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Tutoring
for beginners

5 steps to implement individualised learning

A teacher is someone very special
who can use their ingenuity, kindness
and inquisitive mind to develop the
rare ability to encourage others
to think, dream, explore, try, act!

B. Conklin

Tutoring Manual

The John Paul II Catholic University of Lublin seeks constructive interaction between top-quality education, formative-educational activities and a mission to serve society. Bearing in mind that teaching staff development is an indispensable component of ensuring high quality education, our academic teachers take an active part in nationwide programmes designed to improve their competences in modern teaching methodologies. This publication marks a valuable outcome of the work of our experts in the field of tutoring and is dedicated to the theoretical and practical aspects of the method. Our guide to tutoring is to support teachers interested in implementing the method in their classrooms. I cherish much hope that the publication is helpful in understanding the benefits of tutoring and delivers practical tools for its implementation. I also hope that the publication contributes to the teachers' growing interest in implementing tutoring for the benefit of our academic community.

Prof. Ewa Trzaskowska
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Contents

Introduction. Why tutoring at universities in Poland?

The evolution of educational systems puts increasing demands on higher education, which position tutoring to be a key element of contemporary university pedagogies. It is not a novel methodological solution, but its relevance and impact have grown significantly in recent years, especially in the context of educational projects undertaken in Polish higher education[1]. Dynamic changes in the academic environment, increasing globalisation, the evolution of teaching methods, as well as the ever-changing expectations of female and male students, impose on university teachers a need to rethink and remodel their teaching methods. This guidebook marks a response to these challenges and attempts to explore key aspects of tutoring, its theoretical underpinnings and the opportunities for its practical application in university classes.

A growing interest in tutoring, borne out by the implementation of its various models at Polish universities, has been fostered in recent years by initiatives and projects undertaken by the Ministry of Education and Science, such as *Masters of Didactics* (MoD) and then *Didactic Excellence of Universities* (DDU).

Undoubtedly, the greatest interest in tutoring emerged in connection with the Ministry's launch in 2017 of the Masters of Didactics project – an initiative co-financed by the Operational Programme Knowledge Education Development (POWER). The aim of the project was to support innovation and enhancement of the teaching process, inspire new pedagogical skills, better recognition and promotion of student tutoring among university teachers in Poland. The project's foreign

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[1] This state of affairs is also caused by the rapid development of tutoring in Polish schools – for more details, see: http://www.tutoringszkolny.pl/tutoring/o-tutoringu . This issue and the training of teachers-tutors (first and second level courses, as well as other developmental training) is dealt with by the Institute of School Tutoring (https://instytuttutoringuszkolnego.pl/).

partners were five universities from among the global top 100 universities (according to the Academic Ranking of World Universities):

1. Aarhus University (AU)
2. Ghent University (GU)
3. University College London (UCL)
4. University of Groningen (UG)
5. University of Oslo (UO)

The project involved designing a concept for implementing tutoring at Polish universities, based on the experience of foreign partners, training a group of Polish academic teachers and the implementation of new solutions in the field of university pedagogy, aimed at supporting both exceptionally talented and struggling students.

The project consisted of three parts: Testing, Implementation and Advanced Programme. During the first part, academic teachers from different Polish universities, selected in the recruitment process, took part in study visits and training sessions at foreign partners' institutions. Inspired by the solutions they observed there, they started implementing tutoring methods at their universities and created support networks with other academic staff in the field of teaching and tutoring support. Part two of the project continued with the implementation of the methods learned during one-to-one meetings with tutors. Part three, the advanced programme, designed for participants in the previous parts of the project, was prepared by experts from the University of Groningen and enabled the participants to specialise in key areas related to teaching in higher education by focusing on the implementation of specific projects at their university. Within the programme, participants chose one of the following training tracks:

→ **Train the Trainers**: this track was to train trainers-to-be and university lecturers to design, implement and evaluate

professional development programmes for university teachers at their home universities;

→ **Advanced Teaching and Tutoring Qualification**: enabled participants to create an innovative project for their teaching/tutoring situations, focusing on the latest methods, trends and directions in teaching;

→ **Educational Leadership**: this track was aimed at experienced university staff who have a leadership role in one or more educational programmes. The path focused on developing a vision and a strategy for student-centred teaching.

Each of the above tracks was complemented by short joint modules focusing on various state-of-the-art teaching solutions.

The *Masters of Didactics* (MoD) resulted in developing a *Model for the implementation of tutoring at Polish universities*[2]. During the MoD, three versions of the model were developed and made available on the website of the Ministry of Education and Science. The final implementation model was published in 2022 and presented during online conferences organised on 26 April and 22 June 2023[3]. The MoD project inspired a significant interest in modern teaching methods at Polish universities, including tutoring.

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[2] The official project documentation can be found on the website of Poland's Ministry of Education and Science: https://www.gov.pl/web/edukacja-i-nauka/informacje-o-programie-mistrzowie-dydaktyki, accessed 5.09.2023

[3] Project: Masters of Didactics. *A Masters of Didactics Model for University Teaching and Tutoring. Definitive version*, edited by J. Brdulak, K. Glińska-Lewczuk, A. Janus-Sitarz, J. Uriasz, 2022. Online: https://www.gov.pl/web/edukacja-i-nauka/ostateczny-model-stosowania-tutoringu, accessed 5.09.2023 This model will be the starting point for the solutions proposed in this guidebook.

The present volume, ***Tutoring for Beginners. 5 steps to implement individualised teaching*** marks the culmination of activities undertaken since 2017 to familiarise university teachers with state-of-the-art teaching methods, including tutoring. The authors thus hope that this volume becomes helpful in understanding the importance and benefits of tutoring for the sake of the quality of education (teaching) and the autonomy of students' work (learning).

Tutoring for Beginners consists of three chapters. Chapter I focuses on the theoretical aspects of tutoring. It presents a variety of definitions of the notion of *tutoring*, outlines its evolution and nuances of meaning in different academic contexts. In addition, it examines models of tutoring that laid grounds for many academic educational practices around the world. The chapters that follow (II and III) discuss practical aspects of tutoring. Chapter II discusses topics and possible modes of work with students on an individual basis (1:1), in small groups as well as in the context of more numerous (so-called large) student groups. The chapter also highlights challenges, opportunities and strategies for the effective application of tutoring methods in different teaching contexts (e.g. teaching levels, student profiles and learning needs). Chapter III draws a trajectory for tutor development, based on best practices in the field. It guides the reader step by step through the stages of learning and enhancing one's tutor experience, offering specific tools, methods and resources.

The authors of this guidebook cherish much hope that it becomes a comprehensive source of knowledge for academic teachers and all those interested in the effective implementation and practice of tutoring in the Polish educational environment.

We wish you fruitful reading!

Before you move on to Chapter 1, please consider the following:

1. *Have you encountered the term tutoring before?*

2. *If so, how do you understand it?*

3. *Or maybe you have already had an opportunity to work with the tutoring method? Have you been a tutee or a tutor?*

4. *What is your impression and experiences of the method?*

1.

What are we talking about? Definitions and models of tutoring

What is tutoring? Who is a tutor?

Tutoring is a concept that has many definitions. Some, starting from the Latin etymology of the word "tūtǒr"[4] , refer to the modern dictionary explanation of "tutor" as "an employee of a university or other school overseeing on an individual basis the course of study of those studying"[5]. Under this definition, tutoring would then be tantamount to individualised learning. Others wonder whether tutoring can classify as a teaching method. The debate on this matter is on-going, with many scholars opposing the view. For example, Jendza (2016, 42) argues that "one cannot define it as a method." Others refer to tutoring as a teaching method, including Czekierda (2015, 20), who states that "tutoring is a method of individual care for a tutee, based on the master-student relationship, which, thanks to an integral view of human development, strives for the full growth of a tutee's potential." There are also researchers exercising – as it seems – due caution in this regard. Karpińska-Musiał (2016, 80) observes that "tutoring should not (and probably cannot) be finally encapsulated in the conceptual framework recognised in the existing conceptual fields, or defined linguistically in terms of semantic frames." This issue is additionally complicated by the fact that tutoring is often discussed in the literature in the context of personalised education and defined in relation to concepts such as mentoring or coaching (Sarnat-Ciastko 2015; Czekierda et al. 2015; Dziedziczak-Foltyn, Karpińska-Musiał, Sarnat-Ciastko 2020, Domagała-Zyśk 2021a).

Therefore, in order to clarify the concept of tutoring, it is necessary to look at it more holistically, and define it as a *personalised educational approach that focuses on the development of a person in their fullness, taking into account their different needs and abilities, as well as aiming at enhancing the quality of education.* This view entails a possibility to implement various methods of individualising educational work in most diverse forms and applying different educational models. The most important thing, however, is that the types, forms and models of tutoring work are adapted to the needs of the tutees, the possibilities that a university has in this area, and to the beliefs and attitudes of the tutors.

Thus, while no universal definition of tutoring is available, what it means in practice can be well illustrated by listing its possible variants and forms of implementation developed at leading European universities: Aarhus University (AH), Ghent University (GU), University College London (UCL), University of Groningen (UG), University of Oslo (UO), Oxford University; and on American ones: Stanford University and University of California, Berkeley.

