). In this sense, tutoring is not a type of education which is functional purely in neoliberal terms which view learning outcomes mainly through their instrumental purposefulness and parametric scales. Tutoring, obviously, does improve the skills needed on the labor market, among which the educationalists enumerate so called **transversal skills** (Simnica, Bandoi 2015). This is all true, but except for this, and foremost, tutorial education is progressive and developmental in terms of knowledge and attitudes which help to become satisfied and fulfilled persons. Personalized education in tutorials proposes meaningful, stimulating and intellectually demanding learning activity, which corresponds with the elements of *Quality Teaching Model* described in the beginning of this paper. Students who experienced tutorials report numerous academic achievements, successful scientific projects, scholarships won and even publications published (Karpińska-Musiał 2016a, 2016b). I dare to claim that they develop the attitude called **personal and professional resilience**.

In fact, transversal skills and resilience have something in common as for their functionality and application, both terms being an explanatory concept for what should be the aims of education for the future. Let me briefly explain the similarities and difference between them, as well as why I consider them key-concepts in the discussion about major meaning of tutoring for the students.

Transversal skills have been the object of educationalists' research for quite a while, especially in the context of teaching students to become effective and competent workers in their specialisation fields. The skills have become a universal frame patterns for acting and learning which can be applied to any subject field due to their transversal character. Different countries have adapted transversal skills as the aim of education to their official documents and practices, often referring to the European Qualification Framework in HE while creating their local ones (e.g. see National Qualification Framework in HE in Romania). We can read in one of the publications produced in the Romanian Project a complex definition of what transversal skills are:

Transversal skills are abilities transcending a certain field, respectively a certain study program, and having a cross-disciplinary nature. They consist of team working skills, oral and written communication skills in one's native/foreign language, the use of information and communication technology – ICT, problem solving and decision making, recognition and respect for diversity and multiculturalism, leaning autonomy, initiative and entrepreneurial spirit, openness towards lifelong learning, respect for and development of professional ethics and values, etc.' (NQ Authority of Romania 2008; in: Siminica and Bandoi 2015:67)

Transversal skills are aimed to be universally recommended for any professional development in any field. Their essence, however, reflects in mastering certain abilities and operational skills which allow a student, as a future employee, to maximize their efficiency and professionalism. It can't be denied that communication in tutorials allows to practice at least part of such skills, especially through problem solving, critical discussion, respect for certain values and mind-opening conversations. These, however, are a sort of prelude for something more: for developing personal resilience. This concept goes much deeper from the skills development towards the attitudes to life.

Resilience has been defined as „ability of a complex system (the Earth ecosystem but also social systems) to change and adapt to change while preserving their identity and

ability to develop³. The other author Edwin Bendyk describes resilience as 'vitality of complex systems', which could otherwise be translated into English as 'service life of a complex system'. Social scientists, especially sociologists, exceed in analyzing a contemporary society as a changeable, 'liquid' organism, undergoing cultural and civilizational transformations. In such a world, the basic feature for an individual to survive seems to be the ability to educate (others) and get educated (himself/herself) to the level of reaching the attitude of a firm, resilient openness and flexibility. This attitude includes high self-awareness, interdisciplinary knowledge and a stable value system, all supported by the negotiable attitude of openness and adaptation without losing one's own identity. By comparing the contemporary times to living in the geologically anthropocenic age, i.e. the age of an individual human being unescapably intertwined with the system of nature and dominating it to the unexpected ends (Steffen et.al 2011), scholars postulate that the patterns of nature be adapted to the social patterns in educational life. This means that people should be able to imagine living (and functioning professionally) in a self-sustainable and organic social structure, where they grow in the most creative, socially acceptable state of well-being, with all the surrounding difficulties and problems taken as a challenge to be faced. Their bargaining chip shall be, in educational terms, to find their way and live both a healthy and effective, as well as a happy and meaningful life.

6. Conclusions

Tutoring as a top-quality form of personalized education has its multiple and diversified faces. It has been deeply rooted in the history of pedagogical and philosophical thought. It has its theoretical references in plentiful ideas and concepts described in literature on education and HE institutions. For the last decades it has won particular attention of scholars and practitioners of education due to the friction between mass education of the turn of the 20/21st centuries and the procedural focus on quality assurance forced by institutional and state reforms. This interest in tutoring in Poland has been supported by educational initiatives undertaken by experts who set up training centers and promote professional development of tutors all over Poland. Tutoring has gained its updated methodology, tools and philosophy, which all has become a very successful revitalization of this ancient, socratic method of dialoguing between a master and a disciple. This process of adaptation to the reality of the 21st century requires the growth of knowledge and self-awareness of scholars, teacher educators, and teacher-practitioners willing to indulge into this kind of unique, educational experience.

