

**PECULIARITIES OF THE TUTORING
AND MENTORING REALIZATION AT HIGHER EDUCATIONAL
ESTABLISHMENTS OF SWITZERLAND**

<https://doi.org/10.24919/2413-2039.10/42.199854>

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To cite this article: Ivanytska, O. (2020). Peculiarities of the tutoring and mentoring realization at higher educational establishments of Switzerland. *Human Studies. Series of Pedagogy*, 10/42, 144–152. doi: <https://doi.org/10.24919/2413-2039.10/42.199854>

Article history

Received: February 8, 2020

Received in revised form: March 2, 2020

Accepted: March 11, 2020

Available online: April 28, 2020

Journal homepage:

<http://lssp.dspu.edu.ua/>

p-ISSN 2313-2094

e-ISSN 2413-2039

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UDC 378.091.12:005.963.3(494)

**ОСОБЛИВОСТІ РЕАЛІЗАЦІЇ ТЬЮТОРСТВА ТА МЕНТОРСТВА
У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ ШВЕЙЦАРІЇ**

Стаття надає нам інформацію про швейцарську вищу освіту, а також особливості функціонування тьюторства та менторства. Представлено порівняльний аналіз різних ЗВО. Дослідження містить детальну інформацію про допомогу студентів, вплив на їхній майбутній успіх та працевлаштування. Зазначається, що розвиток політики інтернаціоналізації, підвищення академічної мобільності, необхідність забезпечення якості вимагають швидкої реакції сектора вищої освіти для подолання викликів у вищій освіті. У статті також міститься інформація про інноваційний потенціал швейцарських університетів. Обговорюються етапи розвитку електронного навчання у Швейцарії, які пливають на надання послуг з вищої освіти. Згадується проект GARCIA “Гендерність в університеті та дослідженні: боротьба з кар’єрними нестабільностями та асиметріями”, де були побудовані ключові ідеї, а також уза-

гальнена модель гендерних менторських програм за різними інституційними кейсами в шести європейських країнах (Італії, Словенії, Швейцарії, Бельгії, Ісландії та Нідерландах). У статті також представлені досвід Швейцарського університету Франкліна, Женевського університету, Університету Санкт-Галлена, Університету Лозанни, Невишательського Університету та Цюрихського університету.

У статті детально описано структуру системи функціонування тьюторів та менторів у Швейцарському університеті Франкліна, де студенти можуть розробляти власний академічний план роботи з академічним наставником, а також планувати кар'єрні перспективи. Зазначається, що в Центрі письма та навчання працюють різні типи тьюторів і менторів. Це – мовні тьютори, академічні ментори та тьютори для міжнародних студентів. Представлений приклад Швейцарського університету Франкліна відображає спектр студентського наставництва у ЗВО Швейцарії.

Ключові слова: тьюторство; менторство; заклади вищої освіти; інтернаціоналізація; студентоцентроване навчання.

PECULIARITIES OF THE TUTORING AND MENTORING REALIZATION AT HIGHER EDUCATIONAL ESTABLISHMENTS OF SWITZERLAND

The article provides information on Swiss higher education as well as the peculiarities of tutoring and mentoring. A comparative analysis of different universities is provided. The paper includes details of assistance to students, its influence on their future success and employment. It is mentioned that the development of internationalization policy, the increase of academic mobility, the need for quality assurance require a prompt reaction of the higher education sector in order to meet the challenges in higher education. The article also includes the information on the innovative potential of the Swiss universities. The development stages of e-learning in Switzerland which influence the higher education services are discussed. The case of GARCIA “Gendering the Academy and Research: combating Career Instabilities and Asymmetries” project is mentioned, where the key ideas were defined, as well as definitions and a model of gender sensitive mentoring programs is generalized based on the different institutional case-studies across six European countries (Italy, Slovenia, Switzerland, Belgium, Iceland and The Netherlands). The article also presents the cases of Franklin University Switzerland, the University of Geneva, the University of St. Gallen, the University of Lausanne, Université de Neuchâtel and the University of Zurich.

The article outlines in detail the well structured system of tutoring and mentoring at Franklin University Switzerland where students may design their own academic plan together with an academic advisor as well as plan the career they want to pursue. It is demonstrated that different types of tutors and mentors work at the Writing and Learning Center. These are language tutors, academic mentors and international student mentors. The provided in the article example of Franklin University Switzerland shows us the spectrum of students assistance at the Swiss universities.