[4] Means "protector/guardian", https://www.online-latin-dictionary.com/latin-english-dictionary.php?lemma=TUTOR300
[5] PWN Dictionary 2019, https://sjp.pwn.pl/slowniki/tutor.html

Aarhus University (Center for Educational Development: https://ced.au.dk/)	
Definition/ understanding of tutoring	Tutoring as comprehensive academic counselling on academic and personal issues. There are two definitions of tutoring at the university: 1) Tutoring as comprehensive academic counselling on academic and personal matters, including learning processes, procedures and expectations, feedback, academic development and personal support. 2) Tutoring is a master-student relationship aimed at developing the academic, social and personal competences of a student or group of students. In addition, tuition provided as an extra-curricular activity or tuition integrated into the curriculum also counts as tutoring at Aarhus University. → can refer to institutional care, one-to-one tutoring, tuition, group tutoring, e-tutoring and academic tutoring. → regularly treated as supervision, but not always.
Implementing tutoring	→ academic and personal support, including on teaching processes, procedures, academic development and personal support. → two tutoring models: additional (extra-curricular; implemented as additional meeting hours) and integrated into the curriculum.
Support offered to tutors	Supports the professional development of tutors through reflective practice, taking into account tutors' perspectives, students' needs, co-tutors' views and theoretical developments in the field

| Ghent University |
| (Department of Educational Policy: https://www.ugent.be/en/ghentuniv/management-administration/dowa) |

Definition/ understanding of tutoring	Adopts a broader definition of tutoring;
	The first model is based on research by Tigelaar et al. (2004) and Gillis et al. (2008) research, which describes a number of roles of a contemporary university teacher. In addition to being a subject matter expert, the role of a university teacher is to facilitate the learning process, which means that they teachers are designers of the educational process, managers of group processes, evaluators, lifelong learners, educational technologists and guarantors of educational quality.
	The second model describes tutor competences. It distinguishes three main competence sets: meta-cognitive, social-communicative and organisational
	1. meta-cognitive competences: an academic teacher stimulates the development and understanding of knowledge in the group, asks adequate questions, offers help if necessary, gives feedback, uses reflection with students.
	2. communication competences: an academic teacher builds a safe and friendly learning environment. To do this, they need to be able to listen, communicate verbally and non-verbally etc.
	3. organisational competences: an academic teacher knows how to encourage student participation in the learning process, manages classroom interaction and students' collaboration, uses time management skills etc.
	Ghent University assumes that university teachers fulfil the roles described above and have the competences of a tutor both in 1:1 contexts, when working with a small student groups and when they are responsible for large student groups. The first context is consistent with Oxford University's interpretation of ‚personalised learning' as central to didactics. The learning process at the University of Oxford is based on conversations, usually between two or three students and their teacher, who is an expert in the field. These meetings are referred to as a ‚tutorial', and provide an opportunity to discuss a topic in detail and receive individual feedback. Tutorials are the essence of teaching at the University of Oxford. In addition, students attend seminars, lectures and laboratories depending on the specific subject. Therefore, Ghent University wants to inspire academics to think like tutors even when they are teaching to large groups.
Implementing tutoring	→ emphasis on the tutoring competences of university teachers.
	→ using 2 models to define competences: based on the roles of contemporary academics and the competences of a tutor.
	→ distinguishes (meta-)cognitive, socio-communicative and organisational competences as key competences.
	→ expects academics to apply these competences when working with different group sizes.
Support offered to tutors	→ great attention paid to the competencies of a contemporary university teacher

University College London (IOE, UCL's Faculty of Education and Society: https://www.ucl.ac.uk/ioe/)	
Definition/ understanding of tutoring	→ tutoring is any structured, individualised work with students (especially those who are outstanding or have learning difficulties), carried out regularly in a 1:1 model, in small groups or less frequently in a large group. → tutoring as one-to-one support covering all aspects of study, including counselling on personal, academic and professional issues to help students achieve their academic and personal or developmental goals.
Implementing tutoring	→ adapts the tutoring approach to reflect the specific requirements of students and disciplines. → focuses on supporting students' development, taking into account their individual needs, skills and interests.
Support offered to tutors	→ defined framework for teacher qualifications in the UK → Arena Centre – provides training for university teachers, including preparation for a teaching qualification
University of Groningen (Center for Learning and Teaching: https://www.rug.nl/staff/departments/20214)	
Definition/ understanding of tutoring	→ recognises tutoring as a separate concept, related to mentoring, coaching, counselling and teaching. → emphasising the importance of the tutor-tutee relationship and knowledge transfer. → the aim is to enable students to achieve their academic and career goals and to develop their interests
Implementing tutoring	→ tutoring as part of the study and teaching programme (integral part of university pedagogy) → adapting tutoring to the diverse needs of students, including discipline, competence, specialisation and interests. → primarily tutoring carried out through meetings in large or small groups, less frequently as an individualised form of support
Support offered to tutors	→ An important aspect is the professional development of academic teachers and training
University of Oslo (LINK – Center for Learning, Innovation and Academic Development: https://www.uio.no/link/english/)	
Definition/ understanding of tutoring	→ definition combining the strands recognised by all the above universities, especially Aarhus University and the University of Groningen.
Implementing tutoring	→ perceives tutoring as an integrated part of the curriculum. → the aim of tutoring is to embrace students' diversity to help them achieve their professional development goals.
Support offered to tutors	–

Stanford University (Center for Teaching and Learning: https://ctl.stanford.edu/)	
Definition/ understanding of tutoring	Focuses on *peer tutoring,* actively engaging students in a formalised and structured way
Implementing tutoring	→ dominance of one-to-one meetings → tutoring is implemented at levels that take into account the academic hierarchy (e.g. lecturers are tutors for PhD students and/or undergraduates, PhD students are tutors for PhD students and/or undergraduates, senior students are tutors for junior students) → tutor database available → the selection of partners in the tutoring process is individualised
Support offered to tutors	→ tutors and student-peer tutors receive the necessary training and remuneration for their tutoring work → courses for newly recruited academics to demonstrate the teaching process at Stanford in a practical way. → organisation of events promoting the idea of tutoring and – more broadly – good teaching practices, in particular student projects → a dedicated space creating a friendly environment for tutoring activities → conferences and programmes responding to the needs and problems of contemporary world (e.g. the role of artificial intelligence in teaching)
University of California, Berkeley (Center for Teaching and Learning: https://teaching.berkeley.edu/)	
Definition/ understanding of tutoring	Tutoring as support for students (peer tutoring) and staff
Implementing tutoring	→ a strong emphasis on developing research-based teaching and learning strategies (*evidence-based approach*) → identification of priorities, e.g. inclusiveness → working closely with departments and adapting to their needs → implemented by putting the student at the centre of the teaching, learning and evaluation process
Support offered to tutors	→ large number of conferences, teaching workshops → incentive awards, events to promote best teaching practices → your own space for tutoring activities

University of Oxford (Centre for Teaching and Learning: https://www.ctl.ox.ac.uk/)	
Definition/ understanding of tutoring	→ tutoring understood in a very traditional way: a 1:1 relationship (master – student) → tutoring is also a platform for improving the quality of education across the university
Implementing tutoring	→ creating long-term strategies by identifying specific areas where learning support is available. Currently these are: individualised assessment, inclusivity, academic skills → creating a holistic, integrated digital learning environment, not just a selection of random tools → close cooperation with other academic units such as the IT section
Support offered to tutors	→ creating a favourable teaching context in which students are supported by the lecturer → initiatives to minimise any inequalities in the academic context (as implied by the strategy)

Drawing upon global experiences and the extensive set of actions carried out in Poland within the framework of the *Masters of Didactics* project, in 2019 the Ministry of Education and Science proposed the following definition of tutoring for use in Poland's education system (including university education):

Tutoring is structured, individualised work, especially with outstanding and struggling students (1:1, in small groups, less often in large groups) within university (or online) programmes/classes, taking into account the diversity of students' experiences, disciplines, academic skills, specialisations, needs, expectations etc., and empowering students to achieve their academic and developmental goals (*Tutoring Model* 2019: 6).

It seems that this "native" definition allows for the implementation of various forms and types of tutoring adapted to the current structural and financial possibilities of Polish academic institutions, while at the same time, leaving academic tutors the due and characteristic freedom as for ways of work and tools depending on the needs of the students.

Before you move on to Chapter 2, please consider the following:

1. *Which tutoring model suits you best? Why?*

2. *What kind of tutor would you like to be?*

2.

Tutoring in academic practice. How to do it?

The definition of tutoring presented in the previous chapter takes into account its different types, depending on to the subject matter or objectives of the tutoring meetings and the form of work of a tutor with tutees (1:1 individual meetings, working with a small group, individualisation aspects when working with a large student group), which can be successfully implemented in face-to-face work as well as in online learning. This chapter describes in detail the possibilities that a university teacher-tutor can use during meetings with their tutees. The descriptions are also accompanied by practical recommendations and examples of tools that can be used as part of such work.

2.1.

Meeting topics

With regard to the subject matter of tutoring meetings or activities, tutoring can be divided into:

a) academic tutoring (here understood as "research tutoring"[6])

This type of academic tutoring, also known as research tutoring, is a form of support and collaboration with tutees in the field of academic and research work, which allows a tutor to accompany students in their development in the research field. It is thus a process[7], in which an experienced scientist-tutor provides support and guidance to students who are carrying out research projects, writing scientific articles, theses and dissertations, thus working to develop their research competences and the tools necessary for research.

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[6] In the literature of the subject academic tutoring is often understood as that which is implemented at a university, as opposed to school tutoring. In this volume, however, we assume that both forms of tutoring (academic, i.e. research tutoring, and developmental tutoring) can and even should, given students' needs (cf. Krakowiak et al. 2011, Domagała-Zyśk 2021b), be successfully applied at the university.

[7] The process nature of the tutor-tutee relationship distinguishes tutoring from academic consultations, which can be one-off or irregular. The tutoring process, on the other hand, consists in a tutor's accompaniment of a tutee in their development, which ultimately leads to the simultaneous growth of both stakeholders.

Listed below are some key features of academic tutoring:

1. **Research support:** a tutor assists students with research projects, offering expertise, guidance on research design, data analysis and interpretation of results.

