Project: Masters of Didactics

A MASTERS OF DIDACTICS MODEL FOR UNIVERSITY TEACHING AND TUTORING

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INTRODUCTION

Improving teaching approaches and related processes is an area of increased priority and activity for European Higher Education Institutions. (Gaebel & Thérèse Zhang 2018)

The project Master of Didactics (MoD) launched by the Ministry of Education and Science and co-financed by the Operational Programme Knowledge Education Development, supports the innovation and improvement of teaching processes, teaching enhancement (pedagogical development), and better recognition and promotion of tutoring. The proposed solutions show the importance of international experiences in developing and enhancing learning and teaching, with mobility opportunities for staff to make improvements to their education offer, and generally, consideration for international trends in learning and teaching, such as active and student-centred learning, and full implementation of the Bologna reforms in the framework of the European Higher Education Area.

The aim of the project is:
Improving the competencies of Polish academic teachers in the use of modern, innovative teaching methods, such as the use of tutoring in education. The project assumes the development of concepts and implementation of new solutions in the field of tutoring aimed at supporting outstandingly talented as well as less talented students. The solutions will be developed, tested and then implemented at Polish universities using the experience of international partners.

It is worth noting that some Polish universities are already applying very good practices in educating academic staff in terms of improving didactic competencies (Próchnicka 2013, Sajdak 2019), however, there is a growing understanding of the importance of student-centered working and a constant need for improving the skills of academic teachers in this field (Referencing Report 2013, Maciejowska 2019). Exchange of experiences with foreign partners can be inspiring for many Polish academic teachers.
The international partners of this program are the following universities located in the first hundred of the best universities in the world 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 aim of this publication is to inspire academics in Polish universities who will train and support other academics in their respective universities on teaching, tutoring and learning. In most situations connected to education, there is no one universal solution fit for all types of teaching processes or appropriate for all types of universities. Diversity is a part of academic teaching and it is a great value of higher education. Therefore, the present publication should not be interpreted as an instruction for implementing tutoring in education. The presented solutions and recommendations are based on research and teaching practice in various fields and disciplines, including humanities, sciences, social sciences, natural sciences, technical sciences, agricultural sciences, medical sciences. According to the specificity of each disciplines, various solutions and models presented in this publication can be applied.

The layout of this publication is meant to serve the abovementioned goals. It is divided into 6 chapters. The first chapter is devoted to a discussion of the notion of 'tutoring'. In this chapter, we point out that tutoring is a tool meant for improving teaching. A feature of tutoring is the individualisation of teaching programmes with consideration of diverse groups of students. Therefore, what is of particular importance is dialogue between students and academic staff that will ensure that a student is in an efficient process of learning at all times. A feature of dialogue is that both parties take advantage of its content, hence, we may put forth a thesis that tutoring is a process where not only the student is learning but also the academic teacher and the institution that he or she represents.

The second chapter presents the main challenges connected to applying tutoring in Poland. This chapter is very important for the whole study as implementing tutoring into the Polish reality requires the consideration of the Polish specificity. The form of tutoring is an autonomous decision of each university, therefore, in the following chapters we present the solutions currently applied at our foreign partners', which are clearly embedded in different social and legal environments. This is why imitating them directly and transferring to Polish universities requires some reflection upon these systemic differences.

Chapter 3 presents the diversity of the models of tutoring in the countries represented by foreign partners of the programme, while chapter 4 is devoted to institutional support for students at selected project partners'. Chapters 5 and 6 contain discussions of areas that compose tutoring. These areas are the following:

1. Institutional support for students, particularly individualisation of teaching with consideration of diverse groups of students, e.g. made up by talented students, or by students who need support. Creating groups may be done according to very different criteria.
2. Professional development of academic teachers – each of the partners of the project 'Masters of didactics' improves its academic staff. An academic teacher must improve his or her teaching competencies on a regular basis, alongside research tasks that he or she must also carry out. We believe that this area needs to be reinforced in Polish universities and requires some systemic solutions.

In the last chapter, each partner university presents its own training program for Polish academic teachers in the project "Masters of Didactics".

We hope that the project 'Masters of Didactics' will sustainably improve the processes of teaching in Polish universities, which will result in increasing their competitiveness in the European Higher Education Area and in the world.

CHAPTER 1. TUTORING – DEFINITION, MODELS

Tutoring is a concept that has a number of definitions so it is worth referring to the most basic sources defining individual terms: "Polish Language Dictionary" PWN. The dictionary does not contain the definition of "tutoring" but contains the definition of the word "tutor". A tutor is *an employee of a university or other school who supervises the course of studies of students studying in an individual course of study* (PWN 2019). Thus, it can be assumed that tutoring in practice comes down to the individualisation of education. In the most recent Polish literature on the subject, tutoring is described in the context of personalised education and defined in relation to such terms as mentoring or coaching (Czekierda et al. 2018; Sarnat-Ciastko 2015).

However, in partner universities, this concept has a much broader meaning and includes all aspects of effective teaching and learning. Therefore, each of the partners will indicate which aspects are emphasised in their specific tutoring approach. Key is that – even within the context of e.g., large classroom-based teaching and learning approaches – there is a large emphasis on individual oriented support and guidance.

1.1. Overview of the definitions presented by the project partners

Aarhus University:

Aarhus University has indicated two definitions of tutoring:

1) Comprehensive academic advisory on academic and personal matters, including information on academic learning processes, procedures and expectations, opinions, academic development, and personal support (Gray and Osborne, 2020).
2) Tutoring is a master-student relationship to develop the academic, social and personal competences of a student or a group of students.

Additionally, Aarhus University distinguishes between tutoring conducted as an extra-curricular activity or tutoring integrated into the curriculum.

In the professional development of tutors, Aarhus University aims at supporting both the scholarship of teaching and learning (SoTL) and the development of reflective practitioners by facilitating reflection

on one's own tutoring practice through four complementary perspectives: 1) Self perspective 2) Student perspective 3) Peer perspective and 4) Theoretical perspective.

Ghent University:

Ghent University shared a broader reflection on tutoring. Ghent University pays more attention to the competencies of modern academic teachers. The starting point for this discussion is two models presenting the competencies of academic teachers.

The first model is based on a study from Tigelaar's and Gilis et al. (2008), which describes a number of roles of contemporary academic teachers. In addition to being experts in factual knowledge, academic teachers facilitate learning processes, which means that they are process/educational designers, group process managers, assessors/evaluators, lifelong learners, educational technologists, differentiators, and quality assurance providers.

The second model describes the tutor's competencies. It distinguishes three main competencies/categories: (meta-)cognitive, socio-communicative and organisational:

1) **(Meta-)cognitive competences:** academic teachers must stimulate the development of knowledge and understanding of knowledge in the group, be able to ask effective questions, offer help if needed, provide feedback and use reflection with students.
2) **Communicative competences:** academic teachers must build a safe and supportive learning environment. To do this, academic teachers need listening skills, verbal and non-verbal communication skills, etc.
3) **Organisational competences:** teachers need to know how to encourage students to participate in the learning process, how to manage interactions during classes and student collaboration, how to manage time, etc.

Ghent University assumes that academic teachers must be able to apply the abovementioned roles and competencies of a tutor both in 1-to-1 classes, with a small group of students, and when they are responsible for a large group of students. The former (working with small groups of students) is in line with Oxford University's interpretation of 'personalised learning', as their core teaching 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 "tutorials", giving the opportunity to discuss the topic in detail and to receive individual feedback. In addition to the "tutorials", a variety of teaching forms are used,*

depending on the activity: seminars, lectures, laboratory work and weekly language lessons. Students not only receive a large number of hours of tutoring, but also have regular and personalised contact with the tutor. Both of these opportunities provide an ideal environment for exceptional education.[1] However, Ghent University aims to develop academic teachers that, even if they set up and support large group classes, they still have to think and behave as tutors.

University College London:

According to University College London 'tutoring' is a form of individualised support for students covering all aspects of their study, pastoral, academic and career advice, where appropriate. Tutors aim to support students in their development, taking into account their individual needs, skills and interests. Departments develop different approaches to tutoring to reflect the requirements of their students and disciplines.

University of Groningen:

According to the University of Groningen, tutoring in university education is part of the curriculum and classes as an integral part of general education. Tutoring can take place in large or small groups but can also be individualised in specific situations. The purpose of tutoring is to adapt to the diversity of students, such as background, discipline, academic competence, specialisation and interest, and to enable students to achieve academic and professional goals.

Furthermore, the University of Groningen adopted a broad definition of tutoring. The concept of tutoring is related to several other concepts such as mentoring, supervising, coaching, counselling, consulting, and teaching. The duration of the relationship between the tutor and the tutee as well as the nature of the knowledge transfer makes it possible, to a certain degree, to distinguish the concept of tutoring from the other concepts (Fig. 1).

[1] Personalised learning, http://www.ox.ac.uk/admissions/undergraduate/student-life/exceptional-education/personalised-learning, [access: 2019.06.27]

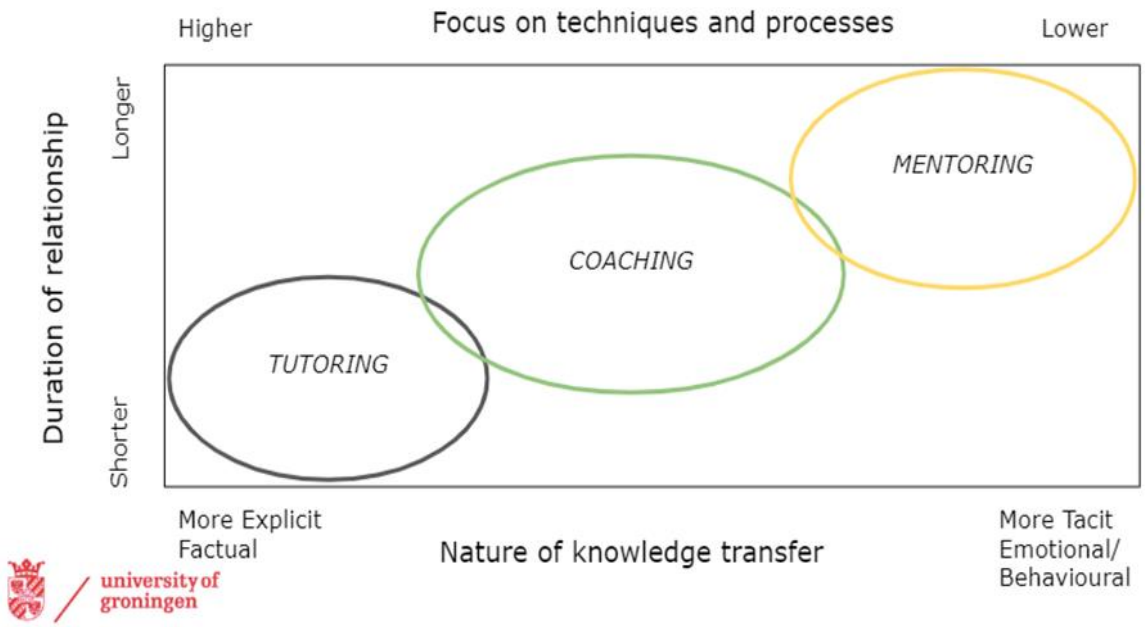


Fig. 1. Techniques and processes of teaching and knowledge transfer

University of Oslo:

The definition of tutoring presented by the University of Oslo is similar to the understanding of the term at the University of Groningen and Aarhus. The tutoring is understood as the part of the study programme and classes, being an integrated element in the overall didactics. The aim of tutoring is to accommodate the diversity of students to enable them to achieve professional development goals.

1.2. Overview of tutoring forms

There is a large variety of applied tutoring methods, the application of which depends, to a large extent, on the aim of tutoring: writing an academic text, literature review, analysis of alternative approaches to a problem or help in solving personal issues. The list of tools and methods is not limited to a particular tutoring situation. Among educational approaches between the teacher and the students involved, the following forms of tutoring are most often practiced:

1) One-to-one tutoring
2) Small groups tutoring
3) Large groups tutoring

as well as various forms of

4) Peer tutoring

1.2.1. One-to-one tutoring

Students learn the subject matter with a good tutor for each student, or sometimes, for two or three students simultaneously (Bloom, 1984). This tutoring instruction is followed periodically by formative tests, feedback-corrective procedures, and parallel formative tests as in the mastery learning classes. It should be pointed out that the need for corrective work under tutoring is very limited. Individualised support for students' learning may take a number of forms. It is well accepted that 1-to-1 tutoring promotes both greater student learning and increased student motivation to learn compared with traditional, formal classroom teaching and learning settings (Wood and Tanner, 2012). One of them is Personal Tutoring approach (UCL).

The key elements of this model are that:

- Each programme decides how best to provide support to their students. No promotion of a one-size-fits-all approach.
- Each programme must ensure that every taught student is assigned a Personal Tutor who is available to provide regular and personal support and guidance to the students. The programme can decide what the specific role of the Personal Tutor is and who else is involved in the local hub of student support.
- The support is organised locally and clearly communicated to students so that students know where to get the support when they need it.
- Every programme provides every student with information on how to access personal guidance and support relating to:
    - Academic progress and associated development of research skills,
    - Careers and personal professional development,
    - General well-being.

Table 1. Methods and tools in the education of students in one-to-one tutoring

Name of the method / tool	**Short description of the method / tool**	**Benefits of using the method / tool**
Open questions	The teacher asks open questions so that the students may think about the question. The aim is not to give a particular instruction but to provoke the student to understand the problem deeper and, by this, find his or her own solutions.	The tutee's sensation of agency (he or she finds the solution on his or her own)
Assessment strategies, on-line teaching paths	Self-assessment: the activity or process of analysis and assessment of one's own actions - (e-)portfolio: 1) collection of (electronic) evidence gathered and managed by the user, usually online. Such (electronic) evidence may include input text, self-reflection/-assessment, certificates of participation in some events, (electronic) files, images, multimedia, blog posts, hyperlinks, etc. 2) both a demonstration of the user's skills and a platform for self-expression 3) online: the users can maintain them dynamically	
Evaluation/getting feedback	Dialogue or questionnaire, video or audio feedback	Students' opinions on the structure and contents of tutoring/teaching are of key importance, as teaching should activate the processes of learning preferred by the students.
Blended learning (mixed teaching)	Open online course (MOOC) or Canvas (e-learning platform)	Combination of asynchronic and synchronic educational actions in one course provides flexibility for students. Blended learning is social learning, as students interact with their professors and other students.

1.2.2. The education of students in small groups tutoring

Another form of individualising academic education is combining tutoring with work in small groups. This approach fits implementing tutoring approaches in the context of large group teaching. This applies especially to students writing papers from one discipline or when the topics of the papers fall within one macro-issue. An example was the diploma theses of students of linguistics, which were subject to control and consultation not only by the relevant supervising professor, but also by his colleagues - specialists from the same discipline. This type of collaboration is becoming particularly popular (OU) when writing doctoral dissertations. It helps to create high standards for the whole group of doctoral students and strengthens the motivation to raise the level of their own work. Small study groups, usually at master's studies (between 5 and 12 students) give the teacher the opportunity to differently and individually manage the education and evaluation of students. It is easy to specify didactic instructions that favour the effective education of a specific person.