Key words: tutoring, mentoring; Higher Educational Establishments; internationalization; student-centered learning.

Acknowledgments. Sincere thanks to the scientific community of Lviv Polytechnic National University.

Funding. The author received no financial support for the research, authorship, and/or publication of this article.

Introduction

The changes in modern higher education sector in Europe are caused by the internationalization policy, the academic mobility increase, the need for quality assurance etc. Therefore, the universities should promptly react in order to meet the challenges in the higher education area. A successfully implemented system of tutoring and mentoring in many European countries proved itself as an efficient instrument in creating a friendly environment for students and teaching staff. The experience of famous Swiss universities may be applied at other European universities as it is supported by fruitful results of the tutoring and mentoring system.

Tutoring and mentoring is mostly researched by foreign scholars and the number of written research papers largely depends on the country and the intensity of the tutoring and mentoring implementation. With the growth of tutoring and mentoring implementation at the European universities, the study of these issues also increases. Foreign scholars study theoretical foundations of tutoring and mentoring, socio-economic aspects of tutoring and mentoring in the higher education, the development of a modern university by means of tutoring and mentoring, tutoring and its impact on students' progress, forms and methods of tutoring, specifics of subject tutoring, tutoring projects, programs, online platforms for the implementation of tutoring and mentoring, training of tutors and evaluation of their knowledge and skills etc.

While comparing different European countries, we may say that mostly tutoring and mentoring is researched by the British and German scholars as there is a structured system and monitoring of its quality. Concerning the Swiss experience, there is no scientific approach to the study of tutoring and mentoring. Therefore, the practical cases of universities have been taken into consideration (Franklin University Switzerland, Université de Neuchâtel, University of Geneva, University of St. Gallen). In addition to the individual university studies there is a general outline of the higher education issues described in reports of the State Secretariat for Education and Research (SER) and Federal Office for Professional Education and Technology (OPET) as well as the State Secretariat for Education, Research and Innovation (SERI) ("[Higher Education](#)", 2018). In terms of mentoring, the research is provided on gender mentoring issues and the importance of additional assistance to women when talking about different religious aspects, study of engineering subjects etc. ([Adam, Vincke, & Dubois-Shai, 2016](#)). Foreign researchers also study the quality assurance issues and the quality requirements ([Weder, 2007](#)). The academic mobility directly influences the changes in higher education, therefore the Swiss case is studied as well ([Oggenfuss & Wolter, 2018](#)).

The scientific findings of the Ukrainian researchers of the Swiss education should be also taken into consideration. The Ukrainian scholars studied the system of education in Switzerland (Dushenok, 2015), the influence of ICT on the quality of the higher education (Radchenko, 2016), the peculiarities of e-learning (Sekret, 2009), the technology of innovative educational environment (Bobrytska, 2014). The findings of both Ukrainian and foreign scholars contribute to understanding of the functioning of the Swiss higher education system as well as the peculiarities of tutoring and mentoring implementation.

The purpose of the article is to analyse the tutoring and mentoring functioning at the Swiss universities.

Presentation of the main research material. The Swiss universities are popular in terms of their innovative environment and openness in implementing new ideas in their everyday activity. “Switzerland is actively adapting its education system to meet the current challenges of globalization and is focused on building capacity in shaping the innovative educational environment at its universities” (Bobrytska, 2014, p. 9). The system of higher education originates from the University of Basel (founded in 1460).

Nowadays, the Swiss higher education landscape (tertiary level) is comprised of a comprehensive and diverse range of high-quality federal institutes of technology, cantonal universities (both are traditional institutions), universities of teacher education and universities of applied sciences. The traditional institutions focus on fundamental research, while the others are based on applied research (Dushenok, 2015). Speaking about the types of the Swiss universities, we should mention that there are two types of universities in Switzerland: the traditional universities (including district universities and federal institutes of technologies), at which education is based on fundamental research and the universities of applied sciences, at which education is based on applied research. The former are governed by the Federal department of home affairs (FDHA), and latter by the federal department of finances (FDF) (Bobrytska, 2014).