2. **Research development:** research tutoring is not only about providing information, but also about overseeing a tutee's development as a researcher. A tutor's role is to empower research skills, critical thinking and problem-solving capabilities.

3. **Reaching beyond the curriculum content**: academic tutoring can also include assistance in successive acquisition of additional knowledge falling beyond what is covered in the curriculum as regards a particular academic subject, i.e. expanding the scope of content to cover e.g. additional research articles, analyses or practical tasks under a tutor's guidance.

4. **Dissertation and research support:** tutors can inspire tutees to undertake a variety of research work and assist them, for example, in writing research papers, dissertations, masters' theses and conducting other type of research, by providing guidance on structure, writing style, literature analysis etc.

5. **Developing research presentations:** the tutoring process may cover assistance in preparing scientific presentations, conference speeches or posters.

6. **Support in finding funding for research:** academic tutors can also help students find sources of funding for research projects and grants.

7. **Networking:** tutors often help build networks within the research community, which can be important for the future career of the student interested in professional research work.

The above features of academic tutoring do not, of course, exhaust all possibilities in the area. The topics in research tutoring depend on what support for research development tutees expect of tutors. Most often, academic tutoring is carried out in 1:1 meetings or in small groups. This allows tutors to focus on students' overall research skills development. However, it is not out of the question to include practical tasks and project work to develop research competences when working with a larger student group. It is also plausible to try to individualise such tasks even in a large-group context by giving students a choice of what skills and competences they would like to develop at a given time. However, individual or small group work need to be seen as paramount for tutoring – in the full sense of the word and leading to maximum process outcomes.

Tutors can use different tools and methods when working with tutees. The choice depends on the nature of the project, the needs of a tutee and the objectives of the tutoring meetings.

Listed below are some such tools and working methods:

→ **Discussions and interactive sessions:** tutors and tutees can hold regular discussion sessions to discuss research progress, share ideas and solve research problems.

→ **Literature analysis:** tutors can assist tutees in identifying and analysing research literature related to their research project. Collaborative analysis of scientific publications can help comprehend the research context.

2.

Tutoring in academic practice. How to do it?

→ **Data analysis:** If a research project requires data collection and analysis, tutors can assist with survey planning, questionnaire design, statistical analysis and result interpretation.

→ **Critical evaluation of a research project:** tutors can assist in evaluating a research project by pointing out potential weaknesses and giving suggestions for necessary improvements.

→ **Research tool training:** if the project requires relies on specific research tools, tutors can train tutees in their use.

→ **Information technology:** digital tools such as online collaboration platforms, instant messaging systems, specialised databases as well as data analysis software can be used to pursue a research project and allow the stakeholders to communicate in the process.

→ **Examples and case *studies*:** tutors and tutees can present and analyse case studies related to the research area, which can help tutees decide which approach is effective in which context.

→ **Presentation sessions:** in preparation for academic presentations or articles, tutors can organise presentation sessions where tutees can practise explaining their research to an audience or in peer tutoring context, while remaining under tutor supervision.

→ **Tutor essays:** are a type of written assignments that a tutee writes under the guidance or support of a tutor. It is a condensed text in which tutees can explore a specific research topic, express their views, analyse sources, formulate theses and argue their position.

→ **Objectives and planning:** tutors help tutees set research objectives and plan activities. Evaluation may cover performance and planning skills.

→ **Monitoring progress:** regularly tracking the progress of a research project, setting targets and deadlines helps maintain motivation and direct tutees' work.

→ **Self-reflection:** reflection is an essential tool in the tutoring process in both academic and developmental contexts. It is a process that enables tutees' autonomy in thinking, acting and evaluating progress, revising goals and assessing achievements. In research tutoring, self-reflection can be used to monitor academic progress, analyse the effectiveness of different research strategies and identify which academic skills need enhancement. Examples of self-reflection task can be essays, statements or diaries.

→ **Motivation and engagement:** tutoring also involves motivating students and enhancing their engagement. Evaluation of tutees' work may include assessment of tutees' engagement in the research project and identification of factors that affect motivation.

The choice of tools depends on the specific learning context and tutees' needs. Research tutors try to tailor their approach to the individual requirements and goals of their tutees in order to help them achieve academic success.

Research tutoring seems to be particularly relevant in the academic field, especially for master's and doctoral students, who are just starting their research careers. It helps tutees develop as researchers, improve their research skills and achieve success in scientific projects. For student-tutees, this form of tutoring is a valuable learning support resource, enabling them to receive individual help to understand difficult concepts, clarify questions and problems and improve their research skills. Tailoring the tools to the individual needs and level of each student translates into more effective learning and increased tutee self-confidence in setting and pursuing research goals. Research tutoring empowers skills such as source analysis, hypothesis generation, data collection and argument formulation.

For academics, there are also many benefits to functioning as an academic tutor. These include, among others, a higher level of teaching satisfaction and the satisfaction of helping students achieve academic success and development. Academic tutoring also provides an opportunity to engage with talented students who show a passion for researching specific knowledge areas. It is an excellent opportunity to develop pedagogical skills and abilities to elaborate on complex research concepts, which benefits the professional development of academic tutors.

Academic tutoring also brings many positive outcomes to universities. It contributes to improving students' academic performance, which can influence university's image and increase the number of university enrolments. In addition, it promotes a research culture, encouraging students to authentically engage in research activities. Implementing research tutoring also allows universities to identify talented students and support their development as future researchers, which contributes to the long-term development of research staff. In this way, research tutoring becomes a key element in promoting academic and research excellence at universities. Research tutoring is often carried out at universities by thesis supervisors, especially for master's and doctoral theses.

Observing problems faced by present-day university students, it is clear that this form of tutoring is not sufficient. It is also necessary to enable students to take advantage of the developmental support.

b) developmental tutoring

Developmental tutoring is a form of tutor support that focuses on developing individual potential in various aspects of life, including personal and professional. There are similarities between academic tutoring and developmental tutoring, but the key difference is the range of topics and goals they focus on.

Listed below are some key features of developmental tutoring:

1. **Personal development:** developmental tutoring focuses on developing tutees' personal skills and competences, including self-awareness, interpersonal skills, stress management, time management and other dimensions of students' personal growth.

2.

Tutoring in academic practice. How to do it?

2. **Professional development:** in the case of career planning, developmental tutoring helps work out tutees' career goals, enhance professional skills, carry out career planning activities, teaches to cope with the challenges of future jobs and develop competences necessary for successful workplace functioning.

3. **Process personalisation:** developmental tutoring is highly personalised and tailored to individual needs and goals. Tutors and tutees cooperate on a development plan that addresses specific goals and areas of planned change.

4. **Support:** tutors help tutees comprehend their goals, identify areas for further work, develop strategies for development and track progress. Tutors are available to provide support and motivation.

5. **Self-actualisation:** the aim of development tutoring is also to help tutees achieve full self-actualisation by developing talents, potential and skills.

6. **Area diversity:** developmental tutoring can address many areas such as personal development, career planning, education trajectories, mental and physical health, interpersonal relationships and others.

7. **Long-term process:** developmental tutoring is usually a long-term process that can last for months, depending on tutees' goals and needs.

Owing to its personal nature, developmental tutoring is most often done in 1:1 meetings. This allows a tutor to focus on the overall development of tutee's competences, in recognition of their needs. However, it is not out of the question to include some practical tasks or to use tools that would enable the development of soft competences in students when working with small or large tutee groups. Students usually value such didactic initiatives knowing that these competences will be useful on the labour market. However, due to the sensitivity of the issues touched upon, tutors should first of all get to know the group they are working with, prepare them for tasks of this kind and always remain open and ready to possibly change the task if the students refuse to engage in the presence of others.

Developmental tutoring processes can use different tools and methods. The choice depends on tutees' needs and the objectives of the tutoring process.

Listed below are examples of tools and methods to pick by a tutor at development meetings:

1. **Diagnostic interviews and conversations:** a tutor conducts interviews and conversations with a tutee to better understand their goals, needs, strengths and areas for improvement. This allows for the personalisation of the development process.

2. **Development planning:** a tutor and a tutee draw up a development plan that includes specific goals, activities and deadlines for achieving these goals. This action plan is used to monitor progress. A goal grid or GROW model can be helpful as they are used to identify goals, assess the current reality in terms of goal performance, the feasibility of goals and the level of commitment to the goals (*Goal. Reality. Options. Will/Way Forward*). They also allow setting the process milestones.

3. **SWOT analysis:** a tutee may be asked to carry out a SWOT analysis – an assessment of strengths, weaknesses, opportunities and threats behind a plan for achieving objectives to better understand the strong and weak points in their plan.

4. **Practical tasks:** a tutor can assign tasks that help a tutee improve their skills and develop soft skills, e.g. time management, improving public speaking etc.

5. **Self-reflection and personal diary:** many tutors encourage their tutees to keep a personal diary to record their reflections, progress and conclusions related to the tutoring process. In developmental tutoring, this can help students better understand their personal developmental trajectory, manage stress, build interpersonal skills and build more successful relationships.

6. **Assessing progress:** a tutor can use various assessment tools such as self-assessment (self-reflection) questionnaires to help a tutee track their progress and identify areas for enhancement.

7. **Inspiration**: a tutor often acts as a guide who accompanies a tutee in the development process, providing guidance and inspiration.

8. **Developing interpersonal skills:** a tutor can help a tutee develop communication skills, seek strengths, learn to manage conflicts, build relationships and deal with problematic situations. To do this, tutors use tools such as the SIGN Method, the Free Questionnaire, working on strong tasks and strong questions or the Development Wheel.

9. **Progress monitoring:** a tutor regularly assesses a tutee's progress towards the development goals, altering the plans if necessary. He or she also gives feedback after each meeting.