In this paper I tried to make a complex overview of this process of adaptation, with special attention paid, in the first place, to the theoretical background and methodological structure of a tutorial education. Next, I sketched out the potential difficulties experienced in the HE institutions, which, regardless of problems or shortcomings, have been implementing different patterns of tutorials into their curricula. And finally, I tried to signal the meaning and aims of personalization of academic education for the very student, focusing on the bipolar orientation between transversal skills (oriented towards market-driven needs of the potential employers) and building resilience (viewed as an attitude that helps to face post-modern societal demands). It is my true belief that tutoring, as a form and approach to education, offers something going much beyond only transversal skills. It provides space for building and accumulating individual's resilience by expanding subject knowledge, experiencing care and professionalism of a tutor, and thus gives a chance for self-empowerment along the growing awareness of the complexity of the world.

³ <http://www.stockholmresilience.org/> [last access: 15.11.2012]. Translated by the author.

REFERENCES

- Ausubel, D. P. (1977) **The facilitation of meaningful verbal learning in the classroom**, *Educational Psychologist* 12, pp. 62-178.
- Bauman, Z. (2005) *Liquid life*. Cambridge: Polity Press.
- Biggs, J. (2003) *Teaching for Quality Learning at University*. Second Edition. Open University Press.
- Bruner, J. S. (1990) *Acts of Meaning*. Cambridge, MA: Harvard University Press.
- Czekierda, P. (2015) **Czym jest tutoring?** In: *Tutoring. Teoria, praktyka, studia przypadków* (ed. P. Czekierda, B. Fingas i M. Szala). Warszawa: Wolters Kluwer, str. 15-35.
- Głowacki, A. (2018) **Tutoring w sporcie** (Eng. *Tutoring in Sport*), In: *Tutoring jako spotkanie. Historie indywidualnych przypadków* Karpińska-Musiał, B. Panońko, M. (eds.) (Eng. *Tutoring as Encounter. Individual Case Studies*), Warszawa: Wolters Kluwer, pp. 136-144.
- Grzegorzczak, G. (2016) **Tutoring w perspektywie kontekstowo-ekologicznej**. In: *W trosce o jakość w ilości. Tutoring oksfordzki w Uniwersytecie Gdańskim* (ed. B. Karpińska-Musiał), Kraków: Wydawnictwo LIBRON, str. 95-112.
- Henard, F. (2009) **Learning our lesson: Review of Quality Teaching in Higher Education**, OECD report, available at : <http://www.oecd.org/education/imhe/44058352.pdf>
- Jendza, J. (2016) **Tutoring w uniwersytecie – pomiędzy nabywaniem a tworzeniem znaczeń w procesie studiowania**. In: *W trosce o jakość w ilości. Tutoring oksfordzki w Uniwersytecie Gdańskim* (ed. B. Karpińska-Musiał). Kraków: Wydawnictwo LIBRON, str. 29-60.
- Karczmarzyk, M. (2018) **Dialogi równoległe – wykorzystanie języka obrazu w spotkaniu tutoringowym**. In: *Tutoring jako spotkanie. Historie indywidualnych przypadków* (Eng. *Tutoring as Encounter. Individual Case Studies*); Karpińska-Musiał, B. Panońko, M. (eds.) Warszawa: Wolters Kluwer, pp. 276-286.
- Karpińska-Musiał, B. (2016a) *Edukacja spersonalizowana w uniwersytecie. Ideologia – instytucja – dydaktyka – tutor*. Kraków: Wydawnictwo LIBRON. (Eng. *Personalized education at the University: Ideology – Institution – Didactics – Tutor*)
- Karpińska-Musiał, B. (2016b) (red.) *Studenckim piórem w tutorskim kałamarzu. Tutoring akademicki w Uniwersytecie Gdańskim* (Eng. *With a student's' pen in the tuto's inkwell. Academic Tutoring at the University of Gdańsk*) Kraków: Wydawnictwo LIBRON.
- Karpińska-Musiał, B. (2017) **The educational rhetoric of empowerment in academic tutoring: The teacher's and student's perspectives**. In: *Beyond Philology* No. 14/1, 2017 ISSN 1732-1220, eISSN 2451-1498, pp. 2015-224.
- Karpińska-Musiał, B. Panońko, M. (eds.) (2018) *Tutoring jako spotkanie. Historie indywidualnych przypadków* (Eng. *Tutoring as Encounter. Individual Case Studies*); Warszawa: Wolters Kluwer.
- Killen, R. (2003). *Effective teaching strategies: Lessons from research and practice*. Frenchs Forest, NSW: Social Science Press.
- Killen, R. (2005) *Programming and Assessment for Quality Teaching and Learning*. Thomson.
- Kowalczyk-Walędziak, M. (2015) **Badania tutoring w opinii nauczycieli akademickich – perła z lamusa czy perła do lamusa?** In: *Tutoring. Teoria, praktyka, studia przypadków*. (ed. P. Czekierda, B. Fingas i M. Szala). Warszawa: Wolters Kluwer, str. 140-158.
- Krashen, S. (1985) *The Input Hypothesis: Issues and Implications*. London: Longman
- Nowak, M. (2008) **Pedagogika personalistyczna**. In: *Pedagogika. Podręcznik akademicki*, t. 1. Kwieciński, Z. & Śliwerski, B. (eds.) Warszawa: PWN. Pp. 232-247.