Switzerland is the leader in the Global Innovation Index (GII). For example, the theme of GII 2014 was “Human Factor in the Innovation Area”, where the results of the research into the role of individuals and groups in the innovation process were presented. A statistical definition of this effect is quite a challenge. However, GII 2014 highlights different requirements to human capital for the sake of innovations stimulation, including the need to develop the necessary skills of the specialist in particular, and the quality of higher education in general, the development of the talent and mobility of highly educated professionals in knowledge-intensive activities. Universities have been improving for many years their computer technology platform as an integral part of their innovative environment (Bobrytska, 2014).

Using IT technologies and the e-learning opportunities also led to the improvement of educational services and satisfied the needs of students and the teaching staff. In 1987, all universities were connected to the high-speed SWITCH network.

The activities of federal polytechnic schools and some universities led to the emergence of a number of projects within and between universities. An important tendency of e-learning development in Switzerland is the distance education, one of the newest and most promising forms of which is the Massive Open Online Courses (MOOC). For the purpose of MOOC technologies and methods development, the Federal Polytechnic School of Lausanne opened the EPFL Center for Digital Education in 2013, the main mission of which is to create online courses for Lausanne FPFL and its partners, management of educational programs based on online courses, and conducting scientific research using digital technologies in education and professional training (Radchenko, 2016).

Several periods define the peculiarities of e-learning at Swiss universities. “There are the following stages of e-learning development in Switzerland: 1) first attempts at electronic study and organization of competent centers at universities without the participation of the Confederation; 2) appearance of competent e-learning centers at the same time, but regardless of the Impulse Program of the Swiss Federal Virtual Campus Funding Program (SVC); 3) organization of e-learning competencies centers under the influence or the pressure of the Swiss Federal Virtual Campus Funding Program (SVC); creation of competent e-learning centers as a prerequisite for universities to participate in the programme of Consolidation from the SVC program” (Sekret, 2009, p. 210).

The innovation policy and e-learning practices at the Swiss universities created the need for the additional assistance for students in order to meet the challenges caused by the increased demands to the universities rating, competition among different universities, providing the comfortable conditions for students and their preparation for future employment. At Franklin University Switzerland which provides a large set of specialities from political sciences to international economics, banking, finance and management, students may design their own academic plan together with an academic advisor as well as plan the career they want to pursue. Besides, there are different types of tutors and mentors to support them in the education process who work at the Writing and Learning Center. These are language tutors, academic mentors and international student mentors. The tutors at the Writing and Learning Center provide one-to-one tutoring assistance to students in order to help them understand and meet academic expectations. The tutors work in a team to foster an environment that enhances the academic progress.

The Language Tutors work to provide supplementary language-learning assistance to incoming students enrolled in French, German, or Italian classes. Their duties also include watching movies, reviewing homework, going on excursions downtown for real-life practice, and answering students’ questions. The Academic Mentors assists a professor in teaching the First Year Seminar (FYS). They offer support for incoming students to help them adapt to the college-level academic work. Their duties are as follows: “helping the professor get ready for the semester, assisting students in choosing their courses, offering office hours to answer student questions, facilitating discussions between students and the professor, and clari-

fyng assignments for incoming students” (“[Tutors and Mentors](#)”, 2019). Academic mentors must attend summer training and work during the fall semester. At the end of the semester, they must complete a final report on their work. The International Student Mentors work with professors in the English for Academic Purposes (EAP) Program and in the Academic Year at Franklin Program. Their primary task is to assist students in the completion of academic assignments and in learning academic skills necessary to succeed at a US-style university (“[Tutors and Mentors](#)”, 2019).

Nowadays, the universities in Switzerland pay more attention to the preparation of tutors to the tutoring activity. For example, at the University of Geneva at the Faculty of Medicine there are workshops for tutors in the Bachelor and Master programs. The training period consists of three phases. Phase A consists of two sessions: one session common to all tutors in the Bachelor and the Master program and one which addresses tutors of the two programs separately. It includes introduction to the role of the tutor and familiarizing the participants with overall curriculum content and design and the curriculum organization and management infrastructures of the faculty, the role of the tutor etc. Phase B consists of observation and participation in a tutorial session with an experienced tutor. Phase C includes debriefing with reports. A round table discussion and debriefing of participants’ experiences as well as observations are gathered during phase B. Tutors are taught how they evaluate students work and how they are evaluated by students (“[Small group teaching](#)”, 2019).