10. **Support networks:** a tutor can encourage a tutee to make use of available support networks, such as support groups or professional development programmes. If meetings reveal reasons for concern, a tutor should report them immediately to their supervisors and refer a tutee to a place where they will receive help.

These tools and methods allow tutors to tailor the development process to the individual needs and goals of tutees, which is fundamental to developmental tutoring.

It should also be pointed out that within developmental tutoring, one can speak of so-called *pastoral tutoring*, which is a type of support that aims to provide students with assistance in dealing with various life and emotional challenges, regardless of their academic goals. It is a form of support that focuses on overall well-being and personal development, not merely on academic or professional aspects.

Listed below are the main features of pastoral tutoring:

1. **Emotional support:** pastoral tutoring aims to give a tutee a space to express their feelings, concerns and problems.

2. **Solving life problems:** tutors can help tutees cope with life problems such as stress, family issues, mental well-being or complicated relationships. If tutees' problems are of a more

complex nature, a tutor's task is to identify a specialist who can help solve them (e.g. a doctor or a therapist)

3. **Personal development:** pastoral tutoring can help tutees develop interpersonal skills, self-control, stress management and encourage positive life attitudes.

4. **Adjusting to change:** tutors can help tutees cope with life changes, such as going through difficult periods or loss of loved ones.

5. **Referral to specialists:** tutors should help tutees find appropriate support resources such as counselling services, support groups or other forms of help.

Pastoral tutoring involves one-to-one meetings and is often available at schools, universities, youth organisations and other institutions where there is a need to provide support in non-academic issues. Pastoral tutoring helps tutees cope with life challenges that can affect their overall well-being and their ability to succeed in learning and life. UCL, for example, covers all of its students with a pastoral tutoring service. They enjoy an opportunity of three meetings per year with an assigned tutor[8].

To sum up, it can be said that developmental tutoring focuses primarily on supporting tutees in their overall personal and professional development, whereas academic tutoring focuses more on support in study and research. Both types of tutoring aim to help students succeed, but differ in their scope and key objectives. At the same time, it is often the case that both developmental and academic tutoring is carried out as part of the same tutoring process, held with the same tutor. This is a case of mixed tutoring, adapted to the relevant needs of a tutee. Despite different aims and focus on different aspects of support, both types of tutoring can be carried out in parallel, constituting parts of the same process, which is a particularly advantageous option in the higher education environment. In many cases, academic tutors offer both types of tutoring, adapting them to the individual needs of a student. For example, a student may take part in academic tutoring in a specific subject or field of study, while – at the same time – benefitting from support in the development of personal and professional skills. This mixed approach can help students reach for academic and personal success. It is a holistic approach, which is very important and desired in higher education. It is worth mentioning as well that the mixed tutoring approach can be successful as long as tutees' needs are effectively embraced by a tutor.

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[8] For more on the types of tutoring at UCL, see https://www.ucl.ac.uk/students/academic-support/personal-tutors/personal-tutoring

2.2.
Meeting formats

The 'native' definition of tutoring referred to above contains information about different possible meeting formats, where various types of individualised learning can be implemented. These include the 1:1 meeting format, small group work, and tutoring elements possible to implement in a large tutee group. It seem reasonable to claim that all of the above tutoring formats can be successfully implemented both onsite and online.

2.

Tutoring in academic practice. How to do it?

2.2.1. Meeting 1:1. The tutoring process from planning to implementation

Individual 1:1 tutoring meetings are an important part of educational support at many universities and educational institutions. They are seen as the 'genuine' and 'original' form of tutoring at many universities, and they originate from Oxford University and Cambridge University.

Individual meetings are those where a tutor works directly with one tutee, tailoring their activities to the specific needs and goals of the tutee. These meetings are designed to provide learning support, address learning difficulties and help develop academic or personal

skills. 1:1 tutoring meetings are an effective tool for supporting tutees in achieving academic success, competence growth and pursuit of life goals. It is a personalised form of 'guidance' that takes into account the diverse needs and abilities of each student. 1:1 tutoring meetings benefit both the students who receive support, and the tutors who help others succeed. However, they can involve some potential risks for both stakeholders.

Listed below are some of such potential risks:

a) Threats to tutees

1. **Lack of trust in a tutor:** if a student finds it problematic to trust their tutor or does not feel comfortable at meetings, the effectiveness of the tutoring process can be seriously thwarted. In such cases, there is a risk that a student will not open enough to accept help and support.

2. **Excessive stress:** some students may experience excessive stress or pressure during tutoring meetings, especially if

   they have excessive expectations of themselves or their performance. This can lead to additional stress and frustration.

3. **Lack of motivation:** if a student fails to adequately engage in the tutoring process or does not see the benefits of engagement, they may lose motivation for regular meetings and self-development efforts.

b) Threats to tutors (academic staff providing support)

1. **Duty overload:** tutors can be prone to duty overload, especially if they work with many tutees at the same time. This can lead to professional burnout and reduced work quality.

2. **Lack of required competences:** not all tutors have the necessary competences and skills to provide support effectively. This can affect the quality of the tutoring process and student performance. This is why continuous professional enhancement and tutor training is paramount.

3. **Interpersonal conflicts:** in some cases, interpersonal conflicts between tutors and students may occur. These conflicts can affect the effectiveness of the work and the quality of support.

4. **Over-responsibility:** tutors can sometimes feel over-responsible for the success or failure of their students. This can lead to stress and pressure.

These are just examples of risks or disruptions to the tutoring process that can arise during one-to-one meetings. It is important that both tutors and tutees have realistic expectations of the meetings, display openness to communication and that they build positive relationships based on trust and respect. Securing adequate psychological support and professional development options to tutors provides them with the sense of self-confidence and professional safety, which can prevent a negative impact of possible threats. Reducing the possibility of such disruptions can also be achieved by tutors' careful preparation before the tutoring meetings and by detailed process planning.

What is the tutoring process?

It is a structured and purpose-driven process that involves up to several 1:1 meetings (depending on a tutee's needs) and is designed to provide support, assistance and guidance to students in their academic, personal and professional development (depending on the meeting topic covered). This process is designed to support tutees in achieving their educational and developmental goals, and is adaptable to their individual needs and life situations.

Listed below are some recommendations for university tutors planning to engage in a tutoring process:

Preparation stage:

→ **Know your role:** your role as a tutor is to support students in their academic and personal development. A tutor is a 'mentor/guide' – be ready to listen and provide support.

→ **Prepare to be a subject-matter expert:** master the materials related to the subject or field of study, as well as with tutor tools to help develop tutees' competences. This will help you act adequately to the emerging needs – sometimes unexpected but swift responses are needed in the process.

→ **Think about activity areas:** as a tutor you do not need to know everything! If you choose to focus on academic tutoring, you do not need to engage in personal development tutoring.

→ **Let others know about yourself:** it is important to make yourself known as a tutor. Let your students know about your tutoring practice. Alternatively, prepare your tutor business card. If you need help, contact experts at your university; they will be happy to help you create a description of your tutoring competences.

→ **Identify goals:** together with the student, commence the process with setting the goals and expectations for the meetings. This will help determine what you both want to focus on and what progress you want to make.

The first meeting:

→ **Start with a contract:** these are the rules that govern the tutoring process. The contract can be a formal statement or a declaration that sets out the obligations and expectations of both stakeholders in the tutoring process. This contract can take different forms, but it is a very important part of the process. You will be able to refer to this contract in the event of any disruptions to the process.

→ **Set a time grid:** at the first meeting, discuss the grid and the frequency of meetings. Make sure you are in agreement on the dates and duration of each meeting.

→ **Build the relationship:** focus on building trust and a positive relationship with a tutee. Help them feel comfortable at the meetings.

→ **Set expectations:** get to know tutees' expectations of the tutoring process and clarify your expectations as regards tutees'

involvement in the process. Make it a clear statement that achieving goals depends on both stakeholders' will to collaborate.

→ **Development plan:** together with the student, create a development plan including goals and concrete specific activities that will lead to goal achievement, as well as the specific results a tutee is expected to achieve in a given time-span – this is a strong motivating factor for both a tutor and a tutee.

In the process:

→ **Listen attentively:** be an attentive listener and ask questions to help you both understand tutee's needs and limitations.

→ **Be flexible:** remember that every tutee is unique; hence, be ready to adapt your approach to suit individual needs and learning styles. If you feel some aspect of the process needs modification, suggest it to the tutee, and then decide together on the alteration to the original development plan.

→ **Motivate:** encourage and motivate a tutee to be an achiever. Highlight their successes and progress.

→ **Provide constructive feedback:** give guidance to help a tutee grow. However, do this in an empathetic and supportive way.

→ **Stay in control:** refer regularly to the contract and to the development map designed at the first meeting. Have a shared insight with your tutee into their progress.

→ **Keep in memory:** keep detailed records of the tutoring process, e.g. as individual meeting cards. A tutee needs to know

that they are being treated on an individual basis, so it cannot happen that a tutor fails to recall what has already been achieved. Doing so would be detrimental to trust and respect.

→ **Seek advice and consultation:** network with other tutors at the university. Seek support and share experiences – this will inspire your development, but will also indirectly benefit your tutees.

Evaluation and development:

→ **Evaluate progress:** regularly assess tutees' progress and review the tutoring process as a whole. Are you achieving the goals set? What can be improved?

→ **Strive towards development:** try to continuously develop your tutoring skills. Take part in training courses and tutoring workshops including those held by experts at your university.

→ **Plan the next steps:** Together with your tutee, analyse the tutoring process and consider your future plans.

Remember that the tutoring process is a dynamic and flexible form of support that is designed to respond to tutees' needs, but has to be compatible with a tutor's competence profile. Commitment, empathy and transparent communication between a tutor and a tutee are key to success.