Table 2. Methods and tools in the education of students in small groups tutoring

Name of the method / tool	**Short description of the method / tool**	**Benefits of using the method / tool**
Concept cards	Students in pairs make cards with concepts on one side and its description on the other side. Other students check the correctness of the description, ask questions, etc. providing the description's quality this way.	Students make their own descriptions of notions and share their understanding.
Flipped classroom (also possible in 1-to-1 tutoring or in large groups)	In a flipped classroom, students watch online lectures, cooperate in on-line discussions or conduct research at home, involving in concepts under the tutor's eye (tutorials/common educational exercises).	This technique makes students much more active and involved in the classes, as their task is to use their basic knowledge in a more complex way.
Cooperation-based learning strategies	A situation in which two or more people learn or try to learn something together. A few strategies: Jigsaw Classroom, STAD/TGT, peer tutoring, role playing, problem-based learning.	

Assessment: peer assessment, rubrics	Educational activity in which students assess the results of their peers. Rubrics: Rubric for assessment, usually in the form of a matrix or network, is a tool for interpreting and assessing students' work on the basis of some determined criteria and standards.	
WIKI	A website or database made together by a community of users, giving each user the chance to add and edit contents.	
Online learning path	A learning path is a sequence or structure containing many courses and actions, which allow students to gain appropriate knowledge in proper sequence without wasting time. Learning paths may include quizzes, films, presentations, tasks and texts.	
Think-pair-share	Each student is asked to individually think about the problem; then, students discuss the problem in pairs; in the last step, each group prepares one answer.	Students learn solutions and embedded concepts in a cooperation-based learning environment. This technique is easy to master and apply. Students have time to think about the questions before they start to discuss them (Millis and Cottell 1998, 2003).
Tools of educational technology: Augmented Reality (AR), Virtual Reality (VR), social media, tablet apps		

1.2.3. The education of students in large groups tutoring

Conducting classes in large groups of students (e.g. 50 - 150 people in UO or up to 500 (even more) at Ghent University), where the purpose of such classes is not to individualise education, is aimed to build standard knowledge bases, elementary skills or the introduction of basic scientific concepts. It is about finding an effective connection between individual tutoring, classes in small groups and multi-person

lectures. Efficiency means using diversified individual education to achieve a high level of education for all students, not just the most gifted. Electronic learning management systems and educational platforms - like MOOCs - are a great tool to support and implement this approach. Thanks to them, it is possible to simultaneously both standardise and individualise the achievement of learning outcomes.

Table 3. Methods and tools in the education of students in big groups tutoring

Name of the method / tool	**Short description of the method / tool**	**Benefits of using the method / tool**
Mobile response technology (mobile apps such as Mentimeter or Socrative)	During the presentations the listeners use their smartphones to connect with the presentation, they can answer questions, provide feedback, etc. Answers can be visualised in real-time, in order to create a pleasing and interactive experience.	It can easily be checked whether every student is actively participating. It also helps the teacher to monitor the understanding in view of progressing in an adequate way during the lecture/working session.
'Ice breakers'/ activation of students' previous/prior knowledge	A few options: news items, carousel brainstorm, metaplan, etc.	Decreasing students' cognitive overload during classes
Activate students in lectures, for example: Think-pair-share	Students think about the questions using three different steps: Think: students may independently think on the question, creating their own ideas. Pair: students are grouped in pairs, to discuss their reflections. This step allows them to express their ideas and think about the ideas of others. Share: Pairs of students share their ideas with a larger group.	Students treat one another as a resource of information and attitudes in a large group.
Individual assessment and feedback	Embedded focused self-assessment exercises have to be tackled before a group-based meeting/class. The teacher takes into account critical elements taken away from the prior assessment.	Orient students to the new content, checking prior knowledge and developing self-monitoring of progress.

Ending lectures actively	Students formulate testing questions on their own. (more than that, exit ticket – one-minute paper, passed for the lesson, etc.)	Motivating students to actively get involved in the topic.

1.2.4. Peer tutoring

Peer tutoring is a specific form of collaborative learning where a more experienced student (tutor) offers help and support to one or more (even more than 30) less experienced students. Through peer tutoring, both the tutor and the tutee develop their knowledge and/or skills. Related definitions are partner learning and peer learning. There are several possibilities to apply peer tutoring in practice[2]:

- peer tutoring in small or large groups,
- peer tutoring followed or not by training,
- peer-to-peer tutoring conducted online or face-to-face,
- peer tutoring among people of the same or different ages,
- fixed (one-sided) or reciprocal (mutual) peer tutoring.

In peer tutoring among people of the same age, the tutor and the tutee are of similar age or degree. Students with similar knowledge and/or skills as well as weaker and stronger students can work in one group. In peer tutoring among people of different ages, the tutor is usually a more experienced student who leads his or her younger tutees.

Fixed and reciprocal peer tutoring. In fixed peer tutoring, roles are defined in advance. Throughout the duration of the peer tutoring, one and the same person plays the role of tutor. In reciprocal tutoring, however, there is no continuity of role. The changeability of the role makes the students play the role of both tutor and tutee. The change of roles takes place in strictly defined strategic moments. Reciprocal peer tutoring occurs mainly among people who have a similar age and have similar knowledge and skills.

[2] Ghent University's materials: https://onderwijstips.ugent.be/nl/tips/peer-tutoring/

In peer tutoring it is beneficial to systematically involve tutees in assessment and feedback activities. Through assessment and feedback activities tutees develop feedback literacy, critical thinking and the ability to make judgments about the quality of the work of self and others. Such capabilities are precursors to becoming experts and fosters independence and self-regulated learning.

When to use peer tutoring? Peer tutoring should not be used to introduce new learning content. Tutors usually help the tutees with further exercises or to deepen recently acquired knowledge and/or skills. In addition, peer tutoring provides tutors with many learning opportunities. On the one hand, it requires them to have a good knowledge of a particular subject so that they can support their tutees, and on the other hand, it emphasises the development of social competences. Examples include developing coaching skills, developing a friendly attitude, improving communication skills, (interdisciplinary) cooperation skills, leadership skills, etc. The elements which should be considered in organising peer tutoring is presented in Table 4.

Table 4. Elements to consider when organising peer tutoring.

Definition of learning objectives	The intended learning objectives must be defined, both for the tutors and for the tutees, both scientifically and socially (if applicable). It should be ensured that the learning objectives are clearly and concretely formulated.
	Based on the learning objectives, it is necessary to decide on different aspects of peer tutoring (group size, same or different/cross age, fixed or reciprocal, online or face-to-face, etc.).
Division of roles	There are no strict rules governing the creation of tutoring groups.
	Usually the "weakest" and the "strongest" students work together. However, some teachers suggest that the most hard-working students should become tutors. They are usually more supportive in situations where the tutees may have difficulty understanding a particular issue than the "best" ones, who usually have an almost "automatic" understanding of the content.
	Finally, group coherence can also be examined: can the tutees and tutors work together? Do the tutees accept the tutor in this role? However, in the context of social competence development, different matchings may be interesting. In this case, the tutor and the tutees are grouped separately from their gender, background, socio-economic status, etc.
Transparent method	It should be ensured that the policies and procedures established are transparent and contained in the rules of procedure applicable to both sides. It should be identified which forms of cooperation between the tutee and the tutor are desirable and which are not. Procedures must specify when

	(frequency) and for how long the tutor and the tutees meet, which educational materials can be used, and which educational activities should be carried out.
Monitoring	Proper monitoring of the tutoring process by the teacher(s) is necessary. Do the tutor and the tutee(s) follow the established rules and procedures? If necessary, the rules and procedures can be changed.
Evaluation	The progress of actions should be regularly evaluated in order to ensure a successful outcome. Are the tutor and tutee achieving their learning goals? If progress is not noticeable, rules and procedures can be changed. It is critical that clear criteria and quality indicators are available to make the evaluation transparent and geared to the development of the learners. Linked to evaluation, feedback is a keyword. Without feedback, the assessment will be less effective. Types of feedback should be stressed: feedback (how am I doing?), feed forward (where am I going?) and feed up (what next?).
Preparation of the tutors	It is recommended to prepare students for the role of tutors. In addition to explaining the rules and procedures of the tutoring project (see above), tutors can be prepared on academic level by, among other things, participating in special information sessions on the issues raised during the project. With regard to the social competencies of tutors, role-playing training (combined with feedback) can be organised. This makes it possible to practice the following skills: − How to monitor and react to the learning process? − How to give adequate and relevant feedback? − How to ask a good question? − How to deal with criticism? − How to moderate the conversation? − How to ensure that everyone is involved (in a group of several tutees)? − How to build a good relationship between the tutor and the tutee? − Addressing each other with respect.

1.3. Guiding and evaluating the tutors

Proper monitoring, regular evaluation and training of tutors are essential elements to create high quality tutoring. Tutors can receive additional support throughout the whole process, e.g. in UO by receiving tutoring cards.

Tutor card

- Let the tutees brainstorm (broadly).
- Keep the available time in mind.

- In advance
  - Let the group develop an action plan for task execution.
  - Ask questions which suggest a purposeful approach for task execution.
  - Let the tutees decide for themselves how to execute the task.
- In between
  - Check the available time and the progress made.
  - Delegate the task to check the time frequently regularly to a tutee.

- Check whether all tutees are participating actively.
- Check whether the proposed solution is in line with the task demands.
- Check tutees' comprehension by giving feedback and by asking differentiated questions.

Examples of questions:
. What does… mean?
. Summarise the characteristics of… .
. Can you give an example of…?
. In what is … different from/comparable to…?
. Why do you say that?
. Does everyone agree?
. Can you explain why…?
. Can someone elaborate on that?
. What are the strengths/weaknesses of…?
. What can you conclude about …?

- Check whether the final task solution corresponds with the task demands.
- Check to what degree the learning objectives are met by all tutees.
- Check whether tutees still have questions.
- Reflect on the peer collaboration.

Liesje De Backer, Hilde Van Keer, Martin Valcke, Exploring the potential impact of reciprocal peer tutoring (RTP) on higher education students' metacognitive knowledge and regulation

For example, such cards may contain a short overview of the session (with proposed procedures). Organising periodic peer-to-peer interviews with tutors can be helpful in supervising the tutors' work and in general monitoring and evaluating the process. Finally, a portfolio can be an effective tool for the evaluation of tutors' activities. Tutors can run a portfolio in order to monitor the progress made, both in scientific and social terms. As a more structured alternative to portfolios a poster format can

be used, e.g. at Aarhus University, where tutors developed a tutorial design and reported on their tutorial results and experiences guided by a poster developed for the purposes.

In many ways, what promotes student learning with an expert tutor is highly similar to practices that have been shown to be effective in a variety of teaching and learning environments and across disciplinary boundaries. The researchers (Wood and Tanner, 2012) identified seven characteristics of the most successful tutors, which they identified by descriptors that spell out the acronym INSPIRE (Table 5).

Table 5. The INSPIRE model of expert tutoring and results for tutees after Wood and Tanner (2012)

Characteristics and behaviours of expert tutors	Results for tutees
Intelligent: Superior content as well as pedagogical content knowledge **Nurturant:** Establish and maintain personal rapport and empathy with students **Socratic:** Provide almost no facts, solutions, or explanations, but elicit these from tutees by questioning **Progressive:** Move from easier to progressively more challenging cycles of diagnosis, prompting toward a solution, and posing of a new problem **Indirect:** Provide both negative and positive feedback by implication; praise solutions **Reflective:** Ask students to articulate their thinking, explain their reasoning, and generalise to other contexts **Encouraging:** Use strategies to motivate students and bolster their confidence (self-efficacy)	Difficulty of questions optimally matched to students' levels of understanding Feeling accepted, supported, and free to explain their thinking Constantly thinking, doing, and responding Moving in small steps to higher competency through deliberate practice Working in a nonjudgmental atmosphere Gaining insight into their own thinking through metacognitive reflection Experiencing productive learning and gaining confidence in their abilities

Characteristics and behaviours of expert tutors presented in Table 5 can be viewed not only through the definition of the concept, but also from the point of view of its application. They are in line in principles suggested by UCL based on observations of the successful implementation of tutoring by Polish lecturers within their own institutions. The following recommendations for tutors underpin approaches to tutoring:

- Formulate your goal clearly and communicate it to the students (for example, whether it is a personal, academic or mixed goal),

- Clearly formulate the result of activities that is agreed with the students (e.g. preparation for a conference, writing an article, working on a task, preparation for an interview, identification of personal skills, etc.),
- Organise regular meetings according to a schedule agreed with the students,
- Based on understandable theories about supporting students' learning and personal development,
- Don't be discriminatory, but you can be selective (i.e. create different opportunities for different students according to their needs),
- Have a mandate from students to engage them in work,
- Codify the learning process (for example, take notes of the number of meetings that students have had, what the effects have been, what the time has been),
- Evaluate both quantitatively and qualitatively.

Regardless on the approach, a tutor (master) - student communication is indicated as an extremely important condition for effective use of tutoring.

CHAPTER 2. SYSTEM CHALLENGES RELATED TO TUTORING IN POLISH HIGHER EDUCATION

In recent years, there have been many discussions on the quality of teaching in higher education in Poland, improving the position of Polish universities in international rankings, as well as in a broader scope, with particular emphasis on the role of students and other internal and external stakeholders in the education process.

Poland has a high demand for higher education services (Grotkowska and Sztanderska, 2015). This demand has two sources:

1) individual, which results both from the preferences and budgetary constraints of the candidates for studies
2) public, which results from the individual preferences of potential students and the system of public financing of higher education.

The higher education system in Poland is changing. This is indicated by objective facts. In the academic year 2019/2020, as many as 1.2 million students studied at Polish universities. At the moment, students can study in Poland at 392 universities, 132 of which are public, 250 non-public and 11 ecclesiastical universities.

Looking at the graph (Fig. 2), for over a decade, a downward trend in the number of students can be observed. It results from many factors, including (Grotkowska and Sztanderska, 2015) changes in the structure of secondary education. During the period of transformation in Poland, there was a development of general education, usually ending with an examination giving the right to take up higher education. This was done to a large extent at the expense of vocational education. This resulted in a clear tendency among graduates of schools with a secondary school leaving certificate to continue education at the tertiary level. In 2005, 82.9% of high school graduates up to the age of 25 continued their education! Among technical secondary school graduates, this percentage was as high as 48.5%. In subsequent years, the tendency to continue education was halted, which was associated with an improvement in the relative situation of people with secondary technical education in the labour market and a decrease in the relative attractiveness of studying. An interesting observation is the study of trends in education in the European area (Gaebel and Zhang, 2018), which indicates that in Poland the bachelor's degree for 40% of the surveyed institutions does not provide a true academic education.

For this reason, it is one of the reasons for the relatively high percentage of students who declare their willingness to continue their master's studies immediately after completing their first-degree studies.