Phillips, D. C. (2000) *Constructivism in education: Opinions and second opinions on controversial issues*. Chicago, IL: The National Society for the Study of Education.

Phillipson, Robert (1997) **Realities and myths of linguistic imperialism**. *Journal of Multilingual and Multicultural Development* 18/3, pp. 238-248. Also available at: <http://dx.doi.org/10.1080/01434639708666317>. Accessed 17.09.2016

Ramsey, G. (2000) *Quality matters revitalizing teaching: Critical times, critical choices, Report of the Review of Teacher Education*, NSW. Sydney: NSW Department of Education and Training, Sydney

Sarnat-Ciastko, A. (2015) *Tutoring w polskiej szkole*. Warszawa: Diffin S.A

Simnica, M. & A. Bandoi (2015) A Teaching Approach in the Need to Develop Transversal Skills in Finance Students. In: *Transversal Skills Development in Teaching Practice. A Good Practice Guide*. Monica Tilea, Oana-Adriana Duta, Jon Freyer Johansson, Patrick Murphy (es.). Bucharest: Pro Universitaria.

Steffen, W. J. Grinevald, P. Crutzen, J. McNeill, The Anthropocene: Conceptual and Historical Perspective, "Philosophical Transactions of the Royal Society" (2011) (nr 369), s. 842–867.

Stringer, E. T. (1996) *Action research*. Newbury Park, CA: Sage Publications.

Vinson, T. (2002) *Inquiry into the Provision of Public Education in NSW*. Sydney: NSW Teachers Federation and Federation of P& C Associations of NSW.

Wacquant, L. 2012. **Trzy kroki w stronę historycznej antropologii faktycznie istniejącego neoliberalizmu**. *Praktyka Teoretyczna nr 5*: 129-151.

Yeigh, T. (2008). **Quality Teaching & Professional Learning : Uncritical Reflections of a Critical Friend**. *Australian Journal of Teacher Education*, 33(2). <http://dx.doi.org/10.14221/ajte.2008v33n2.2>

Further readings about the topic / useful resources

Barnett, R. (1990). **The Idea of Higher Education**, Buckingham: Open University Press, quoted in: THE OXFORD TUTORIAL: 'Thanks, you taught me how to think', Palfreyman, D. (ed.), OxCHEPS.

Biggs, J. (2003) *Teaching for Quality Learning at University*. Second Edition. Open University Press.

Dziedziczak-Foltyn, A. & Karpińska-Musiał, B. (2014) **At students' service – tutoring and coaching as innovative methods of academic education in Poland**. EDULEARN 2014 conference proceedings;

Available at: <http://www.projektiq.ug.edu.pl/wp-content/uploads/2014/03/At-students-service-BKMusia%C5%82-ADFoltyn.pdf>

Hartley, D. (2009). **Personalisation: the nostalgic revival of child – centred education**. *Journal of Education Policy*, Vol 24: 4. [12] Law, H. (2013). *The Psychology of Coaching, Mentoring and Learning*, West Sussex: Wiley Blackwell

Henard, F. (2008-2009) **Learning our lesson: review of quality teaching in higher education**. OECD project: Institutional Management in Higher Education. Available at: <http://www.oecd.org/education/imhe/44058352.pdf>

O'Neill, G., McMahan, T. (2005). **Student-centered learning: What does it mean for students and lectures?**, in: O'Neill G., Moore, S., McMullin, B., (eds.), *Emerging Issues in the Practice of University Learning and Teaching*, Dublin: AISHE.