2.2.2. Small group convenience – possible solutions

One-to-one meetings and tutoring processes are the 'genuine' kind of tutoring, but many organisational contexts can render this mode of work untenable. Irrespective of such limitations, it may sometimes be possible to introduce elements of tutoring when working in small groups, e.g. as part of student projects or in classes which happen to have a smaller number of participants. It is worth mentioning that many universities, e.g. the University of Groningen, implement this latter pathway and with very good results. Many years of successful tutoring practice at this university can be a recommendation for embarking on tutoring practices not only in its classical form of individual work (tutor-tutee), but also as a pedagogical tool for group work (with a small group of up to 20 people as particularly suited for this format).

Small-group tutoring is a form of educational support in which an academic teacher (tutor) works with a small number of students at a time, usually in a group of below ten members. This format aims to provide a more individualised and engaged approach to learning, to enable students to actively participate and individuals to achieve specific goals. Small-group tutoring can also be carried out as part of student or staff research projects (e.g. writing articles, preparing speeches, conducting data analysis) or the preparation of diploma dissertations.

Listed below are some key aspects of tutoring in small groups:

1. **Setting the objectives:** a tutor and the students should collaboratively work out the objectives of a class and the expected outcomes.

2. **Interaction and dialogue:** small group tutoring is based on an active interaction and dialogue between a tutor and the students and between the students themselves. Questions, discussion, collaboration and exchange of ideas are encouraged.

3. **Adjustment of teaching content:** tutors should adapt the teaching materials to the needs and level of the group. This may mean preparing additional tasks, presentations or assignments.

4. **Individualisation:** although this kind of tutoring takes place in a group, tutors should try to individualise the approach to each student, taking into account their specific needs and level of advancement.

5. **Evaluation and assessment:** small group tutoring should – like in the case of 1:1 tutoring process – cover assessment of student progress. Tutors can carry out this evaluation in different ways: individually or in group meetings.

6. **Regularity:** it is important that meetings are scheduled and regular. Tutees should know when and where meetings are taking place and what to expect.

7. **Emotional support and motivation:** tutoring in small groups should also ensure that emotional support is granted to students and that they are motivated to act. Tutors should

create an atmosphere of trust and understanding to make students feel free to express their concerns and needs.

8. **Diversified teaching methods:** tutors should rely on a variety of teaching methods and tools in order to adapt to the different learning styles of the students, keep them engaged, develop their knowledge and competences and, at the same time, meet the objectives of the meetings.

9. **Discretion:** although the work takes place in a small group, it is useful to be sure that all students feel comfortable. This is particularly important when addressing topics or using tools to develop personal competences.

10. **Process evaluation:** during and after the meetings, documentation should be created to evaluate the process. In this way, it is possible to find out what worked well, what can be improved and how to adapt planned activities to the needs of the group.

Small-group tutoring can effectively support learning, especially in students who need individual attention and assistance. Group collaboration and interaction can also contribute to enhanced learning effectiveness through shared experiences and perspectives. Small-group tutoring can provide an ideal environment for questions, concerns and active participation in discussions. Many students find this educational approach much more engaging than regular classes taught to larger groups. Through group work, students can also develop interpersonal skills, such as the ability to collaborate and communicate, which is an excellent preparation for future careers. In addition, the group can offer a space of emotional support, where students share their experiences and concerns.

From a tutor's perspective, conducting small-group tutoring is an opportunity to develop teaching competences. Tutors need to adapt their approach to different learning styles and needs of the students in a group and learn to transfer knowledge effectively. Working with small groups allows for a better understanding of students' individual needs and challenges. In addition, tutors can experiment with different tools and methods, which can make classes more engaging. Small-group tutoring can also help develop interpersonal skills, such as listening and effective communication.

The benefits associated with small-group tutoring are particularly significant for higher education institutions. Improving teaching quality can enhance university's reputation and public image. Personalised support can also lead to increased enrolments, as prospective students are likely to feel encouraged by this mode of academic work, under which their learning efforts are valued more and get a stronger, concrete support than in curricular educational formats. Satisfied students can help improve the public image of a university. At the same time, conducting group work can reduce the costs of the tutoring process, which can make it easier to introduce the method into academic programmes.

Summing up, small-group tutoring is an approach that offers numerous benefits for all the stakeholders. For students-tutees, it means a better understanding of the learning content, the development of interpersonal skills and emotional support. For tutors, it represents an opportunity to develop teaching and interpersonal skills. For the university, it can mean an improvement in the quality of teaching, an increase in the number of applicants and an increase in public recognition and prestige.

Still, for many academics, an opportunity to work in small groups is just a luxury they don't have… What to do then?

2.2.3. And if convenience is out of stock... Tutoring elements when working with large student groups

It is not always possible for academic teachers to conduct individual tutoring processes or meetings/classes in small groups. However, it is possible to introduce some tutoring elements in the form of individualised learning even in larger student groups.

Listed below are some aspects of tutoring that can be used with large group classes both onsite and online.

→ **Diversified content and assignments**: students can be given a choice when provided with a variety of teaching materials or assignments of varying difficulty, the completion of which contributes to their achievement of the subject outcomes. Students can choose those that best suit their level of proficiency, obviously within the scale to achieve the learning outcomes, or their interests. This allows some flexibility in the learning process.

→ **Group and teamwork**: for larger groups, students can be divided into subgroups or teams. Each group can work on a task tailored to their interests or competences. This provides a more appropriate challenge for each student, while also helping them use their potential.

→ **Additional support**: it is useful to provide materials or resources that allow students to expand their knowledge and skills on their own. Such resources could include additional reading lists, online courses, instructional videos, articles or materials for autonomous learning. Digital learning platforms can be a valuable resource.

→ **Time for individual work**: group activities may also involve assignments in which students are expected to work individually on specific problems, consulting the teacher. This can help adapt the pace of learning to different needs.

→ **One-to-one consultations**: it is extremely important to give students an opportunity for one-to-one consultations. This gives them a chance to talk about their needs and difficulties. It is worth introducing an interactive calendar where students can sign up for specific time slots. This is possible by providing an editable document with available dates and times for meetings.

→ **Transparent rules:** precise criteria for evaluating assignments and projects is key in the teaching and learning process at the academic level. It is a tool with numerous benefits. Clearly defined criteria allow students to understand what the teacher expects and what they should pay attention to when working on assignments. This eliminates ambiguity and allows students to focus on key aspects of the work. What is

more, transparent assessment criteria add to critical thinking skills, as students have to analyse their work in the context of the criteria, and make decisions that affect the quality of their projects. They also learn self-control by having to evaluate their work before handing it in to the teacher. This also motivates students to become more involved in the learning process as they know that meeting the criteria will have an impact on their performance assessment. For teachers, clear assessment criteria help ensure that all students' work is assessed fairly and uniformly. Communication with students becomes more transparent, while criteria-based feedback makes it easier to understand why this or that grade was awarded and how to improve. All this translates into enhanced quality of teaching and learning processes at the university.

→ **Feedback**: providing regular feedback on students' work and suggestions for specific steps for improvement is very important. This helps monitor students' progress, but also shows them that as teachers, we appreciate and thoroughly check their work. Feedback can be given individually by preparing a written project evaluation sheet or verbally e.g. during consultations.

→ **Regular progress assessment**: conducting periodic progress assessment keeps track of how students are doing in the learning process. These can be short tests or other assignments/projects. However, it is important that these are checked and handed in with feedback (grade assessment alone is not enough!) soon after the test. Then further class content and interaction can be adjusted on the basis of
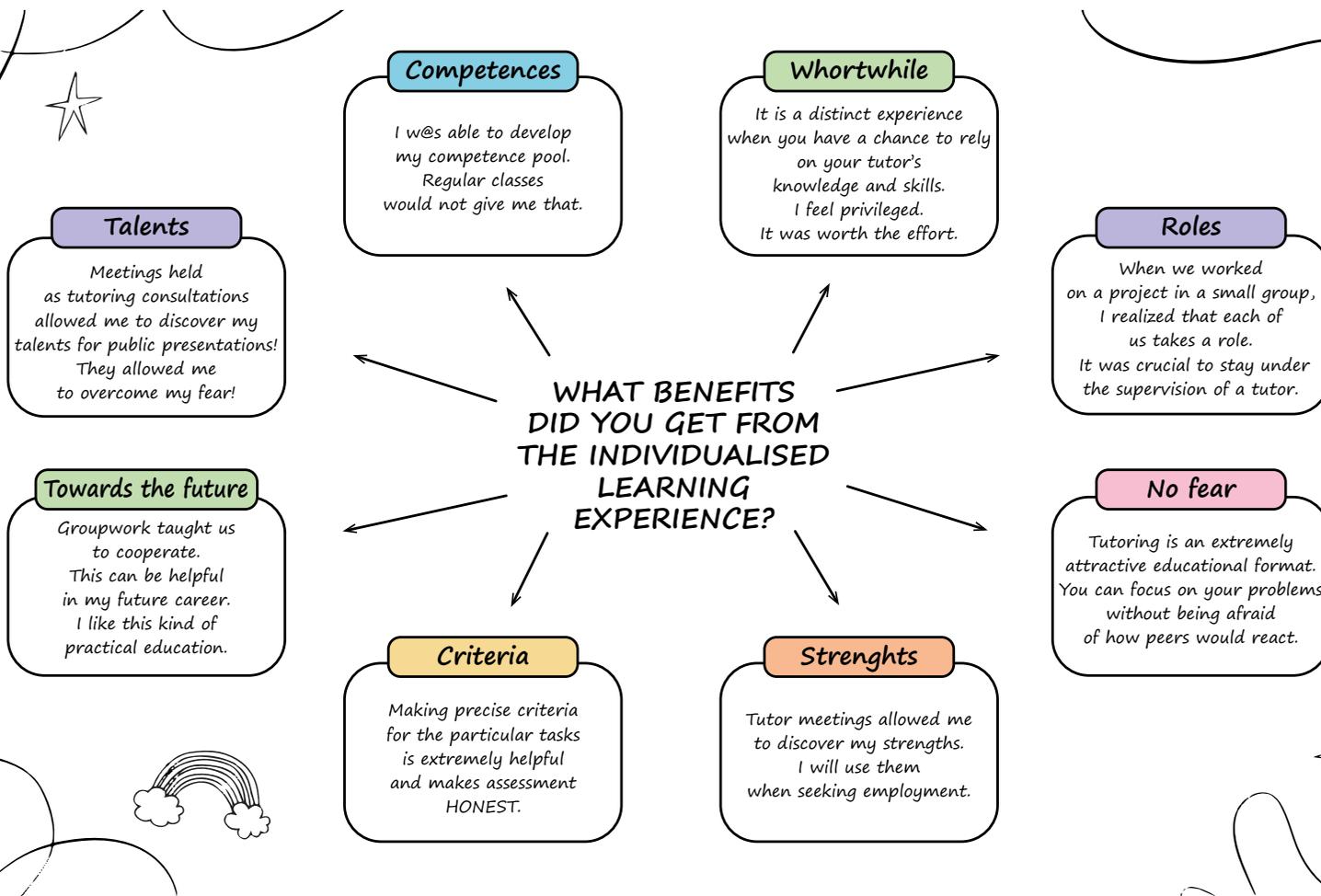
the assessment, focusing on the areas which require extra attention.