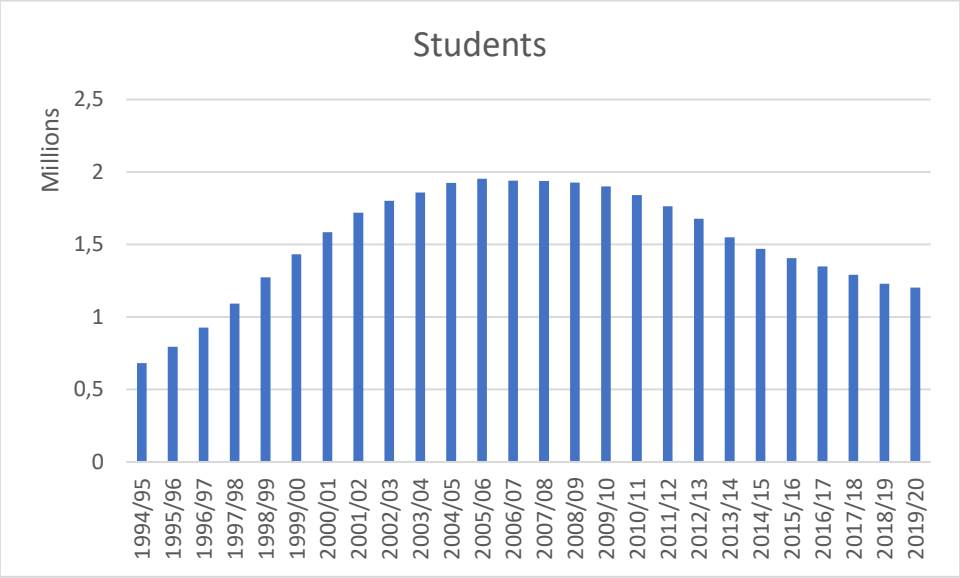


Fig. 2. Summary of the number of students studying at Polish universities (according to the Central Statistical Office – access: 31.05.2021).

Another factor influencing the change in the number of students/candidates for studies are undoubtedly demographic conditions. At present, the population in the 20-24 age bracket is still falling (Fig. 3). The decline in the population aged 20-24 is generally accompanied by the decline of the entire population in Poland (Fig. 4). Therefore, universities must prepare for the decrease in the number of students and adapt their teaching methods to this situation.

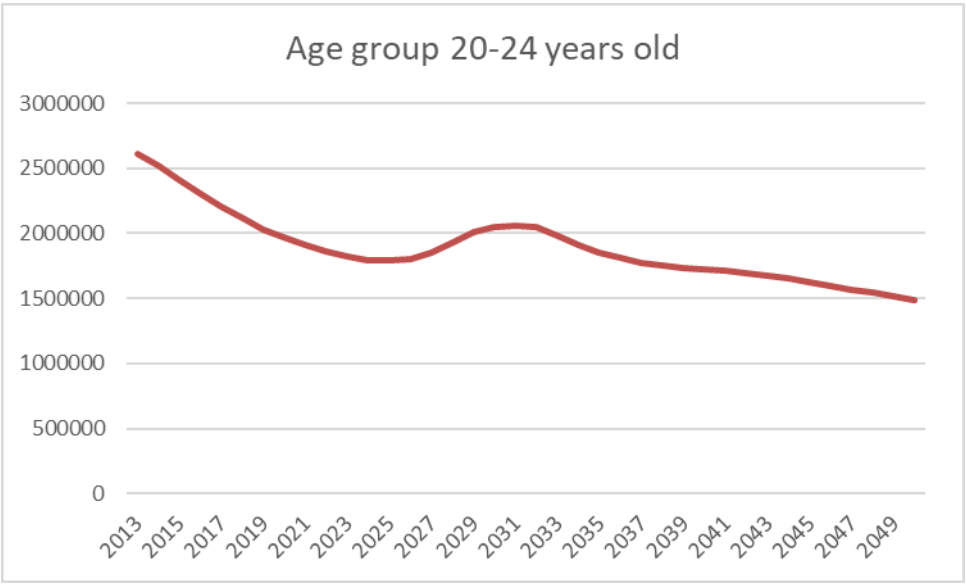


Fig. 3. Status and forecast of the population in Poland aged 20-24 (source: the Central Statistical Office).

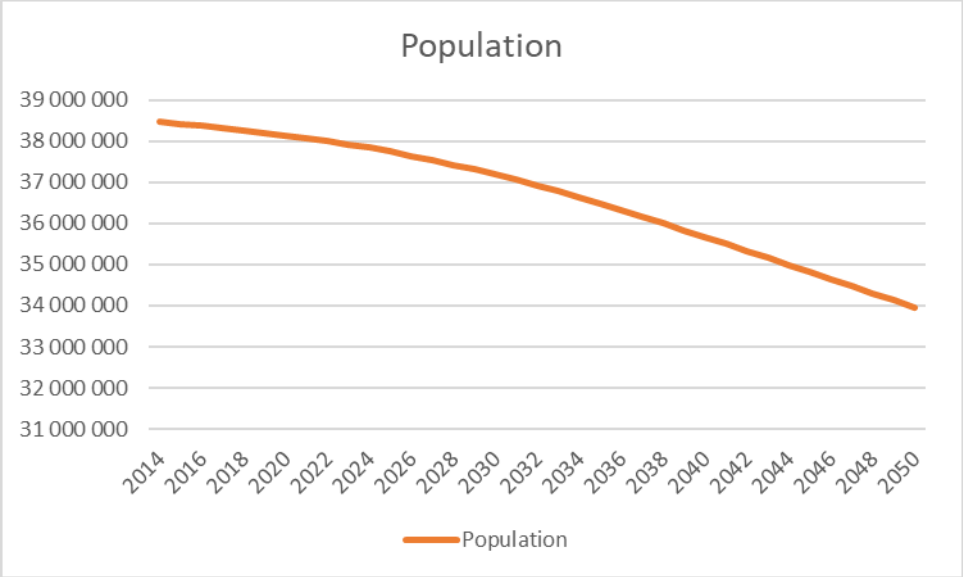


Fig. 4. Status and forecast of the population in Poland (source: the Central Statistical Office).

Among the students starting the academic year 2019/2020 there were 82,194 foreigners. The dynamic growth in the number of foreign students studying in Poland is clearly noticeable.

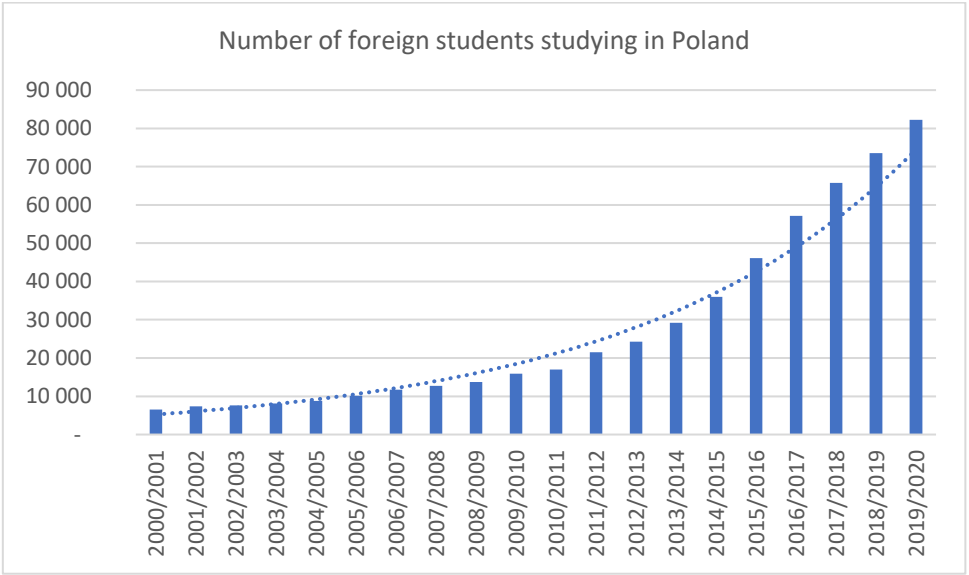


Fig. 5. Summary of the number of foreigners studying at Polish universities (source: the Central Statistical Office, access: 31.05.2021).

This is a new situation for which universities prepare themselves systematically by raising their levels of internationalisation. There are already cases in which the number of foreign students in the institution exceeds the number of Polish students. International students, representing various educational systems, choose all the fields of studies offered in Poland. The most frequently offered foreign language is English. It means that the current challenge for Polish universities is to enhance teaching methods, both in face-to-face and remote forms, in order to adapt them to the needs and capabilities of students. Therefore, there is an urgent need to introduce systemic changes in higher education, which result from:

1) The need for its development,
2) Its service-oriented and pro-development role for the economy and society,
3) Changes in internal demand for educational services,
4) Intensifying international demand for educational services.

Among the catalogue of current works there is a necessity to reinforce modern methods and techniques of education, including the implementation of solutions and experiences of the best foreign academic centres.

Polish higher education institutions provide education through programmes established on their own or with the consent of the Minister of Science and Higher Education and other bodies supervising a given institution. In most cases, there is large-scale education (Hinc, 2016) carried out in the form of classes, lectures, exercises, laboratories, seminars or workshops etc. The curriculum and the student's workload necessary to achieve the expected learning outcomes is described and measured in ECTS. Free access to knowledge resources are increasingly common and require the use of new and diversified methods of education. In them we can distinguish e-learning, distance learning, blended learning, problem-based learning, case study teaching, cooperative learning, flipped classroom teaching and many others. The transition from mass education to personalised (individual and/or group) is a time-consuming process that will require the use of new learning methods and their implementation, e.g. through modern tutoring.

In the current higher education system, there is growing concern about a noticeable shift towards 'consumer' attitudes regarding learning and teaching (Bunce et al., 2017). These concerns revolve around the idea that higher education students are increasingly seen as passive recipients or consumers of services. This concept risks that students will be detached from personal responsibility

for the learning process in exchange for unrealistic expectations that it is the trainers' responsibility to succeed and solve any problems.

In the context of the shift towards consumerism, driven by wide-ranging social, political and economic changes, a competitive approach has emerged in education theory and best practice, whereby more emphasis should be placed on a more student-centred approach and where 'interaction' and more responsibility for the student is proposed. This approach highlights the fact that both the student and the university staff are jointly responsible for the implementation of the educational process. It is assumed that even high-quality teaching is not sufficient to ensure high-quality learning. Student involvement is crucial, and professionals believe that student involvement, i.e. active participation in learning activities, is an important route to high quality learning outcomes, such as progress and achievements in science. Initiatives to implement the active learning concept are initiated either in a single faculty or in a central unit focused on professional development.

CHAPTER 3. MODELS OF TUTORING – MAIN ASSUMPTIONS APPLIED AT THE SELECTED PROJECT PARTNERS

3.1. Model of tutoring - Aarhus University

In the Danish context, tutoring is originally a master-student relationship with the purpose of developing the academic, social and personal competencies of a student or a group of students. Tutoring can refer to academic tutoring, personal tutoring, pastoral care, peer tutoring and online tutoring. Tutoring is usually labelled supervision, although tutoring methods are also applied within other teaching formats. These have been categorised by types of tutoring. It could be combined with a personal tutorial as well as curriculum integrated or extracurricular model as follow:

- academic tutoring: the emphasis is on developing the students' academic knowledge, skills and competences,
- personal tutoring: participants' also addresses personal matters and personal development with students concerning the educational processes, expectations and a career for instance in research, as well as their personal welfare,
- curriculum integrated or extra-curricular tutoring: tutoring was offered both as an extra-curricular activity and as curriculum integrated tutoring, where it is offered along with the regular/ordinary teaching.

The tutor can apply multiple tutoring methods and decide on desired student characteristics:

- randomly selected students with no specific qualifications or requirements,
- struggling students who want to improve their academic competences and fill potential gaps,
- talented and creative students with gifted skills and competencies.

Tutoring could be delivered individually, as group tutorial or as a combination of the two. Many different teaching and learning activities are used across the tutorial designs but there are some common characteristics of pedagogical principles that are emphasised. One of these is to create a useful feedback culture, both feedback from teacher to students, but also among students (peer-feedback). There are various methods and tools used to obtain better peer feedback. In this context, Aarhus University introduced rubrics, digital tools to support a more structured approach to peer

feedback, and developed feedback criteria to ensure the quality of peer feedback. In particular, the participants have a focus on aligning expectations with the students about what to expect from the teacher, but also on what the teacher expects from the students and how to activate teaching and learning as well as how peer feedback should take place. To encourage critical thinking and self-regulated learning and to minimise hierarchical teacher-student relationships an emphasis is put on developing questioning and active listening techniques and to implement them systematically in the tutorials.

Aarhus University assumed a more comprehensive approach for developing competencies for tutoring and teaching. The model describes three different elements with three different target groups as follows:

- practice level: lecturers who want to make good academic tutoring/teaching,
- course level: university department or another organisational part who wish to enhance the teaching staff's teaching/academic tutoring competencies,
- institutional level: a university that wants to implement a didactic competence development system for its faculty.

Some of the main outcomes of tutoring are developing academic, social and personal competences and a sense of belonging to the university. Tutoring has shown positive outcomes for different types of students: minority students, students with academic difficulties as well as outstanding students (Krajewska and Kowalczyk-Waledziak, 2014).

3.2. Model of tutoring - Ghent University

Ghent University was traditionally set out to organise courses for large student groups. Indicators for this are the past investments in large lecture halls (up to 1000 students) and provisions for students to work in open learning centres. For over a decade now, there has been a shift in this policy, inspired by accreditation requirements and focus on higher quality teaching. This resulted in a university-wide professional development investment beyond the explicit requirements for starting university teachers, an investment in a wide range of training offers: from supply-driven courses to demand-driven individual support in the classroom. The university did not embrace one single 'model' to direct the professional development and subsequent teaching approaches in the university. Instead, a variety of models were fostered that can be characterised with the concepts: active learning, student-

centered learning, development of complex competences, blended learning. The observation that developments were easier to implement in graduate programmes led to an explicit move towards promoting active learning at undergraduate level. The university level educational policy put 'active learning' at the centre of its educational model. All instructional strategies are evaluated according to this 'standard.' As such, the tutoring model of Ghent University is inspired by this active learning adagio. Active learning is the basic feature of education's quality and is indispensable in order to teach students a wide range of competencies. A decision was made to approve the proposition of using central educational resources in order to appoint a teaching project team (the so-called ACTIVO team). This ACTIVO team has been created to monitor curricula and educate teachers in order to introduce them to active didactics and educational activities, appropriate (continuous) evaluations, and efficient forms of feedback[3].

The notion of engagement

The key to the concept of active learning in higher education is the ***notion of engagement***. Engagement consists in actively engaging and motivating students in educational activities and is understood as a road to positive educational results initiated by the student (Reschly and Christenson 2012; Skinner et al. 2009). In the project launched at Ghent University since the academic year 2018-2019, the definition of active learning stems from the multi-dimensional concept of students' engagement (Reeve 2011, 2013). This concept fits within the dialectic approach to learning and instruction and implies the expectation that students will have the key role in the didactic process, sharing their experiences, encouraging to ask questions and/or giving constructive feedback in relation to teaching and learning activities (Cowie and Harrison 2016).

Active learning at Ghent University is conceptualised as an educational approach, in which students actively and constructively assist in educational activities. Students' own experiences, opinions and preferences are perceived as an enrichment of the learning environment. Ghent University activates students by introducing activating and evidence-based instruction strategies and assessment forms.