Ramsey, G. (2000). **Quality matters revitalizing teaching: Critical times, critical choices**. Report of the Review of Teacher Education, NSW. Sydney: NSW Department of Education and Training, Sydney.

Ryan, A. (2008). **A Liberal Education: and that includes the Sciences!** Quoted in: THE OXFORD TUTORIAL: 'Thanks, you taught me how to think' Edited by David Palfreyman, OxCHEPS

Senge, P., et al, (2000). *Schools that learn*. London: Nicholas Brearley Publishing.

Yeigh, T. (2008). **Quality Teaching & Professional Learning : Uncritical Reflections of a Critical Friend**. *Australian Journal of Teacher Education*, 33(2). Available at: <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1450&context=ajte>

УДК 378.147

АКІНІНА Н. Л.,

кандидат педагогічних наук, доцент,
Національний педагогічний університет імені М.П. Драгоманова,
м. Київ, Україна

ТЮТОРСТВО: ЗАРУБІЖНИЙ ДОСВІД

Постановка проблеми, її актуальність. Актуальність системи тьюторства на даний час обумовлена тим, що, по-перше, тьюторська технологія спрямована на максимальне задоволення освітніх потреб кожної особистості, а також країни і суспільства в цілому, їх гармонізації; вона, по-друге, наочно демонструє певну залежність розвитку визначеної країни від безпосередніх результатів освіти її окремих індивідів та спрямована на їх підвищення; по-третє, дана технологія визначається нагальною потребою особистісно орієнтованої викладацької взаємодії; по-четверте, вона визначається персоніфікацією педагогічної освіти, тобто побудовою власної освітньої програми, що здійснюється за визначеними заздалегідь індивідуальними можливостями; по-п'яте, тьюторська технологія обґрунтовується потребою формування суб'єктних відносин всіх учасників педагогічного процесу, які супроводжують власне особистісно-професійний розвиток наших майбутніх педагогів.

Аналіз досліджень та публікацій. Проблемам професійної освіти, впровадження компетентнісного підходу, аналізу тьюторської діяльності, формуванню професійних якостей майбутніх фахівців присвячено праці як вітчизняних (В.П. Андрущенко, А.М. Бойко, Н.М. Дем'яненко, Н.Г. Ничкало, О.Е. Коваленко, О.Г. Романовський, С.О. Сисоева, М.Ф. Степко, В.О. Кудін, О.С. Пономарьов, О.В. Овчарук, Л.Б. Щербатюк, О.А. Ігнатюк, Л.Г. Карпова) так і зарубіжних учених (Е.Ф. Зеєр, А.К. Маркова, Н.В. Кузьміна, Е.А. Клімов, Е. Гордон, Р. Морган, Ч. О'Меллі, Д. Понтіселл, Ф. Манжено., В. Глікман. Ж.-Ж. Кентен, Ж. Безьят, К. Селік, Ж.-Ф. Бурде та ін.)

Виклад основного матеріалу. На сьогодні посада тьютора діє в провідних вищих освітніх школах світу: в Англії, в США, в Фінляндії, Японії та Франції, спираючись на ідею індивідуалізації як стрижневу, але при цьому вносячи своєрідність у діяльність залежно від національного контексту.

Тьюторами за кордоном використовується сукупність педагогічних технологій, характерних для моделі відкритої освіти. Провідну роль відіграють технології та методи активного навчання – діалог, аналіз конкретних ситуацій (кейс-метод), рольові ігри, тренінги [1]. Тьютор широко використовує інформаційні технології для організації взаємодії зі студентами на відстані. У британських, австралійських, новозеландських, італійських і деяких канадських університетах тьюторами стають найчастіше аспіранти або викладачі, призначені проводити семінарські заняття для бакалаврів (останні часто іменуються «тьюториали»). Еквівалентом цього роду