Although working with large groups can be challenging in terms of teaching individualisation, using the strategies exemplified above can help tailor classes to different needs and enable students to have a more personalised learning experience. Although such activities can only be called elements of tutoring, they are always worth implementing as they yield very good results.

Three formats of tutoring have been outlined and briefly discussed above: *one-to-one meetings*, *small-group meetings*, and *elements of tutoring in a large group context*. Although the most desirable format is 1:1 tutoring – which promises the greatest benefits to tutors and tutees, which allows for personal support and focus on the needs of individual students, and which empowers competence boost and streamlines the achievement of learning goals – the other two forms can also be very helpful. In small groups, a tutor can provide individual support while retaining the benefits of group interaction, such as idea sharing and collaborative problem solving. In large groups, elements of tutoring can be challenging, but individualisation of learning can still be achieved through e.g. setting transparent assessment criteria, providing detailed feedback or leaving the choice of specific tasks to the students. For all these tutoring formats, the key is to focus on students' needs and goals, create a personalised learning plan and provide appropriate support in the educational process.

The following mind map shows insights from students who had an opportunity to try out the effectiveness of tutoring methods in one-to-one or small-group meetings.

Competences

I w@s able to develop
my competence pool.
Regular classes
would not give me that.

Whortwhile

It is a distinct experience
when you have a chance to rely
on your tutor's
knowledge and skills.
I feel privileged.
It was worth the effort.

Talents

Meetings held
as tutoring consultations
allowed me to discover my
talents for public presentations!
They allowed me
to overcome my fear!

Roles

When we worked
on a project in a small group,
I realized that each of
us takes a role.
It was crucial to stay under
the supervision of a tutor.

**WHAT BENEFITS
DID YOU GET FROM
THE INDIVIDUALISED
LEARNING
EXPERIENCE?**

Towards the future

Groupwork taught us
to cooperate.
This can be helpful
in my future career.
I like this kind of
practical education.

No fear

Tutoring is an extremely
attractive educational format.
You can focus on your problems
without being afraid
of how peers would react.

Criteria

Making precise criteria
for the particular tasks
is extremely helpful
and makes assessment
HONEST.

Strenghts

Tutor meetings allowed me
to discover my strengths.
I will use them
when seeking employment.

Even a cursory reading of the students' statements quoted above enables a conclusion that, when conducting tutoring activities, we can find out, among other things, how it is perceived by students and what motivates our tutees to continue.

When implementing tutoring among the observed group of students, support for their academic endeavours was particularly important, covering academic and developmental tutoring. Academic support included content-related consultations, such as preparations of

a research plan or designing a research publication. Emotional and social support was based on participation in group training dedicate to stress management or self-presentation. Individual developmental tutoring addressed aspects of an individual development plan, the identification of predispositions or preferences to perform certain activities, motivational strategies and learning styles.

Make sure that tutoring endeavours do not become an overwhelming and frightening experience. Hence, it is advisable to adopt an evolutionary, not a revolutionary approach. This means that you should introduce your innovations gradually and see what effect they have.

Before you move on to Chapter III, please consider the following:

1. *What tutoring topics suit your interests best (academic, developmental or pastoral tutoring)?*

2. *Which meeting formats make you feel most comfortable as a tutor (1:1, small group, elements of tutoring in a large group)?*

3. *What are you afraid of the most as a tutor?*

4. *What would you expect of your tutor? Can you offer this to your tutees? Why?*

5. *What is your personal 'tutor profile' (your strengths and weaknesses)?*

3.

The tutor development track in 5 steps

Step 1 – first things first

To start thinking about running tutoring processes, small-group meetings or introducing elements of tutoring in group classes, it is worth focusing on the basics. Listed below are the most important points that any beginning tutor should bear in mind:

1. **Understand the goals of tutoring:** a tutor should know that the goal of tutoring is to help students achieve their academic and personal goals. This may include academic support, developing research or soft skills depending on the needs of a tutee.

2. **Tutor as mentor/guide/companion:** a tutor's role as a mentor, guide and companion to the student in the educational process is extremely important and can be a key factor in students' academic success. As an educational mentor, a tutor can provide support in organising activities, providing materials and solving learning problems. They help students plan their course of study, create plans and assess progress, with the aim of creating the conditions for academic success. As a guide in the learning process, a tutor helps students understand the process, empowers their independent learning skills such as effective reading, study planning, memorisation techniques and problem solving. As a companion, a tutor can provide emotional and psychological support in challenging moments. They also play a role of motivators, helping students keep in focus when learning is affected by adversities. Additionally, a tutor can share their experience, give career advice and inspire soft skill development. These various tutor roles aim to create a supportive learning environment in which students can develop academically, personally and professionally, pursuing their success at the university and after the graduation. It is important to remember that in the tutoring process students become tutees, with whom the tutor embarks on a journey to discover talents and achieve further developmental goals.

3. **Active listening skills:** listening with attention and understanding is a key skill of a tutor. They need to able to focus on students' needs and understand their situation.

4. **Empathy:** a tutor should be empathetic. This helps build trust and positive relationships.

5. **Planning and organisation:** a tutor should prepare for the tutoring process and know how to plan meetings, prepare materials and focus on achieving the specific goals of a tutee.

6. **Effective communication:** communication is key to successful work. A tutor should be able to convey information clearly, ask pertinent and developing questions, and attentively listen to the answers.

7. **Providing feedback:** giving constructive feedback is important for the development of a tutee. A tutor need to know how to express their comments in a helpful and motivating way, working on concrete cases.

8. **Understanding diversity:** a tutor should respect cultural differences, individual needs and learning styles of the students, show openness and patience.

9. **Tutor ethics**: a tutor should act in accordance with ethical principles, maintain confidentiality of information and observe standards of academic integrity.

10. **Self-development and networking:** The tutor should be ready to continuously enhance their knowledge and skills, attend training courses and take advantage of feedback from both other tutors (*peer tutoring*) and tutees.

11. **Recognise different types of tutoring:** a tutor should understand the differences between different forms and types of tutoring – such as academic tutoring, developmental/pastoral tutoring etc. – in order to adapt their tutoring approach to the needs of their tutees. Depending on their preferences, a tutor may offer different forms of support or focus predominantly on one.

12. **Style is a personal matter:** although some of the principles presented in this guidebook may be helpful in guiding tutoring processes and introducing elements of individualisation in the classroom, it is important to remember that every tutor has their own teaching style, and it is the source of individual teacher's advantage that they need to rely on!

The recommendations listed above draw the foundations for effective tutoring work and allow effective support for students in achieving their goals at a university.

Step 2 — time for training

The next, natural step for any tutor is to follow a continuous drive to enhance the skill set and learn new tutoring tools. Therefore, it is recommended that tutors participate in training and workshops, explore tutoring tools and other state-of-the-art teaching methods.

Why is training essential to tutoring?

→ Tutors need to have adequate knowledge and skills related to education, communication, learning techniques, dealing with difficult situations and many other competences that students may be interested in. Training provides tutors with knowledge and practical tools, helping them develop skills they need for effective work.

→ Training help tutors understand their role and responsibility in the education process. Tutors learn how to maintain professionalism, look after the best interests of tutees and the university, and adhere to professional ethics.

→ Continuous (Lifelong) learning allows tutors to explore best practices and working techniques that contribute to more effective support for students in achieving their learning goals. Continuous education also helps better understand different learning styles and students' actual needs.

→ Education and teaching methods are constantly evolving. Training helps tutors keep up to date with the latest trends and educational innovations.

→ The job of a tutor requires strong interpersonal skills, such as empathy, listening and communication. Training can help improve them.

→ Training often includes information on safety rules, handling critical situations and seeking psychological support. It is important for tutors to know how to react in problematic situations and how to protect students' best interests.

→ At the training sessions, tutors can inspire each other to enhance performance.

→ Motivation is of utmost importance! A new, fresh perspective on the educational system is highly desirable!

The above arguments are only selected and exemplary. Training and workshops are an endless compendium of knowledge and an opportunity for competence development. If a tutor is to inspire their tutees to develop, they should be ready for development efforts as well. Training is therefore an integral part of a tutor's work, as it helps them develop as professionals, to better support students and to contribute to their educational success.