[3] More info: https://onderwijstips.ugent.be/en/tips/activerend-onderwijs-project/ (access: July 2021)
https://onderwijstips.ugent.be/media/uploads/bijlagen/actieplan_activerend_onderwijs.pdf (access: July 2021)

The central point of the concept of active learning in higher education is **the concept of engagement, i.e. the active engagement of a motivated student in activities related to learning** that he or she undertakes on his or her own initiative to achieve positive learning outcomes. The current draft definition of active learning derives from the multidimensional conceptualisation of student engagement according to Reeve. This conceptualisation is situated in a dialectical approach to learning and teaching and includes the expectation that students will realise their subjectivity by sharing experiences, undertaking research and/or providing constructive feedback during the teaching process.

Active learning at Ghent University is based on an educational approach in which students make an active and constructive contribution to learning activities.

Student engagement includes:
(1) **the behavioural component** related to the attention, effort and perseverance of students
(2) **the emotional component** related to maintaining interest and enthusiasm
(3) **the cognitive component** in which students, having a solid foundation of knowledge, feel competent and are able to apply appropriate learning strategies, in accordance with the credo ‘dare to think.’

In the work on student involvement and the creation of a motivating and supportive educational environment, the concept of "agentic **engagement**" is proposed as the fourth dimension of student involvement. It is defined as "**the constructive contribution of students to the flow of information that is transmitted to them.**" The engagement is based on intentional action taken by the student, through which he or she joins the teaching process (e.g. students offer their contribution to the teaching process, communicate their needs, recommend the goal or intention they want to achieve, give suggestions on how to improve the learning environment). These activities should take the form of a cycle of dialectical transactions between the student and teacher/assistant that affect and transform what teachers and their assistants do in a learning environment. This can be defined as the Ugent ‘tutor role’ as adopted by teachers/assistants.

Engagement, assessment and feedback

The concept of proactive feedback is defined as a form of engagement in which the learner is responsible for the effectiveness of the feedback process. In this context, assessment is defined as a controlled process aimed at involving students efficiently in the learning process (i.e. assessment as learning). However, current performance studies at specific learning stages and performance studies at specific feedback stages are largely regarded as two separate research areas, while both - each of them - focus on integrating learning and assessment. Examples of this active involvement in evaluation and assessment are the examples give structured feedback to one another and are engaged in self- and peer evaluation.

To implement an ambitious "active learning" plan, university teachers and assistants will need to be thoroughly trained and instructed so that they can, if necessary, introduce appropriate activating teaching strategies into the curriculum and assessment.

Goals and functions:

The Ghent University competency model serves many purposes. It can be used:

- by the director of the field of study to monitor whether the field of study competence overlaps with those imposed by educational authorities,
- by the director of the field of study to monitor whether the competencies are at an appropriate academic level,
- by the director of the field of study as an inspiration to formulate competencies for individual fields (e.g. extension of the ECTS quality mark) and/or to define the academic profile of the field,
- by supervisors of individual courses to determine the competence of the subject and to complete information forms for the subject,
- as a source of inspiration for assessing students from alternative educational paths (e.g. assessing previously acquired experience and qualifications).

Inspiration, motivation, sources:

The **competency model** interprets and develops many national and international requirements. The model draws inspiration from two European sources, namely the Qualifications Framework for the European Higher Education Area (also known as Dublin Descriptors) and the European Qualifications Framework for Lifelong Learning (EQF).

The structure of the model is based on the criteria of the developed curricula, applicable at bachelor and master studies at universities in Europe. The current design of the model is the result of an in-depth analysis of the objectives of the field of study and the objectives of individual subjects, contained in self-assessment reports and information forms for the subject.

Key to read the model:

The **competency model** of Ghent University contains six closely related areas of competence describing the nature of academic activity:

- competence in one or more scientific disciplines,
- scientific competence,
- intellectual competence,
- competence in cooperation and communication,
- social competence,
- strictly professional competencies.

Each area of competence consists of many competencies at the bachelor's and master's level. In the extended version they are divided into competence subcategories, mostly reflecting the level corresponding to increasing complexity. The competency model has been used to screen all academic programmes. These programmes had to adapt changes to be congruent with this model.

Application:

The model has been tested in three fields of study implemented at Ghent University (sociology, political science and structural engineering) in 2006. It was then further refined by adding a number of

features to increase its user-friendliness. Currently, the model is used in almost all faculties at Ghent University, both for the needs of external auditing and to simplify existing descriptions of fields of studies.

3.3. Model of tutoring - University College London

UCL offers tutoring, i.e. individualised support for students' learning, in a number of forms.

1. **Personal tutoring** is about supporting students' learning during their time at UCL. Every taught student (Undergraduate or Masters) is assigned a Personal Tutor who is available to provide regular and personal support and guidance to the students. Individual degree programmes can decide what the specific role of the Personal Tutor is and who else is involved in the local hub of student support. Typically, this support will cover the following:
    - Academic progress and associated development of research skills,
    - Careers and personal professional development,
    - General well-being.

2. In addition, students at UCL receive individualised academic support in many different ways, through small group teaching (seminars and tutorials), individual project and dissertation supervision, and the provision of office hours for additional feedback on assessed work. In some departments, such as the English department, a tutoring model, like the Oxford model, using small group teaching to teach subject content, is also used.

As a further example, the UCL Institute of Education Academic Writing Centre and the Writing Lab (based in Arts and Humanities) are centres which support students with their academic writing, particularly students who have not done any writing for a while, or who may not be familiar with UK expectations of academic writing. This is often provided on a one-to-one basis.

UCL employs a number of approaches to tutoring within certain agreed principles. As stated above, UCL offers tutoring, i.e. individualised support for students' learning, in a number of forms. Full guidance provided to students and staff about UCL's approach to **Personal Tutoring** is available on UCL's website: https://www.ucl.ac.uk/teaching-learning/teaching-resources/personal-tutoring.

The key elements of this model are that:

- Each programme decides how best to provide support to their students. UCL does not promote a one-size-fits-all approach.
- Each programme must ensure that every taught student is assigned a Personal Tutor who is available to provide regular and personal support and guidance to the students. The programme can decide what the specific role of the Personal Tutor is and who else is involved in the local hub of student support.
- What is important is that the support is organised locally and clearly communicated to students so that students know where to get the support when they need it.
- What is essential, is that every programme provides every student with information on how to access personal guidance and support.

Tutors aim to support students in their development, taking into account their individual needs, skills and interests. Departments develop different approaches to tutoring to reflect the requirements of their students and disciplines.

3.4. Model of tutoring - University of Groningen

In the Netherlands, there are no national regulations at the level of the Ministry of Education to support universities in improving their teaching. Universities are responsible for this area, according to one of the most important academic values - institutional autonomy.

The Dutch universities have developed a solution that makes it possible to improve academic teaching in an organised way.

In line with López-Gómez et al. (2019), the University of Groningen recognises three dimensions in tutoring (Fig. 6): 1) personal-social, 2) academic, and 3) career development. Throughout the students' academic careers, the focus might shift from one dimension of tutoring to another.

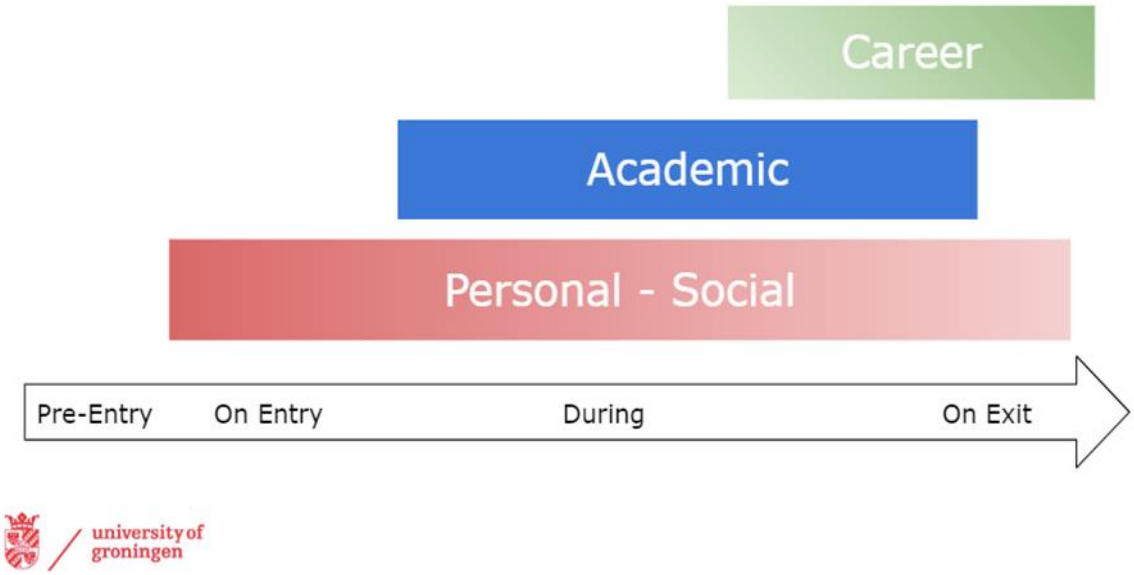


Fig. 6. Three dimensions of tutoring at the University of Groningen

Broader description of this model is presented in Chapter 4.

3.5. Model of tutoring - University of Oslo

Over the past few years, the Norwegian Ministry of Education and Science has created a new education policy by highlighting the role of individual education: https://www.regjeringen.no/en/dokumenter/meld.-st.-16-20162017/id2536007/

In Norway, due to the ethical and legal requirement for equal treatment of every aspect of public life, especially education, the elitist ("Anglo-Saxon") tutoring model is not fully accepted. Individualised education is designed in a more modest form, in three varieties:

1) individual tutoring as proper tutoring based on the student's work with the teacher;
2) managing a small group of students;
3) tutoring introduced to a typical group of students.

Individual tutoring most commonly occurs when an academic teacher manages the student's thesis. In relation to Polish solutions, it would be a kind of individual diploma seminar. With the Norwegian variant, conducting diploma theses requires certain specific competencies that are developed and

tested as part of the education quality improvement system. Pursuant to the relevant provisions, the condition for providing tutorial care over a student and his or her diploma thesis is to undergo training in this form of teaching. This solution works at the Faculty of Humanities of the University of Oslo. A similar model of cooperation between the researcher and student has been developed for doctoral students (see: https://www.hf.uio.no/english/research/phd/).

Individual tutoring at the Faculty of Humanities is primarily intended for second-cycle students. Due to the number of undergraduate students, the costs of individual classes would be too high. However, there are some elements also at undergraduate studies of working with a single student in the form of feedback that a student receives after completing each main module (course). This gives a minimum of six individual consultations, which are carried out by the person or persons responsible for a specific module. They can be in oral or written form, as well as voice or video recording. The purpose of this feedback consultation is not to assess the student's work and progress, but to significantly improve learning outcomes. In addition, each student has the opportunity to arrange a consultation with the teacher or exchange comments by email. This type of informal tutoring is very popular in the Norwegian academic community.

Another form of individualising academic education is **combining tutoring with work in small groups**. The project recently implemented at the Faculty of Humanities of the University of Oslo consists in joint management of diploma theses by several academic teachers. This applies especially to students writing papers from one discipline or when the topics of the papers fall within one macro-issue. An example was the diploma theses of students of linguistics, which were subject to control and consultation not only by the relevant supervising professor, but also by his colleagues - specialists from the same discipline. This type of collaboration is becoming particularly popular in Scandinavian universities when writing doctoral dissertations. It helps to create high standards for the whole group of doctoral students and strengthens the motivation to raise the level of own work.

In addition to the diploma module, there are a lot of small study groups at master's studies (between 5 and 12 students), which gives the teacher the opportunity to differently and individually manage the education of these students. It is easy to evaluate each one individually and also to specify didactic instructions that favour the effective education of a specific person. Activity in such a small group becomes naturally forced, and thus the degree of focus on the topic and the speed of learning and

skills are greater. Involuntarily, a student learning a particular issue faster becomes an informal tutor of a colleague, some colleagues or the whole group.

Finally, you can consider the **tutoring when conducting classes in large groups of students** (50 - 150 people), where the purpose of such classes is not to individualise education, but to build standard knowledge bases, elementary skills or the introduction of basic scientific concepts. It is about finding an effective connection between individual tutoring, classes in small groups and multi-person lectures. Efficiency means using diversified individual education to achieve a high level of education for all students, not just the most gifted. Electronic learning management systems (Canvas in Oslo) and educational platforms like MOOC are a great tool for this. Thanks to them, it is possible to simultaneously standardise and individualise the achievement of learning outcomes.

Of the Norwegian solutions presented, the fresh educational initiative launched in June 2018 under the name of the Honors Programme is particularly interesting. Under the agreement of three faculties: humanities, mathematics and natural sciences, an interdisciplinary program was created, addressed to particularly gifted students whose abilities herald an academic career. The training path prepared for them includes, in addition to seminars, workshops, participant observations, also individual tutoring. This innovative and new individual education program is the basis of the course prepared by the University of Oslo for Polish participants of the "Masters of Didactic" programme.

CHAPTER 4. INSTITUTIONAL SUPPORT FOR STUDENTS IN SELECTED PROJECT'S PARTNERS

4.1. University support for students - Aarhus University

Aarhus University provides a wide range of support for students. The aim is to help students in their academic, personal and social development. It is achieved by different mechanisms and tools like:

1. Student Advisory and Information Office.

The Student Counseling and Information Office at Aarhus University consists of five units located in four faculties and in the administration unit. The office offers individual classes and support in the field of:

- learning skills and learning techniques,
- study groups,
- Bachelor's project and Master's workshop,
- research on learning progress,
- explanation of competence,
- mentoring programmes,
- well-being of students.

(see: https://studerende.au.dk/en/; access: July 2020)

2. Student Counseling Service.

Student Counseling Service is an institution subordinate to the Danish Ministry of Higher Education and Science with local units at all Danish universities.

Student Counseling Service offers personal advice that focuses on the problems faced by students in their lives. The goal is to provide psychological and psychiatric counseling and treatment to undergraduate, professional undergraduate and graduate students so that they can complete their studies without unnecessary extension and without unnecessary interruptions in their studies.

The team consists of psychologists, social workers with psychotherapeutic education and specialist psychiatrists.

(see: https://studerende.au.dk/ ; access: July 2020)

3. Special education support and vocational counseling.

The goal of SPS (Special Education Support) is to provide all students with equal education opportunities, also when they have some disabilities. Special Education Support provides information and guidance on support available to students with disabilities at Aarhus University.

The main task of the Career Office is to strengthen students' professional skills by providing knowledge of the labour market, awareness of competences and job search tools.

This office provides professional advice in the following areas:

- career planning,
- needs of employers,
- student work, internships and first job,
- competence assessment,
- feedback on CVs and application documents,
- job interview,
- professional networks.

(see: https://studerende.au.dk/en/csu/; access: July 2020)

4. Online resources:

a) STUDENTS.AU.DK

This site is the main online resource for students with important information concerning Aarhus University. It contains information on finances, regulations, digital tools and administrative systems as well as university related news.

(see: https://studerende.au.dk/en/; access: July 2020)

b) Student portals

Each field of study has an educational portal containing information about:

- teaching,
- timetables,
- exams,
- academic regulations.

(see: http://studerende.au.dk/; access: July 2020)

c) AU Studypedia

AU Studypedia is an online resource for developing general academic skills and a learning tool for students to use when writing assignments, searching for sources and for other working methods that are part of learning. AU Studypedia offers advice, inspiration and exercises.

AU Studypedia provides information on the following topics:

- time management,
- reading and taking notes,
- group work and feedback,
- writing an academic essay,
- exams,
- Danish educational conditions,
- literature and references,
- academic standards,
- preparation of the doctoral project.

(see: http://studypedia.au.dk/en/ ; access: July 2020)

4.2. Institutional support for students - Ghent University

Institutional support for students at Ghent University is organised in a similar way as in Aarhus University: https://www.ugent.be/student/nl/studeren/studiebegeleiding/monitoraat. At GU, there is a special department dealing with diversity on the level of university. Students may consult this department, if they need any help: https://www.ugent.be/nl/univgent/waarvoor-staat-ugent/diversiteit-en-gender.

A broad range of support for students if offered, for example:
https://www.ugent.be/student/en/study-support/feelinggood

Support is offered in particular for students with disabilities too:
https://www.ugent.be/student/nl/administratie/flexibel-studeren/bijzonder-statuut/studeren-functiebeperking.

The questions of counselling for students are presented on the dedicated website:

„Monitoraat"
Each of the 11 faculties of Ghent University has a 'Monitoraat' with study coaches and trajectory coaches, who take initiatives to make studying easier and more efficient. Given the large groups of students, these 'Monitoraat' units set up a lot of activities for undergraduate students.

The study coaches

- These offer support with regard to a number of content-related courses in the first Bachelor year; students can contact them with questions about the subject matter. They offer individual and/or group sessions on study method and study planning, how to pass exams etc. They support students to look for solutions related to issues that hinder their studies (concentration problems, fear of failure, procrastination).

Trajectory coaches

- Offer students individual advice about their personal study paths and study progress;
- Provide guidance and information related to study choice moments during students' university career (specialisation, minor/major, ...), discuss possibilities regarding GIT (individualised trajectory), applying for a credit contract;
- Help students with reorientation (transfer to another study programme).

Students with disabilities

Students with disabilities can rely on an extensive range of support measures. The Student & Disability Contact Point closely manages your file. Disability is defined as a long-term or permanent loss of one or more bodily functions: developmental disorder (such as dyslexia, dyscalculia, ADHD, ASS), auditory, visual or motor disability, psychiatric disability, chronic illness, other restriction.

"Long-term" means that there has been at least 12 months of dysfunction and/or that a dysfunction of 12 months is expected in the future. Students with a functional disability who need support to make their studies more feasible can start the procedure below to apply for 'special status.'

STEP 1: Request special status via oasis.ugent.be
To be able to use the services of the Student & Disability Contact Point, students must first request the special status via oasis.ugent.be.

STEP 2: Appointment with the Student and Disability Contact Point
After submitting the application, the student will be invited for an interview at the Contact Point of their own faculty. During that interview, students discuss what the impact of their disability is during the lesson weeks and exams. The Contact Point provides advice with regard to the grant and the admission period of the special status. If the recommendation is positive, the education and/or exam facilities discussed will be formally recorded in Oasis.

STEP 3: Linking the facilities to the courses via oasis.ugent.be
To inform your teachers about the allocated facilities, they must be linked to your courses every semester.

STEP 4: Re-request status or facilities
Students with a special status that is valid for one year must apply again for a status in the following academic year if they wish to continue using education and examination facilities (see step 1). Students with a special status that is valid for the entire study duration must confirm their teaching and exam facilities to the Contact Point each year.

Diversity

In addition, related to diversity, this Policy Unit coordinates a 'mentoring' system allowing students to request a mentor (= more experienced students) who can help him/her with getting to know the faculty, with tips related to processing subject matter, etc. Next to this, they organise sessions for refugees who want to study at Ghent University and provide information related to religious and philosophical questions.

Gender policy (for both students and staff)

The Diversity and Gender Policy Unit takes care of, among other things, gender mainstreaming, transgender policy, etc.

4.3. Institutional support for students – University College London

Alongside the tutoring support described in the section **3.3**, and the general support of the department and programme teams responsible for the degree programmes the students are undertaking, UCL also provides other forms of support for students (see: https://www.ucl.ac.uk/teaching-learning/teaching-resources/personal-tutoring):

- UCL Student Support and Wellbeing services: advice and support with issues such as mental health and other wellbeing concerns,
- UCL Student Centre: advice on accessing UCL's services and understanding UCL's processes,
- UCL International Student Support: assists students with settling into the UCL community,
- UCL Student Disability Services: provides support for students with disabilities,
- UCL Student Mediator: helps resolve complaints, involving staff or other students or services of UCL,
- UCL Financial Advice and Support: help for students on monetary matters,
- Support for Academic Writing through the centres mentioned above.

There are also various services offered by UCL Students Union (see http://studentsunionucl.org/). The union offers a variety of activities, societies for students to join, and there are officers responsible for issues such as welfare and international students, black and minority ethnic students, women students, post-graduate students.

4.4. University support for students – University of Groningen

As mentioned before in chapter 3, the University of Groningen recognises three dimensions in tutoring and support of students: 1) personal-social, 2) academic, and 3) career development. At the University of Groningen, student support is organised on different levels: faculty-specific support by study advisors and institutional-wide support by the Student Service Centre (SSC) and Career Services.

Study Advisors

Every study programme at the University of Groningen has one or more study advisors (depending on the amount of students in the programme). This is the first point of contact for most students when they are in need of support. Study advisors mainly focus on the personal-social and academic (discipline-specific) dimension of student support.

Student Service Centre (SSC)

For further support students are welcome at the Student Service Centre (SSC), the student counselling expertise center of the University of Groningen. At the SSC, Student counsellors, student psychologists and trainers work together to provide an integrated package of student support with the aim of helping students with their studies. The SSC has a wide range of support facilities - information and advice, individual discussions, short-term therapy and a wide variety of workshops and training courses. The support at the SSC focuses on the personal-social and academic (study skills) dimension of student support.

Online study course

At several moments during the year students can join the online course 'Improving Your Study Techniques' for free. In this 4-week online course, trainers of the SSC will give students information, tips and exercises about studying effectively. More information can be found on the page Improving Your Study Techniques of the FutureLearn website (see: www.futurelearn.com/courses/improving-study-techniques).

Student counsellors

Student counsellors are confidential advisors who also fulfil a mediating role. Students can consult them for personal or financial matters, questions about degree programme choice and all other study-related questions that students cannot or do not want to discuss within your degree programme.

Student psychologists

The student psychologists at the SSC can help students and PhD students with:

- Problems relating to studies, such as stress,
- Psychological problems, such as anxiety or depression,
- Phase of life problems, such as issues relating to your identity.

Workshops and courses

The SSC offers a variety of workshops, courses and group activities. Most of the courses are offered in Dutch and in English. Workshops could be about:

- How to choose what to study,
- Study skills,
- Self-discipline,
- Managing stress,
- Personal development,
- PhD-support group.

In addition to the regular courses for students, the SSC also offers tailor-made courses for staff and student organisations of the University of Groningen.

Career Services

Students at the University of Groningen also receive support from Career Services in preparing them for a successful career. Career Services helps students to make well-informed choices and gives them the opportunity to realise those choices. They do this by offering workshops and training courses, and by providing help with writing a CV and letter of application. Students can also contact Career Services for personal careers advice. The Career Services focuses their support on the third dimension: career development.

Studying with a functional impairment

AD(H)D, autism (ASD), blindness, deafness and dyslexia are all examples of functional impairments that can hinder students' study progress or even result in a study delay. The University of Groningen has various arrangements and facilities for students with a functional impairment. If students encounter obstacles to studying due to a functional impairment, we will work with them to overcome these as best we can, for example, by arranging study and examination facilities, adapting the educational environment or modifying the study plan.

4.5. Institutional support for students - University of Oslo

The University of Oslo adopts a broad understanding of tutoring that includes several perspectives on and aspects of tutoring, e.g. tutoring and guidance for groups of students that vary in terms of number of students (1-to-1, smaller and larger groups) in order to develop their academic, professional, personal and social abilities. Many different methods of learning and platforms, e.g. meeting in various formats, online tools that enable individualised feedback, etc.

Similarly to a few other European universities, academic teachers concentrate mainly on academic teaching, described and formalised in the curriculum, while other forms of support and care for students, focused more on personal and partly professional matters, are carried out by other organisational units. Some organisational units that provide various services (counselling, advice, information, workshops, etc.), particularly for the Faculty of Humanities, are listed below.

Online information.

The students of the University of Oslo can find a lot of useful and up-to-date information on the websites of the University of Oslo (see: https://www.hf.uio.no/english/)

Student Information Centre on faculties.

The Centre provides counselling and information for students concerning administrative matters, e.g. it gives answers to questions about the structure of study programmes, exams, leaves, special need related with studying, special exam arrangements, exchange programmes, IT problems, etc. The Centre analyses the students' questions and directs them to appropriate units and/or employees. If the student asks a questions that the Centre is not able to answer, it is obliged to direct the student to

an appropriate organisational unit or to an employee who will provide him or her with all the necessary information, contact details and guidance.
(see:https://www.hf.uio.no/english/studies/contact/student_info_centre.html)

Academic administration in institutions.
All faculties are divided into smaller units, institutes, centres or departments. In every institute, there is some academic administration. Usually, some student counsellors are employed there. Student counsellors are usually responsible for one or two programmes or specializations in Bachelor's and Master's studies. They give advice and information for students in relation to administrative questions about their Bachelor's or Master's programmes. Academic administration in institutes performs the same function as the Student Information Centre on the level of faculty.

Student Welfare Organization in Oslo and Akershus (SiO).
It is a publically funded organisation, independent from the University of Oslo, which deals with various tasks concerning everyday life and wellbeing of students, starting from student dorms, or campus restaurants, and ending with sports premises, or kindergartens for employees and students who are parents. SiO provides services connected to students' health, both physical and mental. SiO provides each students with medical care of GPs and dentists. In addition, SiO provides services in mental health care offered by trained psychologists and psychiatrists, who offer both short-term therapies and individual or group consultations, making it possible to continue therapy in other centres. Trained personnel provides counselling services and assists students in matters connected to their personal lives such as financial problems, personal relations, etc., or to their studies.
(see: https://www.sio.no/en/home)

Services of the career centre at the University of Oslo.
This centre, also managed by SiO, offers students help and guidance in various issues connected to their professional life and searching for jobs. The offer includes e.g. individual meetings aimed at finding a job, writing CVs and motivational letters, simulations of job interviews, counselling on what employers look for, etc. In addition, the centre organises a range of courses and workshops related to these topics
(see: **https://www.uio.no/english/studies/career/**).

CHAPTER 5. TUTORING MODELS IN THE PROFESSIONAL DEVELOPMENT OF ACADEMIC TEACHERS AT SELECTED PARTNER INSTITUTIONS

5.1. Professional development of academic teachers – Aarhus University

In Denmark, academic teachers must pursue an obligatory programme of professional development. At Aarhus University, this programme is held twice a year. The programme is directed at academic teachers who teach at Aarhus University. Its aim is to support professionalisation and to improve the quality of academic teaching by developing practical teaching skills and promoting scientific approach to teaching.

- The aim is considered reached when the participants are able to:
- analyse and discuss didactics on the basis of their knowledge on the quality of teaching, didactics, assessment and evaluation,
- plan, carry out and assess properly selected didactic and evaluation activities within their own disciplines and organisational contexts,
- use and assess educational technologies in order to promote educational actions for groups and individual students,
- demonstrate practical teaching skills within various forms of teaching,
- collect data, analyse and transfer information on their own didactic practices and experiences to their co-workers and other interested people in a didactic portfolio.

The programme is organised in order to support didactic activities in which participants are already involved, e.g. by supporting teaching plans and introduction of didactic experiments, or preparing (digital) didactic materials.

The structure of the programme

The programme consists of four modules:

Module 1: Introduction to teaching and learning in research-based education

Module 1 is a 3-day on-site course.

The module includes the following topics:

- the participants' own development as academic teachers,
- basic university pedagogy: theory, concepts and models,
- students' characteristics, motivation and learning,
- pedagogical research and evidence,
- planning teaching with focus on justified selection of teaching results, contents, evaluation and educational IT,
- methods and techniques of teaching, including introduction to lectures, teaching in small groups and supervision,
- assessment of the course and development of the participants' own courses.

The total amount of work time is estimated as 50 hours. The module is conducted in the form of *blended learning*. Preparation, estimated as ca. 25-30 hours before the on-site course, is obligatory.

Module 2: Educational information technologies – the use of educational technology

The module is conducted in each of the faculties and the contents are designed in accordance with different educational IT strategies in the faculties.

The module is focused on:

- educational information technologies of Aarhus University, including different formats of courses: 'dispersed technology,' 'supported technology,' 'innovative technology' (blended learning) and 'based technology' (distance learning),
- examples of the best practices of technology-supported teaching,
- models of planning a learning design and blended learning (in-class teaching supported with e-learning),
- practical experiences with different methods of e-learning and technology with particular emphasis on lectures, teaching in small groups and supervision,
- creating at least one digital didactic item and a learning for the participants to use in their own teaching,
- re-designing the participants' own courses,
- reflection on the role of the teacher in a digital environment.

The total preparation and work time for this module are estimated as 25 hours. The module is conducted as a blended learning module in ARTS, BSS and HEALTH and as a distance learning module in NAT-TECH.

Module 3: Course in designing courses

The participants must choose one of the following subjects: lectures, teaching in small classes or supervision

All the paths have the following format:

- online introduction,
- a day of on-site course with presentation, exercises, knowledge sharing and preparing a project (again) of a course design or training module,
- supervision connected to the project of (re-)designing, including the use of technologies,
- testing the re-designed module of learning in the participants' own teaching,
- the last day of the course with evaluation of experiences and results.

The path of lectures is focused on:

- identifying problems in the participants' own lecturing practice,
- designing lectures or a series of lectures (including interactions between classes in the classroom and beyond),
- rhetorical strategies during lectures,
- digital tools during lectures,
- visual aids during lectures.

The path of teaching in small groups is focused on:

- identifying problems in the participant's own small-group teaching practice,
- possibilities and challenges connected to activating students in small-group teaching,
- organising small-group teaching (including the use of technologies and interactions between classes in the classroom and beyond),
- meetings with students, including group and students' diversity management,
- conducting professional dialogue in small-group teaching,
- feedback and assessment in small-group teaching.
-

The path concerning supervision is focused on, among other things:

- identifying problems in the participants' own supervision practice,
- aligning expectations in the area of supervision,
- relational and process-related skills,
- skills in creating text and giving feedback in the process of writing,
- communication skills and methods of dialogue,
- the use of technologies,
- supervision of groups,
- online supervision.

The total work time for each of the paths in this module is estimated as ca. 45 hours: 20 hours for preparation and participation in the course and ca. 25 hours for preparation and testing of the participants' own projects.

Module 4: Final workshops on the teaching portfolio, knowledge sharing and teaching practice in the five faculties.

The contents of this module differ slightly depending on the faculty. However, regardless of the faculty, the participants present their experiences and observations as well as the results of the training programme for teachers in the form of a teaching portfolio.

On the last day of the course, focus is put on:

- feedback on the participants' own educational portfolios or designs of teaching portfolios,
- presentation of selected results from modules 2 and 3,
- discussion of the teaching environment in the faculty: students, assessment, teaching conditions and development, university strategies.