Step 3 – down to work now!

The tutor practice is an indispensable part of a tutor's development track, as it provides a tutor with theoretical knowledge and practical experience, which is extremely valuable, if not indispensable for work with tutees. No training, postgraduate studies or course can substitute practice! Thus, it can be said in most simple terms that to be a tutor you have to tutor.

Why is tutoring practice so important?

→ It enables the development of pedagogical, communication and interpersonal skills. While working with tutees, tutors learn how to effectively transfer knowledge, solve problems and support the educational development of their students.

→ It allows tutors to better understand the needs and expectations of their tutees. Through direct interaction, tutors learn how to tailor their approach to the individual needs of each student.

→ Working with tutees helps tutors develop empathy and understanding of life situations students face. In this way, they tutors learn to better provide emotional support tailored to students' needs and the demands of a given situation.

→ Tutoring practice allows building a tutor's self-confidence in their role. Every successful meeting with tutees contributes to a tutor's growth and development of practical skills.

→ The practice enables tutors to assess their progress and upgrade their competences on an ongoing basis. This allows for continuous development and adaptation to changing student needs and emerging new teaching tools.

→ The practice allows tutors to be 'in the know' on tutoring topics and to stay in contact with other tutors and tutoring experts.

A tutor can only be a tutor as long as they practice the tutoring process or implement elements of tutoring in the classroom. Practice is an indispensable part of pedagogy and the development of a tutor. The tutoring practice allows tutors to acquire theoretical knowledge and skills, but also specific competences and helps build response patterns to a given situation, when working with a specific tutee. Only the practice will allow for experience growth, which also allows sharing and becoming a trainer of future tutors.

Step 4 — evaluate and be evaluated!

Evaluation makes it possible to assess the effectiveness and efficiency of a tutor's work and the extent to which tutees assimilate information and develop competences. It also makes it possible to identify areas for improvement and adapt the approach to students' needs.

A tutor should conduct different types of evaluation that help them assess the effectiveness of their work and adapt it to the needs and progress of the tutees. At the same time, it is also necessary to conduct evaluation of the work of the tutor, which can basically take 2 forms: consultation with other tutors/academics with similar experience (*peer tutoring*) or supervision (evaluation of the tutoring work by a more experienced tutor)[9] .

Listed below are selected examples of evaluation that can be part of the tutoring process:

→ **Initial/diagnostic evaluation:** at the beginning of the tutoring process, a tutor can carry out a diagnostic evaluation to better understand the level of knowledge, skills and goals of the tutees. This will allow for the adjustment of a tutoring strategy, development of a working plan and an appropriate selection of tools to be used.

→ **Progress evaluation:** a tutor should regularly monitor the tutees' progress towards the goals of the tutoring process. This may include performance evaluation with tests, homework assignments, projects, or tutee self-reflection. This

. . . .

[9] Supervision plays a key role in a tutor's professional developmental trajectory. It is a process in which an experienced tutor-supervisor (a tutoring leader or expert) supports a less experienced tutor in developing their skills, their effectiveness in working with tutees, and in understanding and solving problems or challenges related to tutoring. Tutor supervision aims primarily at:
→ Supervision of skill development. Supervision enables tutors to continue developing their skills in the area of tutoring. Through regular meetings with the supervisor, a tutor can improve their teaching techniques, communication, problem solving and other tutoring skills;
→ Reflection and self-development. Supervision encourages tutors to reflect on their work and on the progress of the students. It also helps identify one's own strengths and areas for improvement, which contributes to personal and professional development;
→ Problem solving. Supervision provides a space to discuss any difficulties or problems a tutor may encounter in working with tutees. A supervisor can help find solutions and strategies of dealing with challenges more effectively;
→ Maintaining quality standards. Supervision helps ensure that a tutor works in accordance with established quality standards and ethical principles. This is important to ensure the quality of the tutoring service and the best interest of the students;
→ Emotional support. Working as a tutor can sometimes be challenging, especially when tutors are faced with problems or frustrations of their tutees. Supervision provides tutors with emotional and psychological support, which helps them cope with these challenges.
Tutor supervision is therefore an important tool in a tutor's professional development process, helping them to achieve success in their work with tutees and to continue developing their competences. Regular supervision sessions are therefore usually an integral part of the tutoring practice at universities and/or other institutions.

method allows a tutor to assess whether the tutees are achieving their goals.

→ **Surveys and tutor feedback:** a tutor can ask tutees to participate in a survey or give regular feedback on the tutoring process. This allows for feedback and recognition of what is working well, and which elements need improvement.

→ **Observatory classes:** if possible, other people, such as other tutors (*peer tutors*) or supervisors, can conduct observations of classes or tutoring meetings conducted by a tutor. This can provide objective information about their work.

→ **Self-reflection:** a tutor should also self-assess and reflectively analyse what worked well and what can be improved. This helps to continuously improve the skill set. One way to implement such self-reflection is to keep a tutor diary. It is a tool that a tutor can use to record important information and observations related to the tutoring process. It is a kind of record or documentation that helps a tutor track the progress

of the tutees, to plan the next steps and to reflect on their own work.

→ **Evaluation of the tutoring process:** tutors can evaluate the overall effectiveness of the tutoring process in their workplace. This can include analysing the performance of tutors and tutees, as well as adjusting programmes and resources.

→ **Long-term evaluation:** a tutor can carry out long-term evaluation to assess whether a tutee has achieved the long-term learning goals at the end of the tutoring process.

The information presented above makes it clear that evaluation is an important tool in tutoring work as it allows for continuous improvement and adaptation of the work methodology to the individual needs of tutees. It is also worth remembering that it should be regular and objective, tailored to the specific goals and context of a tutor's work. Through evaluation, the tutoring process can be more effective and focused on tutees' needs.

Step 5 — share

A final, and yet an extremely important step in the development of a tutor's professional potential is to share knowledge and experience with other tutors and academics.

How can this be done? Here are some suggestions:

→ **Participation in meetings and workshops:** universities often hold meetings, workshops and seminars for tutors to share ideas, experiences and best practices. Attending such events enables tutors to share knowledge and network with others. At the university, such meetings are organised by tutor teams. Participation is highly recommended!

→ **Create discussion groups:** tutors can create discussion groups or online forums where they can share their experiences, ask questions and provide answers to other tutors. This is an excellent place to exchange ideas and solutions. It also represents a form of peer tutoring. At our University, a dedicated team (channel) has been created on the MSTeams platform to connect people interested in tutoring, which secures a space for tutors to discuss and post information.

→ **Supervision and consultation:** more experienced tutors can act as guides for those who are just starting out. They can provide support, guidance and help resolve difficulties.

→ **Design of materials and tools:** tutors can jointly create teaching materials, tools and resources that will be available to all tutors. These can be notes, presentations, tasks or ideas for projects and assignments.

→ **Case analysis:** tutors can analyse cases together, shedding light on difficult or unusual situations they encounter in their work. This allows for collaborative consideration of strategies and approaches.

→ **Research and development of best practices:** groups of tutors can also conduct research on the effectiveness of different methods of tutoring. Collaborative reflection on practices can lead to their improvement, and the analysis results can give grounds for academic research on tutoring.

Sharing knowledge and experience among tutors and academics can help improve the quality of tutoring work, as well as contribute to more efficient support for students at the university. Collaboration and openness to the exchange of ideas are key elements in the development of the tutoring process, so it is worth creating tutor networks throughout the higher education space.

The five steps listed above form the basis for effective and enjoyable tutoring performance. The first one, i.e. acquiring the basics, should undoubtedly be done at the beginning. However, the subsequent ones can be done simultaneously: one can train when practising, evaluating and consulting others. Tutoring, even though it is a method of individualising work with tutees, should create an opportunity to build a university community of passionate tutors-teachers, for whom working with each student is not only a challenge, but also a fascinating adventure!

Before you move on to Conclusions, please consider the following:

1. *How do you comprehend your role as a tutor?*

2. *Have you already planned your development track (short and/or long term)?*

3. *How often do you self-assess? Are you objective in this?*

4. *What would you like to share with other tutors (experience, tutoring practice, materials for working with tutees)?*

Conclusions.

What difference will it make to you?

All the knowledge and recommendations contained in this volume lead to the following conclusion: good results require hard work, but if the work is done well, the results are stunning. Drawing upon the experience of tutors in tutoring processes and academics introducing elements of individualisation in their classes, one can pinpoint numerous benefits of tutoring. What are they?

Benefits for university teachers

1. Better understanding of each student's needs and skill levels. A teacher can tailor the content and methods to meet individual needs, which helps impart knowledge effectively.

2. Increased job satisfaction. Individualising teaching allows a teacher to provide more effective assistance to students, which can contribute to teacher's greater job satisfaction.

3. Developing teaching skills. A teacher can improve skills in adapting the content and methods to diverse learning styles of the students.

4. Better progress monitoring. By individualising teaching, a tutor can better monitor each student's progress and adapt the approach if necessary.

5. Exchange of experience. Networking with other tutors from your home university and from other national and international universities enables you to exchange experiences and ideas and share your best practices with others.

6. Support and inspiration. *Peer tutoring, networking* and collaboration. Tutor teams can provide emotional and professional support to individual tutors. Teachers can inspire each other to create innovative solutions and counteract a sense of professional isolation or burnout.

7. Developing interpersonal skills. Building relationships with other tutors can help teachers develop interpersonal skills such as communication, negotiation and conflict resolution.

8. Evaluation of own practice. Through discussions with other tutors, teachers can better understand their own teaching practices. Diverse perspectives can help identify areas for improvement.

9. Increasing visibility and influence. Networking among tutors can help to increase a teacher's visibility and influence in academia. This can be beneficial both in terms of career advancement and opportunities for collaboration with other teachers and researchers.