The total amount of time for preparation and work in module 4 is estimated as 30 hours.

In addition, Aarhus University offers professional development activities for its employees at different stages of their careers. Below are a few examples:

Introduction to Teaching and Learning

Introduction to Teaching and Learning (InTeL) is an online module in university pedagogy for all educators at all levels, regardless of discipline and teaching form and method. The module contains a broad introduction to academic teaching and learning, including key concepts and methods that help teachers improve the quality of their teaching and learning practice. Those key concepts and methods include aspects such as constructive alignment, active learning, learning outcomes, educational IT, feedback as well as assessment and evaluation. Additionally, the module delves into different teaching forms including lecturing, small class teaching, laboratory teaching, clinical training and supervision with advices and guidelines on how to improve their teaching and learning practice.

The module is designed as a flexible online module estimated to take approximately 7 hours over one full week. The content of the module consists of a combination of reading texts, watching educational videos and completing a series of online asynchronous learning activities. During the week, participants must complete three different online learning activities where they have to relate what they have learned during the module to their own teaching practice. The module is largely based on active participation and peer feedback, as well as e-moderators will follow the participants' progress and provide feedback if they deem it necessary.

The three online learning activities focus on their own teaching practice, where they initially have to 1) to describe and analyse their own teaching context, 2) describe how their teaching activities both out-of-class and in-class is organised and aligned and how it support the students' learning, and lastly 3) design a lesson plan ready to be used in their own teaching practice. Throughout the online activities, the participants are asked to relate and provide peer-feedback on other participants' contributions. At the end of the module, the participants are asked to evaluate their outcome of the module.

The online module is conducted twice a year in English. Since the module takes place online and asynchronously, they can complete the module regardless of time and place. All online learning activities are compulsory, and upon successful completion of the module, a diploma is issued.

Learning objectives:

Upon completion of the module, academic educators will be able to:

- Identify elements in their own teaching which can be developed in order to enhance student learning
- Apply pedagogical principles and tools to the identified element
- Argue how the chosen pedagogical principle or tool is expected to enhance students' learning.

The online module description can also be found on Centre for Educational Development's website.

Teacher's assistants (students):

Teaching based on practical exercises, discussions and case studies is the basis of many courses at Aarhus University. In many cases, such courses are conducted by teacher's assistants (students). On-site teaching allows students to work with theories, data and subject methods. They can ask questions, practice the application of theory and subject methodology under the teacher's supervision and get feedback. Teachers' assistants at Aarhus BSS have an important didactic function of substantive educational potential. The aim of the course is to use and develop this potential.

The aim of the course is to develop the skills of teachers' assistants so that they can teach efficiently – in other words, teach in a way that motivates students to prepare and actively participate in the classes.

Learning results

After completing the course, the participants should:

- design a course that motivates students to prepare for the classes and promote their active participation,
- determine a specific goal of each class,
- consciously choose working techniques that support the class's goal,
- use techniques of asking questions to explore the knowledge and skills of students and provide feedback on that basis.

5.2. Professional development of academic teachers - Ghent University

At Ghent University, academic teachers' professionalisation is organised by the central Educational Policy Department. Their offer is threefold:

Supply-driven offer, some examples:

The website educational tips: the website is build up in Dutch, but some pages were translated https://www.onderwijstips.ugent.be/en/. Trainings for our university teachers:

- basic training: https://onderwijstips.ugent.be/en/tips/basisdocententraining/ and
- specific training; e.g., how to prepare a knowledge clip, how to prepare multiple choice exams, etc. A lot of these trainings are documented with video clips. This fosters the reuse of materials and the distributed nature of the training offer.

Demand-driven offer: team of 4 people always available for individual or team support of teachers/assistants. Project-driven offer: e.g., active learning project. Individual teachers can also ask for individual support in their classroom. They will get a visit of a coach, who will help – during a period of time – in view of particular requests. An example is dealing with large groups, dealing with classroom management problems.

The basic training for academic teachers consists of three whole-day sessions and focuses on the basics of teaching at Ghent University.

During this training a lot of insights and practical tips are given related to planning and executing their teaching as well as evaluation. Participants are stimulated to exchange ideas regarding their educational experiences and assignments. Various educational principles and techniques are discussed and tested on their feasibility. Participants also get the opportunity to try out different techniques and give each other feedback. During this entire process, there are links to recent educational research. Additionally, the content of the training is linked to the educational policy and culture of Ghent University. The language of the training is Dutch, and the training is organised five to six times per academic year. Personnel of Ghent University who may follow the course (professors, doctor-assistants and scientific personnel) are kept up to date about the training dates via e-mail.

The offer depends on the interest and may include:

- Educational tips on the website (partly translated into English)
  https://www.onderwijstips.ugent.be/en/

- Trainings for academic teachers: basic training (see: https://onderwijstips.ugent.be/en/tips/basisdocententraining/) and specialist trainings: how to prepare knowledge clip, how to prepare exams containing multiple choice questions, etc.,
- Individual and team support for teachers/assistants provided by a 4-people team,
- Support directed at a specific project, e.g. a project of active learning.

5.3. Professional development of academic teachers – University College London

The main source of centralised support for the development of academic teachers in UCL is provided through UCL Arena (see https://www.ucl.ac.uk/teaching-learning/professional-development/ucl-arena).
This is UCL's professional development pathway for teaching: a scheme of awards accredited by the Advance HE (formerly the Higher Education Academy) - (https://www.advance-he.ac.uk) giving teaching and support staff nationally recognised fellowships.

This scheme is open to all UCL staff: academic, professional services, research supervisors and post-graduates who teach. There are different pathways for different groups of staff, for example any new Lecturer who has limited teaching experience must complete Arena Two, which is a short course (8 x 2 hour sessions) which leads to accreditation by the Advance HE.

Accreditation by the Advance HE is available at 4 levels of Fellowship: Associate Fellow, Fellow, Senior Fellow and Principal Fellow. These levels reflect different levels of engagement and experience in teaching and learning. It is a system of recognition for academic staff in the UK, based on evidence of individuals meeting the criteria set out in the UK Professional Standards Framework (see https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf). It can either be obtained in universities through individual application (as in UCL) or through attending an accredited course.

Through UCL Arena, staff can attend workshops and other events to help them develop their applications. A panel of staff already accredited then assess the applications once a term, and decide

whether sufficient evidence has been provided for the individual to be recognised at the level for which they have applied.

Individual departments in UCL also offer different types of support for academic staff in their teaching. This might be a system of peer observation and feedback, or might be co-teaching. Programmes also have regular meetings to discuss feedback from students and changes to make in teaching. The Arena Centre offers individualised support to all UCL departments in curriculum enhancement.

UCL also runs an annual education conference focusing on teaching and learning where staff and students can present their innovative approaches and research into their practice. In 2019, for example, the theme was 'inclusivity' and presentation abstracts can be viewed here - https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/ucl_education_conference_abstract_booklet_26_march_web.pdf.

5.4. Professional development of academic teachers - University of Groningen

Below, you can find the description of the characteristics of qualifications of the University Teaching Qualification - UTQ[4].

The following material is taken from the UTQ document prepared by the Association of Netherlands Universities (VSNU), (de Groot and Kouwenaar, 2018). VSNU is formed by 14 universities: Erasmus Universiteit Rotterdam, Open Universiteit Nederland, Radboud Universiteit Nijmegen, Rijksuniversiteit Groningen (University of Groningen), Technische Universiteit Delft, Technische Universiteit Eindhoven, Universiteit van Amsterdam, Universiteit Leiden, Universiteit Maastricht, Universiteit van Tilburg, Universiteit Twente, Universiteit Utrecht, Vrije Universiteit Amsterdam, and Wageningen Universiteit.

[4] https://www.vsnu.nl/en_GB/characteristics-utq-scheme-, (access: June 2019)

In the preamble to this document, the universities write about their main intentions to build UTQ: The UTQ, recognised jointly by our 14 universities, has been in existence for ten years. This is something we want to appreciate and cultivate. UTQ is proof of the didactic competence of (beginner) lecturers. It is embedded in the university's human resources policy, which makes it an important element in the professional development and evaluation of academic teachers. The value and quality of UTQ is widely appreciated, which results from the evaluation carried out by universities in 2017. Of course, there are also some critical assessments at universities and they need to be constantly improved. (...) All universities place increasing emphasis on the continuous professional development of lecturers, not only at the beginning of their teaching career, but also in its successive phases (de Groot and Kouwenaar, 2018).

Content-related characteristics (Sanders, 2018):

- The level of the certified lecturer is described in terms of behaviour („Lecturer can…"),
- Requirements to be met by lecturers are consistent with international standards for academic lecturers (NVAO, 2.1; Dublin descriptors),
- The requirements that lecturers must meet come from professional practice (NVAO, 2.1); in this particular case it means paying attention to the areas of learning outcomes, education development, education assessment, education evaluation, supervision of students and organisation (UFO) and/or infrastructural, educational and organisational implementation of study programs (NVAO, 2.3),
- Lecturers are expected to contribute to the development of their own learning area through research (NVAO, 2.3).

Characteristics related to the assessment:

- All results areas of academic teachers will be included in the assessment,
- Assessment criteria are described for all academic teacher output areas,
- It was determined how much lecturer experience in these results areas must be.
- Assessment depends largely on reflecting your own professional practice,
- There is a description of the assessment procedure,
- There is a description of the type of specialised knowledge required of the assessment team,
- There is a description of how the assessment team ensures the accuracy, confidentiality and objectivity of the assessment process.

Characteristics associated with the process:

- The content, scope and form of career development of lecturers (e.g. courses, coaching, portfolio) were based on the requirements that lecturers must meet in the UTQ qualification,
- In developing their career path, lecturers learn to use didactic knowledge and actual research results in this field,
- The institution facilitates the professional development of lecturers at UTQ level.

The following list presents the criteria for obtaining UTQ:

1. Designing or redesigning didactics

- The lecturer can explain how their course is embedded in the curriculum or the curriculum as a whole.
    - Explaining how learning objectives clearly contribute to achieving the goals or competencies of the study program.
    - Explaining how didactics connect with research or future professional field.
    - Explaining how the education project meets the institutional rules, regulations and educational vision of the university or faculty.
- Lecturer can design education based on the principles of "constructive alignment"
    - Learning objectives that are specific and measurable; their level is appropriate to the place of the course in the program.
    - How the tasks, teaching and assessment modes are linked to the learning objectives and showing that the learning objectives are fully considered correctly and reliably.
- The lecturer can design active, effective and efficient teaching methods and teaching materials.
    - Variety of activating teaching methods and tasks during the course.
    - Sufficient advice for students to give direction to their educational activities.
    - Combining individual learning with digital or online learning.
- The lecturer can design their education taking into account the specificity (curriculum) and needs of students.
    - Explaining how the initial level (e.g. prior knowledge, prior educational experience) of students is taken into account, and how student knowledge and interests are taken into account when designing the course.

- Explaining how the diversity of student environments is taken into account when designing the course (e.g. in teaching modes, selected teaching materials / literature, composition of project teams, unambiguous expectations).
- Explaining how students are motivated to think independently and actively.

- The lecturer can design their classes in a practical and logistically feasible way.
  - Appropriate conditions (e.g. EC, budget, list, hours, place, type of meeting) are taken into account.
  - Both classes for lecturers and students (e.g. assessment, providing feedback) can be treated realistically within the time available.

2. Teaching and supervision

- The lecturer can prepare an educational meeting. This includes a lesson plan containing:
  - Specific learning objectives of the meeting
  - Context of the meeting (course/module/series of meetings)
  - Overview of the meeting, including: subjects, lecturer classes, classes for students
  - Justification for the timetable.
  - Meeting materials (e.g. exercises, slides, textbook, etc.)
- The lecturer can conduct an educational meeting and reflect on his/her performance. This includes explicitly conducting an educational meeting (lecture), using a video or live observation report that shows:
  - Clear explanation of the purpose and meaning of the didactic session for students,
  - Clear explanation of the subject and/or student instructions,
  - Real interaction with students to stimulate the learning process,
  - Good and stimulating atmosphere,
  - Proper use of technical support,
  - Thorough reflection on results with points to improve,
- The lecturer can supervise students, individually and/or in groups. The lecturer shows that:
  - has a vision and method of supervising students for a certain period of time, including significant milestones,
  - understands the student's goals and needs well and is able to apply different and appropriate styles of supervision, adapted to the situation and needs of the student,
  - provides effective feedback during meetings with individuals or groups of students, is aware of team dynamics and shows skills to support the group process,

- strengthens student initiative, independence and autonomy and knows how to stimulate it,
- supports students in the development of academic skills,

3. Assessment

- The lecturer can design and implement assessment of student development and learning outcomes. This includes:
  - How students' progress is regularly assessed and how students receive feedback on their performance,
  - An assessment matrix that shows the agreement between learning objectives, assessment methods and test elements, and the weight of each assessment component,
  - Explain how the assessment methods meet the quality criteria: reasonableness, reliability, transparency, usefulness/practicality and positive impact on the student,
  - Example of assessment and corresponding response model,
  - Explaining how the assessment fits into the university or faculty assessment policy (regarding OER, examination board rules and regulations, etc.),
- The lecturer can analyse the results of the assessment and draw conclusions. This includes:
  - Psychometric or other important qualitative assessment of (including e.g. subject analysis, assessment credibility, adequacy of criteria determining whether learning objectives have been achieved),
  - Explanation of the choice of method used to determine cut-off point and evaluation of the work.

4. Assessment of teaching

- The lecturer can conduct evaluation and gather information (data) intentionally to improve their teaching. This includes:
  - The purpose of the evaluation or any specific questions related to the teaching situation,
  - Evaluation approach (methods, sources and elements/criteria) and justification of choices made in a given context,
  - Evaluation of results obtained from students and other sources (e.g. evaluation results, classmates),

- The lecturer can analyse evaluation results, draw conclusions and identify areas for improvement. This includes:
    - Conclusions regarding the quality of the educational project, teaching and assessment of the course,
    - Specific recommendations and intended actions aimed at improving the educational project, teaching and assessment of the course,
    - How previous evaluation results were used to (re-)design the course,

5. Professionalisation

- The lecturer can formulate their own vision of educating and learning students. This includes:
    - Coherent vision of learning and teaching, supported by references to literature and/or descriptions of experiences that have influenced this vision,
    - Examples illustrating how his/her educational vision affects his/her teaching,
- The lecturer can organise their professional development and cooperate in a teaching team. This includes:
    - Examples showing the role of the teacher in teamwork (e.g. role/tasks, constructive contribution to teamwork, management of student assistants, etc.),
    - Indication of relevant committees and boards that the teacher should inform about when designing/teaching the course,
    - Description of how the lecturer balances different professional roles (e.g. different didactic roles or teacher roles),
- A lecturer may reflect on their teacher's work and future professional development in teaching. This includes:
    - Reflection on personal strengths and weaknesses and development in relation to 5 UTQ competences,
    - Specific plans for the further professional development of the teacher.

Improving competencies of Polish academic teachers in tutoring should be as systemic as it is in the case of UTQ in the Netherlands. In particular, it is important to design the lecturer's career path supported by an appropriate assessment mechanism and ensuring the sustainability of the didactics improvement process, for which universities are responsible. Without designing system solutions, the tutoring model in training lecturers (academic teachers) will not be able to function.

5.5. Professional development of academic teachers - University of Oslo

The University of Oslo (UiO) expects its academic employees to have basic pedagogical competencies and skills. They should have them on the day when they are employed. However, if someone who is employed cannot show documents that prove them, he or she will have the chance to acquire these skills by participating in special courses oriented towards the participants' needs. They may participate in the courses for free during their working hours.

The course 'Academic pedagogy' or 'Teaching and learning in higher education' aim to 'make a contribution in the culture of teaching and learning development at the University of Oslo.' By various activities, the participants are encouraged to increase awareness about methods of teaching. The programme encourages them to reflect upon educational experiences of the participants and gives them the opportunity to test innovative methods (see: https://www.uio.no/link/english/academic-development).

The course is 200 hours long and divided into 120 hours of the introductory module, 30 hours of the modules of choice (they can be completed as a single large module or a sum of two smaller modules of 15 hours each, it focuses on such subjects as supervision or grades and exams) and a 50-hour module including pedagogical works connected to the development of one's own faculty, institute or other academic units.

In addition to that course, focused on pedagogy and didactics, the University of Oslo offers many other courses, both in Norwegian and English, as part of its offer of competency development. Some of them are of comprehensive character, others are specific for given faculties. The examples below will help illustrate the thematic scope of the courses offered by the University of Oslo for its employees:

- Courses in technical and practical questions: for instance courses in the use of software and platforms such as EndNote, GitHub and Canvas (platform of didactics management used at the University of Oslo).,
- Courses in research administration: how to organise and manage research projects, how to prepare a budget, reports, grant applications, etc. ,
- Safe work environment courses, e.g., course of laboratory safety, first aid course.,
- Courses in communication for academic employees, concerning the methods of presenting research to a broader audience and to the media, publication online, etc.,
- Initiatives for gender equality at work,

- Courses of proper management of privacy: up-to-date regulations, what employees should know so that they do not violate these regulations, how to cope with typical problems in this area**,**
- Courses of Norwegian for international employees.

CHAPTER 6. TRAINING PROGRAMMES FOR POLISH ACADEMIC TEACHERS IN THE PROJECT „MASTERS OF DIDACTICS"

6.1. Training program for Polish academic teachers - Aarhus University

Master of Didactics in Excellent Teaching (MoD) organised by Aarhus University, Denmark is based on a blended learning concept with both online asynchronous modules and two intensive course weeks. In 2019 the Polish teachers visited Aarhus University twice during the two intensive course weeks. Due to the current COVID-19 situation in Poland and Denmark the two intensive course weeks will in 2021 be held as online synchronous sessions.

The programme Master of Didactics in Excellent Teaching introduces the participants to Aarhus University's approach to university teaching and learning, which focuses on quality teaching, active learning, didactics, tutoring, learning design, feedback and assessment. The participants will combine and adapt elements of this approach to their own teaching and learning context, when they develop a learning design for a tutorial that they implement at their home institutions. During the programme, the participants experience Aarhus University's pedagogical approach, which is characterised by student-centred learning and active learning, constructive alignment, and the use of educational technologies

Master of Didactics modules

Master of Didactics in Excellent Teaching is organised as five modules which alternates between out-of-class asynchronous activities perform at the home institution and in-class synchronous activities conducted with educators from Aarhus University (in 2019 at Aarhus University and in 2021 with participants online at home institution).

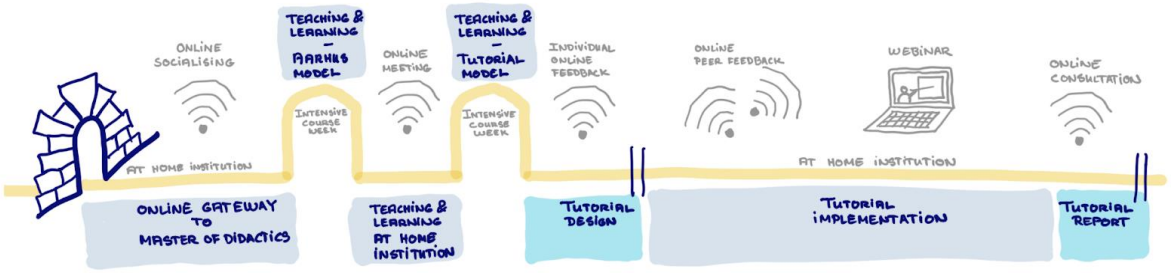


Fig. 7. The five modules of Master of Didactics in Excellent Teaching illustrated and modified to mimic the iconic archway at Aarhus University. The five modules are indicated with blue colour and the two products with turquoise colour.

Module 1: Online gateway to Master of Didactics:

Six-week online module with several asynchronous and few synchronous activities performed at home institution. Workload approx. 16-24 hours.

Module 1 focuses on online socialising activities between participants and the teacher educators from Aarhus University. In addition, the module introduces fundamental didactic concepts, to ensure that participants have a shared knowledge foundation that will provide common grounds for further discussions and expansion during the intensive course weeks. The online activities performed during this module will support the recall of existing knowledge as well as the acquisition of new knowledge. In addition, several activities will ensure reflections by relating theories and methods to the participants own teaching and learning practice.

Module 2: Teaching and learning - Aarhus model

The first intensive synchronous course week with teacher educators from Aarhus University, Denmark. Workload approx. 32-40 hours.

During the first intensive course week, the participants experience Aarhus University's approach to teaching and learning. The model of teaching and tutorial practices at Aarhus University will be exemplified with student-centered activities, dialogue with educators and support staff, and observations of teaching practices. The participants are actively involved in collaborative activities,

using educational technology, discussing new perspectives and reflecting on the adaptation to their teaching practice. The participants will initiate the development of a tutorial learning design that can be implemented at their home institutions. The online socialisation from 'Online gateway to Master of Didactics' will be further strengthened during the in-class synchronous activities and is intended to create a strong and engaging cross-disciplinary community between the Polish peers and the Danish teacher educators.

Module 3: Teaching and learning at home institution

Online module with few asynchronous activities and one collaborative online synchronous activity performed at home institution. Workload approx. 8-16 hours.

The participants will between the two intensive course weeks investigate the teaching and learning practice at their home institution by interviewing a student and by observing the teaching of one of their colleagues. Finally, the participants will look at their course evaluation and produce a draft for a tutor letter for the upcoming tutorial.

Module 4: Teaching and learning - Tutorial model

The second intensive synchronous course week with teacher educators from Aarhus University, Denmark. Workload approx. 32-40 hours

During the second week of intensive course days, the participants will reflect on the explorations at their home institutions to complete the learning design for a tutorial that will be implemented at their home institutions. The learning design will be qualified through feedback from peers and teacher educators. In addition, the participants will get new inspiration by trying out specific teaching and learning activities.

Module 5: Tutorial implementation

Online module with individual and collaborative synchronous feedback sessions with AU teacher educators and peers. Workload approx. 8 hours. In addition, the home institution will determine the

number of hours the participants have available for implementation of the tutorial (varies between 40-100 hours).

The implementation of the tutorial design at the home institutions will be supported through online tutoring activities, e. g. online peer feedback and webinars. These activities will strengthen the experience with online teaching and tutoring as well as provide specific inputs or reflections on the implementation of the tutorial and to the final Tutorial report.

The final Tutorial report will be shared with the Ministry of Education and Science, Poland.

6.2. Training program of Polish academic teachers – Ghent University

The Masters of Didactics training programme designed and developed by Ghent University consists of 3 main parts, as illustrated in Fig. 8.

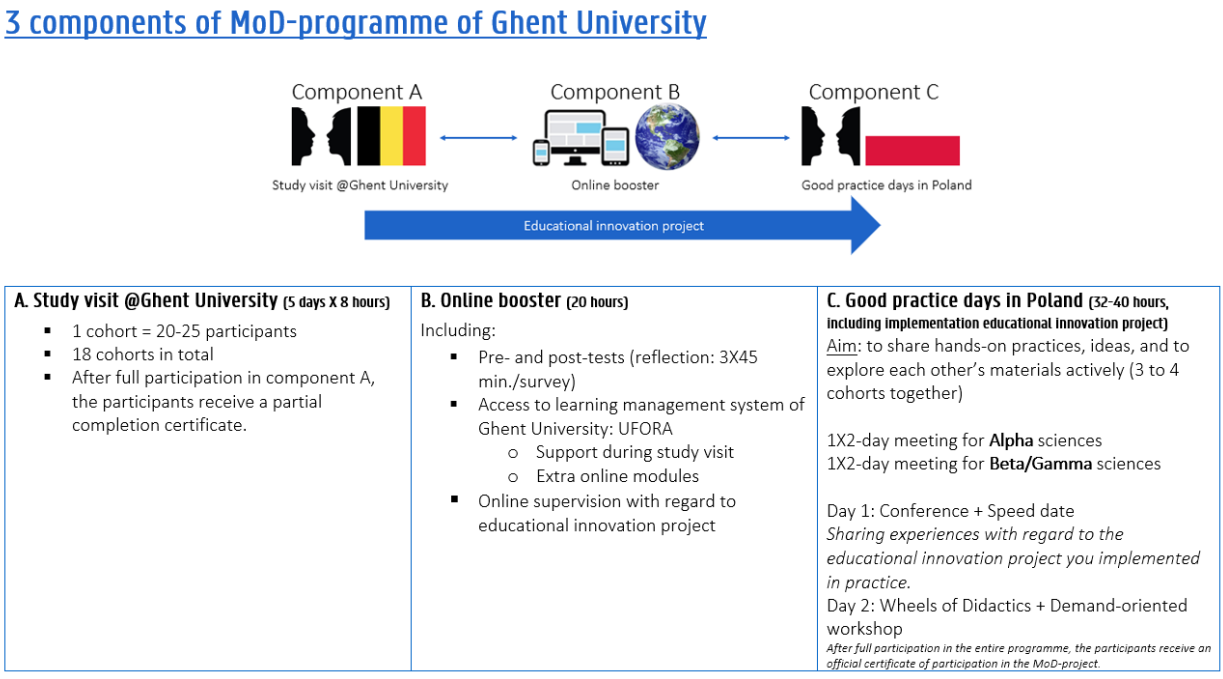


Fig. 8. Implementation of the training programme of Polish academic teachers by Ghent University

Below, each of these 3 main parts are discussed more thoroughly.

Before the study visit

Before the start of the study visit, the participants are asked to fill out a pre-course online survey related to university teachers' behaviour, capabilities and beliefs.

A) The study visit @ Ghent University (5 days x 8 hours = 40 hours)

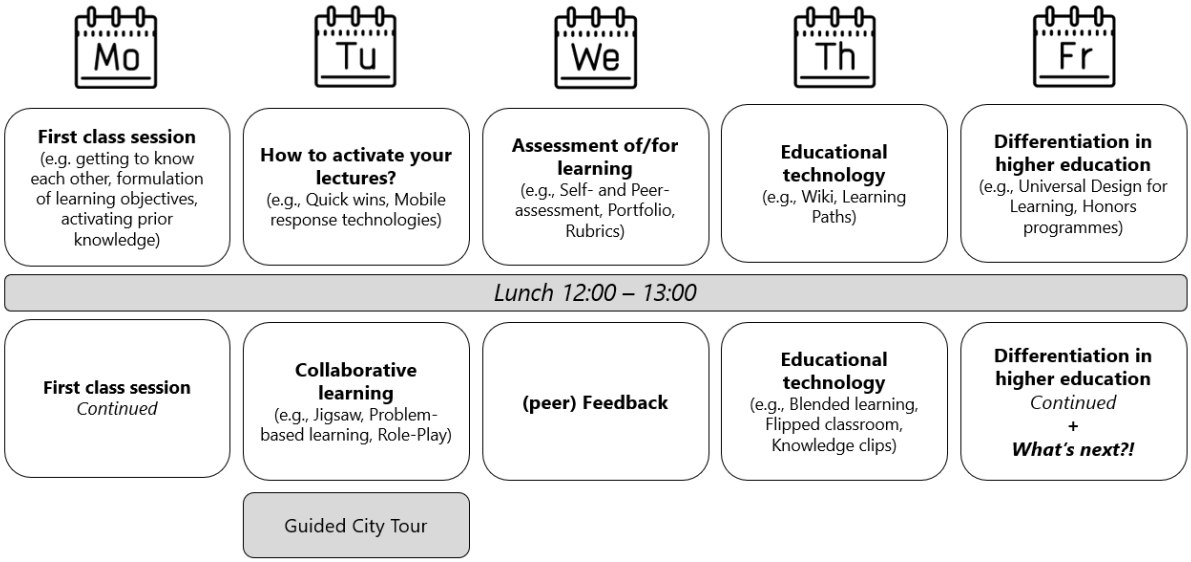
During the study visits organised at Ghent University, we welcome 18 groups of 25 Polish university teachers in total. As the table below illustrates, each day has another central theme.

	Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m. - 12 a.m.	First class session Introducing Ghent University and members of the team Overview of the intervention Presentation of two leading models Polish university teachers present themselves and their course	Teaching and learning activities: How to activate your lectures Constructive alignment Quick wins: question & answer, video with assignment, etc. Mobile response technology	Assessment for learning Learning path regarding assessment of learning and webinars related to (1) peer assessment, (2) self-assessment, (3) portfolios, and (4) rubrics Jigsaw session (mixed groups based on webinars)	Educational technology TPACK Functions of LMS: WIKI, forum, learning paths (and MOOCs), learning analytics	Differentiation in higher education Differentiation for ALL students How to deal with student with disabilities? Honours programmes @UGent Community service learning
Lunch					

1 p.m. - 4:30 p.m.	First class session Professor-student rapport How to formulate learning objectives Activating students' prior knowledge	Collaborative learning Group work on jigsaw, problem-based learning, peer tutoring, role-play and simulations, and TGT and STAD	(Peer)feedback Feedback lecturer to student (including video annotation and simulation exercise) + (Peer) feedback	Educational technology Rotation system/corner work: blended/flipped classroom, educational apps, social media, knowledge clips, virtual reality	What's next?! Introduction to their assignment: develop a small-scale educational innovation project with regard to your own course Evaluation of the study visit

Fig. 9. Weekly overview of the study visit – Component A of the MoD project

In the context of a conference contribution, a new weekly schedule was created.



After the study visit

The participants are asked to fill out a post-course online survey related to university teachers' behaviour, capabilities and beliefs.

(B) Online booster (20 hours)

During the study visit, we introduce our participants to our Learning Management System (LMS) 'Ufora.' This LMS is used during the visit to provide the participants with video materials and extra background information related to the topics we discuss. After the study visit (and for an indefinite duration), the participants have access to this platform in order to refresh the elements of the study visit at their own pace.

Moreover, via 'Ufora,' we stay in contact with our participants after the study visit. Particularly, the participants are expected to work out an educational innovation project based on the material they learned during the study visit. Via a template that we prepared for them, they need to submit their project one month after the study visit. After submission, the system randomly assigns each teacher to two of their colleagues (who were also participants during the same study visit). These colleagues need to provide peer feedback (i.e. related to how to improve the formulation of their learning goals, suggestions for improvement in the context of their project, etc.). For this peer assessment phase, fixed criteria were created. Based on this peer feedback, the teachers have time to reflect on their own projects again and submit an improved version. The latter is revised by the instructors of the study visit. The tool that we use for providing this feedback is 'Peer Scholar' (= integrated in our learning management system 'Ufora'). After we have read their projects and provided them with feedback, they are asked to implement them into practice (see also part C. Good practice days). In case of the online version: there isn't peer feedback anymore, but feedback interviews are organised with all our participants in which they are given feedback on their projects.