10. Increasing career attractiveness. University teachers who introduce innovative teaching methods, including tutoring methods, can become more attractive candidates for career advancement plans.

11. Standing out in the academic community. Teachers who contribute to the development of new methods often become recognised leaders in their field. This can bring opportunities to collaborate with other researchers and teachers, and influence their status in the academic community.

12. Job satisfaction. The introduction of new and innovative teaching methods is rewarding and inspiring for teachers, which translates into increased job satisfaction.

Benefits for students

1. Adaptation to individual needs. Students can work individually on their weaknesses and develop their strengths, leading to better academic performance.

2. Increased motivation. A personalised approach to teaching can increase a student's motivation to learn because they feel that their needs are taken into account.

3. Better understanding of the content. With a more tailored education, students are more likely to understand the learning matter better and succeed in their studies.

4. Developing soft competences. Tutoring can help develop soft competences such as communication skills, empathy, problem-solving skills, effective self-learning methods and teamwork. These skills are extremely valuable in the labour market.

5. Increased self-confidence. Being active as a tutor for younger students (peer tutoring) empowers self-confidence in transferring knowledge to others. This can be useful in a variety of situations, including presentations, public speaking and job interviews.

6. Developing teaching skills. Stepping into the role of peer tutor requires an ability to impart knowledge in an understandable way. This is excellent preparation for a possible academic or educational career.

7. Increased learning efficiency. Students who participate in the tutoring process often understand the learning content better and perform better in examinations. This can improve grade point averages.

8. Developing problem-solving skills. Tutoring involves solving problems related to learning and understanding the matter. It is an excellent exercise in critical thinking and analytical skills.

9. Time saving. For many students, attending tutoring meetings and individualising their teaching can help them master the content more effectively. This saves them time that they can spend engaging in other activities or additional classes.

10. *Networking*. In tutoring and *peer tutoring,* students can get to know other tutees and academic teachers. Getting to know new tutors can lead to valuable networking opportunities in the future.

11. Acknowledging one's own strengths and weaknesses. Attending tutor meetings can help students better comprehend their own strengths and areas for development. This can lead to a more informed choice of a career trajectory.

12. Increased competitiveness in the labour market. Participation in the tutoring process can be a valuable point in your CV, demonstrating your interpersonal and teamwork skills, as well as commitment to personal development.

Benefits for universities

1. Increased competitiveness in the academic market. Universities that offer individualised learning and tutoring support are more attractive to potential students. This can help a university attract more diligent and ambitious students.

2. Increasing educational outcomes. The individualisation of teaching allows the curricula to be better tailored to students' needs and skill sets. As a result, students achieve better outcomes and gain more valuable knowledge.

3. Increased attractiveness for university applicants. Universities offering support in the form of tutoring and individualised learning become more attractive in the eyes of prospective students, which can lead to more enrolments at a university.

4. Preparing graduates to enter the labour market. The individualisation of teaching helps develop soft skills, practical skills and prepare students to enter the labour market. Graduates from such universities often demonstrate a greater readiness for professional challenges.

5. Competing with the best universities in the world. The implementation of innovative teaching methods, including tutoring, allows universities to compete with the best educational institutions in the world. This contributes to a greater prestige and reputation of the university.

6. Academic staff development. Academic staff who are involved in the implementation of modern teaching methods, including tutoring, and who individualise the content and the methods can develop their pedagogical and research skills. This translates into competence development for all academic staff.

7. Treating academic staff and students individually and with respect. Implementing individualised teaching and supporting the work of tutor-leaders contributes to the respect and appreciation of the work of academic staff and students. This significantly improves the atmosphere at the university.

8. Increased student satisfaction. Students who receive individual support in the form of tutoring are more satisfied with their educational experience. This influences their positive opinion of the university and its ranking in student evaluations.

9. Support for pedagogical research. The implementation of new teaching methods also provides material for pedagogical

research, leading to the development of knowledge about the effectiveness of different educational approaches and an increase in the number of publications produced at the university on this topic.

10. Adapting to student diversity. Individualising learning allows the university to adapt to the diverse needs and abilities of students, which contributes to a more inclusive and diverse academic environment.

11. Increasing student satisfaction. A personalised approach to teaching increases student satisfaction with the quality of education, which attracts new applicants.

12. Increased staff involvement. Teachers, being able to individualise their methods, are more involved in the learning process, especially if they see that their efforts produce concrete results.

The above benefits are just examples of the vast array of advantages that the implementation of tutoring methods brings to academics, students and universities. This is because the most powerful aspect of tutoring is that, as an individualised form of teaching, it allows tutors to create individual approaches to teaching and building relationships with students. This policy opens up an endless list of options and changes teaching into a rewarding, fascinating adventure to which the authors of this guidebook wish to invite you wholeheartedly. All you need is... take the first step!

Before looking at the References, please consider the following:

1. *What does it give to be a tutor?*

2. *What else would you like to work on as a tutor?*

3. *How to create your 'tutor business card'?*

Next steps to take...

Where to look for knowledge and what to read?

Internet sources

EPALE – Electronic Platform for Adult Learning in Europe: https://epale.ec.europa.eu/pl.

Oxford University – Personalized Learning: https://www.ox.ac.uk/admissions/undergraduate/student-life/exceptional-education/personalised-learning.

UCL Arena: https://www.ucl.ac.uk/teaching-learning/professional-development.

Education Support – University of Groningen: https://edusupport.rug.nl/1826652161

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Profiles of Tutoring Laboratory experts

prof. dr hab. Urszula Paprocka-Piotrowska – językoznawca, romanistka, kierownik Katedry Akwizycji i Dydaktyki Języków. Uczestniczka realizowanego w KUL projektu wdrożeniowego „Mistrzowie dydaktyki". Laureatka przyznawanej przez studentów Nagrody „Lubelski Akant Przedsiębiorczości" w kategorii: „Autorytet Akademicki" (2016). Długoletni praktyk tutoringu akademickiego w zakresie rozwoju osobistego, ze szczególnym uwzględnieniem indywidualnej kompetencji komunikacyjnej, wystąpień publicznych oraz autoprezentacji. Jako specjalista w dziedzinie przyswajania języka, wspomaga studentów w pracy z językiem ojczystym i językami obcymi.

dr hab. Ewa Domagała-Zyśk, prof. KUL – pedagog, anglistka, kierownik Katedry Pedagogiki Specjalnej KUL. Prowadzi regularny lektorat języka angielskiego dla studentów niesłyszących i słabosłyszących oraz tutoring akademicki i personalny dla tej grupy studentów. Uczestniczka kursów tutoringowych w ramach programu „Masters of DidacticsŽ: podstawowego (University Collage of London) i zaawansowanego (University of Groningen). Prowadziła także tutoring akademicki dla studentów i doktorantów KUL, zakończony wydaniem dwóch monografii wieloautorskich zawierających ich teksty. Zainteresowania dydaktyczne: tutoring akademicki i personalny dla studentów z niepełnosprawnościami, wykorzystanie modelu ULD w dydaktyce akademickiej, tutoring akademicki dla studentów zainteresowanych rozpoczęciem pracy naukowej.

dr hab. Artur Bartnik – językoznawca, anglista, uczestnik kursów tutoringowych: podstawowy (University Collage of London), zaawansowany (University of Groningen). Prowadzi zajęcia z wykorzystaniem nowoczesnych metod dydaktycznych, w tym narzędzi cyfrowych, na wybranych zajęciach ze studentami.
Specjalizuje się w tutoringu naukowym, rozwijaniu kompetencji miękkich i łączeniu dydaktyki z działalnością naukową.

dr Aleksandra Krauze-Kołodziej – italianistka i historyk sztuki. Certyfikowany Tutor i Akredytowany Praktyk Tutoringu. Uczestniczka kursów tutoringowych w ramach programu „Masters of Didactics": podstawowy (University Collage of London), zaawansowany (University of Groningen). Realizowała pracę metodami tutoringowymi podczas spotkań indywidualnych i zajęć grupowych ze studentami KUL.
Specjalizuje się w metodach wprowadzania elementów indywidualizacji pracy ze studentem na zajęciach grupowych oraz w narzędziach pomocnych w nauczaniu zdalnym.

dr Klaudia Martynowska – psycholog. Wykształcenie wyższe zdobyła w Wielkiej Brytanii, gdzie również ukończyła szereg kursów z zakresu coachingu, terapii. Uczestniczka kursów tutoringowych w ramach programu „Masters of Didactics": podstawowy oraz zaawansowany (University of Groningen). Realizowała pracę metodami tutoringowymi podczas spotkań indywidualnych i zajęć grupowych ze studentami KUL a także podczas zajęć ze studentami obcojęzycznymi.
Specjalizuje się w tutoringu rozwojowym, opierając swoje działania na diagnozie kapitału psychologicznego studentów oraz wyznaczając kierunek rozwoju osobistego. Z ciekawością i pełnym zaangażowaniem odkrywa świat poznając ludzi z różnych kultur oraz poszerzając rozumienie ludzkich zachowań.

dr Andrzej Gładysz – historyk i muzykolog, uczestnik podstawowego i zaawansowanego kursu tutoringowego na University of Groningen oraz szeregu krajowych szkoleń i kursów. Realizował tutoring akademicki dla studentów KUL, który zaowocował publikacją studenckich prac naukowych i popularyzatorskich oraz prezentacją wyników badań na międzynarodowych konferencjach naukowych.
Jako zawodowy konferansjer preferuje pracę na skrzyżowaniu tutoringu ogólnorozwojowego i naukowego, ze szczególnym uwzględnieniem pracy głosem i dźwiękiem oraz radzenia sobie ze stresem podczas wystąpień publicznych.