Good practice days in Poland

Between six months and a year after their study visits at Ghent University, three or four cohorts come together during a 2x2-day meeting. First, a two-day meeting for all the university teachers from the alpha sciences (i.e. arts and philosophy, law, economics and business administration, psychology and educational sciences, political and social sciences) of the three or four cohorts takes place. Second, a two-day meeting for the teachers from the beta (i.e. sciences, applied sciences, bioscience engineering) and gamma sciences (i.e. medicine and health sciences, veterinary medicine, pharmaceutical sciences) of the four cohorts is organised. During these visits, the focus is on networking, and exchanging real-life practices and exercises. That is why for example teachers are

asked to present their educational innovation project in a round table format and a speed date is organised. Additionally, demand-oriented workshops are offered. These workshops are designed based on the input the instructors received from the participants at the end of component A.

After the entire MoD-programme

The participants are asked to fill out a post-course online survey related to university teachers' behaviour, capabilities and beliefs.

6.3. Training program of Polish academic teachers – University College London

The UCL programme consists of 3 weeks' worth of work for Polish participants; a 2-week course in London, and the equivalent of 1 week of online activities. After each cohort's visit, the UCL team also visits the Polish participants in Poland to observe and discuss the approaches to tutoring they are implementing.

The aim of the 2-week course in London is to share approaches from UCL to tutoring and teaching more broadly, and to provide space for Polish participants to reflect critically on their teaching practice, and identify plans for implementing their learning, including tutoring, in their institutions in Poland. We take as our starting point that Polish participants are highly experienced and are experts in their own fields and contexts. Our aim is not to give them a model to implement, but to support their professional development so that they can design an approach to tutoring that will work with their students.

UCL covers a range of areas of teaching and learning:

- Academic tutoring,
- UCL approaches to personal tutoring,
- Excellence in teaching and learning,
- Improving teaching – increasing interaction and motivating students,
- Course design and designing a tutoring course,
- Learning in small groups,
- Reflective practice and developing peer review for professional development,

- Effective feedback and analysis,
- Using ICT for learning,
- Evaluation of tutoring.

Participants are asked to prepare two different teaching activities: a small group activity based on a visit to the British Museum, and we spend one day doing micro-teaching (teaching individually to a small group of peers for a short time). For both activities we practice self-reflection, peer and tutor feedback.

In addition, we offer participants the chance to observe teaching within UCL – lectures, small groups, seminars, supervision, tutoring sessions across a range of disciplines.

Participants also have the opportunity to hear from the Engineering department about their Integrated Engineering Programme and speak to students who participate on this programme about the specific approach to project work.

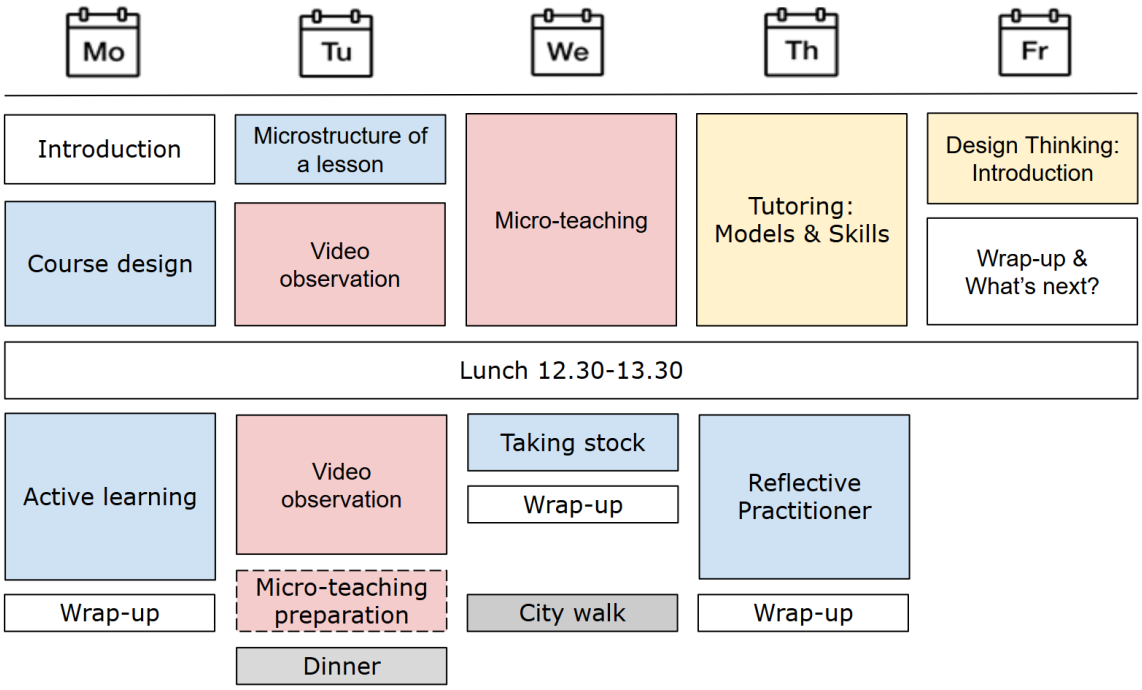
During the online 'week,' which is 5 days of work over a longer period of time negotiated with participants, we ask them to do a critical reflection on some readings, a critical incident analysis of their practice, and we offer a 1:1 tutorial with a member of the UCL team. We are also adapting the work in this online 'week' based on feedback from participants.

During the visits to Poland we visit a selection of institutions and participants, observe classes / tutoring where possible (including providing feedback to participants where relevant), discuss progress on tutoring with participants, meet senior members of institutions to find out what tutoring activities have been implemented. We use the examples we gather to share with subsequent cohorts of participants during the 2-week programme in London.

6.4. Training program of Polish academic teachers - University of Groningen

Fundamentals of University Teaching and Tutoring (Foundational Programme)

The UG will train a total of 210 Polish lectures, divided in groups of approximately 16 participants each, in the Fundamentals of University Teaching and Tutoring programme (https://tinyurl.com/UGMoD). The programme consists of a full study week visit of 5 days in Groningen and three follow-up modules of two days each in Poland. The programme will be completed with a one-day conference in Poland. Throughout the blended-learning programme, lectures work on course work connected to their own teaching practice, enabling them to initiate changes to enhance both their own professional development and the quality of their students' learning. The course work includes a reflective statement after the micro-teaching activity, peer observations, reflective writing assignments, concept maps, a collaborative teaching case, and a presentation for the final conference.



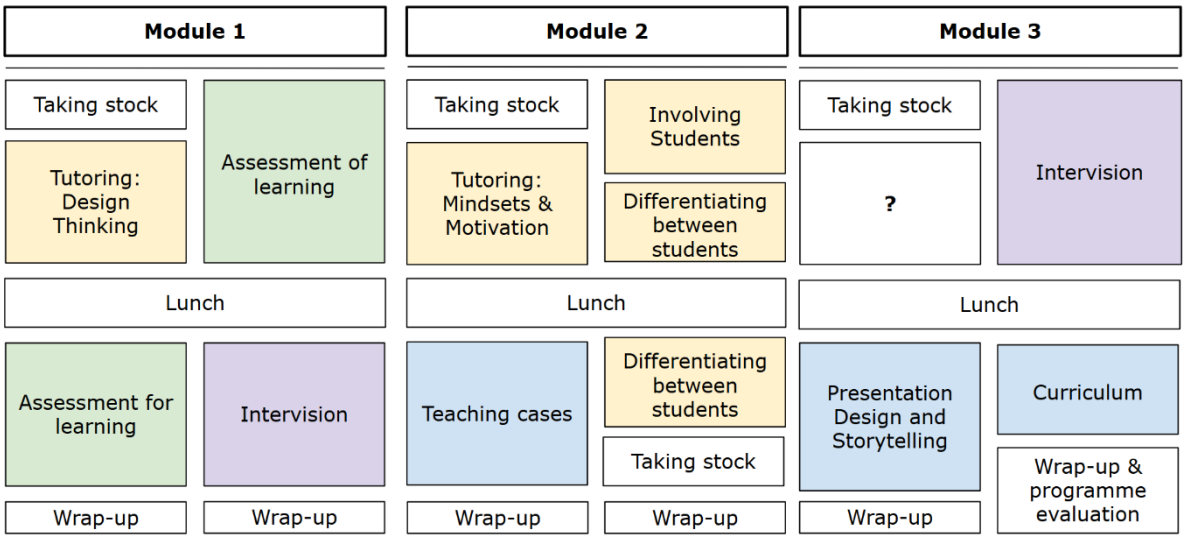


Fig. 10. Programme study week visit with follow-up modules (University of Groningen materials, 2020)

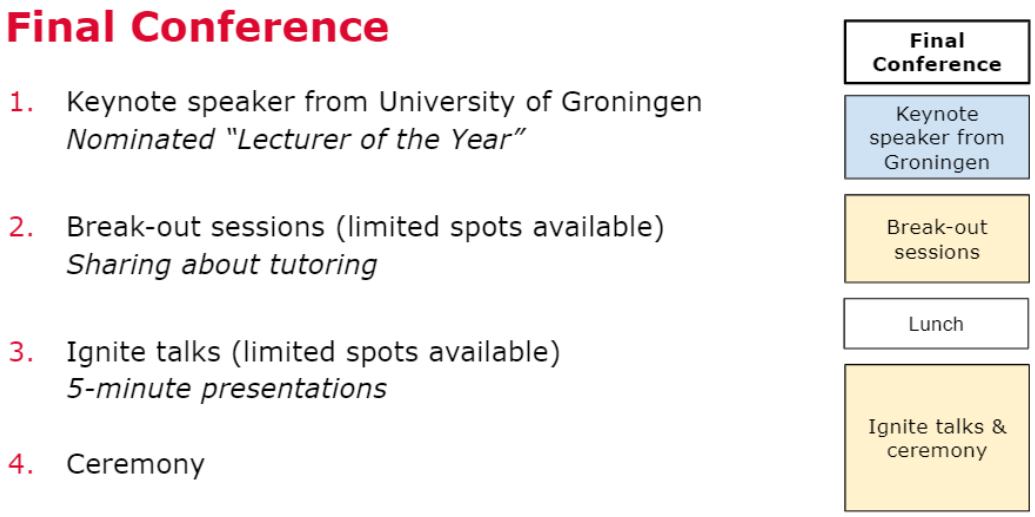


Fig. 11. One-day conference (University of Groningen materials, 2020)

At the end of the programme, participants will be able to:

- Redesign their course following the principles of constructive alignment,
- Implement active learning in their course design,
- Implement assessment for/of as learning in their course design ,
- Modify their classroom teaching practice based on evidence from the literature and feedback from your peers,
- Recognise the role of students in the learning process,

- Translate the theory on tutoring to their own context ,
- Constructively provide feedback to colleagues regarding their teaching,
- Integrate feedback from various sources (students, colleagues, advisors) in their teaching practice,
- Adapt their course based on your critical reflection on your teaching,
- Design presentations that implement evidence-based best practices.

The programme requires a commitment of 12 months with a total of 90 contact hours (kick-off week and modules) and 60 hours for self-study and assignments (150 hours total). This reflects 5 ECTS.

Advanced Programme on Teaching and Tutoring

The University of Groningen will open the applications for their advanced programme in 2020 for all participants who completed a basic/foundational course in the Masters of Didactics programme at one of the five partner institutions. The Masters of Didactics Advanced Programme on Teaching and Tutoring builds upon the knowledge and skills participants have gained in the Masters of Didactics Basic Programme or Fundamentals of University Teaching and Tutoring Programme, and allows them to specialise in several key areas related to teaching in higher education by focusing on a specific project within their own context.

Participants can choose one of the following tracks:

- Academic Leadership/ Educational Management* ,
- Train the Trainer (ToT)* ,
- Higher Education Research,
- Advanced Qualification.

* these two tracks have specific entry requirements, as participants need to have appropriate roles and responsibilities at their home universities. For more details, see the programme descriptions below.

6.5. Training program of Polish academic teachers – University of Oslo

The main focus of the University of Oslo's (UiO) programme is on learning varied didactic strategies and methods to promote the development of students' talents and skills. The program's first part

consists of three weeks with workshops, lectures, one-to-one tutorials, group tutorials and observation in Oslo. Its goal is to encourage the Polish faculty to discuss and analyse the tutoring and teaching strategies and methods presented in the programme and to reflect on how many of them would be meaningful to introduce in Poland.

The three week course at the UiO covers i.e. the following topics: teaching and tutoring, recruiting students, encouraging interaction, academic inspiration, feedback and assessment, research-based teaching, developing the talent, research centres, student participation, career building for PhD candidates, supervising master's thesis, successful collaboration.

How can we develop and strengthen a desire to explore questions that would both expand students' worldviews and improve their ability to engage in academic conversation? The answer could involve an open interaction between students and faculty, more interdisciplinary studies or mentorship as a mandatory part of a degree – these topics and several more is covered by the UiO's programme.

The three week course at the UiO is followed by an online week. The fourth course week takes place about two months after the course in Oslo.

The purpose of the online week is to discuss introducing and using new methods and didactic strategies as a part of the improved teaching practice in Poland, but the main theme is decided by the mentors in consultation with the participants. The mentors ask the Polish faculty to map either their own needs for new didactic skills or their academic environment's demand for developing new teaching methods. The Polish faculty writes a report based on

1) Mapping of the existing teaching practices
2) Motivation for changing the existing teaching practices
3) Plan for implementing the new knowledge and skills the Polish faculty has gained in the Masters of Didactics Programme by UiO.

The participants have two one-to-one tutorial sessions with their mentors during the fourth week. In addition, the mentors will provide feedback on the draft of the participants' report and read the final report.

The mentors have a follow-up meeting in Poland. The programme of the mentor's visit is agreed upon during the online week, the fourth week. The purpose is either to discuss a planned implementation or the experiences gained through an implementation process focusing on the possibilities to improve the teaching practices integrating the new knowledge and skills acquired in the Masters of Didactics Programme by UiO. The mentors can have one-to-one tutorials or group tutorials.

The didactic strategy is based on the relational philosophy as illustrated in the following figure:

Fig. 12. The didactic relational model (University of Oslo materials, 2020)

This means that among other things academic teachers should carry out continuous evaluation of the students' relations within a university context, collect the data and analyse it in the reports about learning environment. The relations that can be evaluated are:

- Student-lecturer: for example, supervising students,
- Student-student: for example, graduate students teaching undergraduate students,
- Student-environment: for example, outdoors (nature/the forest) used as an arena for reflection, cooperation and shared knowledge,
- Education-working life: for example, international project semester, internships and career seminars,
- Student-student advisor: for example, student advisors at a department and students.

The programme focuses especially on improving students' relations in a university context.

* * *

The above publication is a preliminary publication prepared in the project MoD. The final publication will contain good practices of tutoring at Polish and Partners' HEIs. The authors invite all participants of MoD to involve in the collaborative works on the final version.

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