An interesting approach has been applied at the University of St. Gallen. The project initiated by Prof. Enrico De Giorgi was launched to develop an e-learning platform for mathematics to be used by assessment students and prospective master students as an auxiliary learning instrument. The goals of this new learning instrument are: to give access to learning opportunities in a flexible way; to support the learning process through constant feedback; to detect students’ individual strengths and weaknesses; to generate learning content which best addresses students’ specific needs; to provide an auxiliary link between theory and corresponding exercises; to facilitate and improve the interaction between students and between students and lecturers (“[Intelligent tutoring system](#)”, 2019).

As the University experience shows the students especially needed additional assistance during the first year of mathematics study at economics, business, law specialities. Other universities initiatives include the freshmen interculturality week for the first-semester students. The aim of this week is to make students sensitive to other cultures and promote openness and tolerance. There is also a tradition of information day conducting at the Department of Law. School leavers from Switzerland and from other countries can learn about the peculiarities of study at this department. The participants are informed about the law courses at the University, discuss details with the students and obtain an insight into everyday life. It is also typical when prospective students work in small groups with a tutor in order to discuss the facts of the case and work out the relevant legal issues (“[Intelligent tutoring system](#)”, 2019).

Concerning the details of the Freshers' Week organization, it is worth mentioning that there are 60 groups which consist of approximately 25 students who work with two tutors – senior students. The programme of the week is very informative. Two modules which are called “InfoTools” introduce the students to the IT systems, they receive access and passwords to necessary documents and data. During the week there is a documentation team which consists of new students, tutors and experienced professionals. This team focuses on different types of coverage and captures the week on film, features on the radio or in print, as well as digitally. The new students have the opportunity to participate in any of the three media teams and gain an insight into journalism and journalistic work methods under the guidance of the documentation tutors and media experts (“[Intelligent tutoring system](#)”, 2019).

As we may see, there is a need for tutors in the specific area and each case is justified and organized on a professional level. Mainly, introduction or freshers' weeks are needed for new students including international ones in order to make them aware of the university structure, its possibilities and give an insight into the education process in general. One more interesting Swiss example is that of the Université de Neuchâtel. There is the two-year Swiss Graduate Programme in Anthropology which is designed to provide specialized training and tutoring, writing and presentation workshops, peer contact and support. The working languages are English, French and German; special attention is paid to training students in presentation and academic language skills in English (“[Université de Neuchâtel](#)”, 2019). One of the issues which require the students' additional assistance is the situation with further career. Tutors or mentors often consult the students on the possibilities they have after graduation. The graduates are attracted to the regions that offer more job opportunities and higher wages. Therefore, high regional unemployment rates can be a factor that makes graduates leave a place of study. High average unemployment rates are not a very good predictor of graduate mobility, as the university graduates tend to find jobs more easily also in places with high levels of unemployment. Economic factors should be taken into consideration as well ([Oggenfuss & Wolter, 2018](#)).

The University of Lausanne case should be taken into consideration as a model for mentoring. The following two different types of mentors are very important: 1) the mentors who directly support the mentees' career progression (within or outside academia). This kind of mentor is supportive by providing relevant information on the availability of positions. Mentors play a role in circulating information about job vacancies and in motivating their mentees to apply for positions within their department/institution or in other universities. In certain cases, they may even have an influence on the creation of new positions for which the mentee would be a suitable candidate. This kind of mentor can also be helpful in adapting working conditions to suit the parallel commitments of the interviewees; 2) the mentors who motivate the interviewees to be independent and autonomous. This kind of mentor shows respect for the research of the mentee and helps the mentee to define his/her own academic identity as a basis for his/her future academic career. It is worth mentioning that the necessary information was collected as part of the

GARCIA “Gendering the Academy and Research: combating Career Instabilities and Asymmetries” project, where the key ideas were defined, definitions and generalized model of gender sensitive mentoring programs upon the different institutional case-studies across six European countries (Italy, Slovenia, Switzerland, Belgium, Iceland and The Netherlands), were provided (Adam, Vincke, & Dubois-Shai, 2016).

The increase of internationalization policies at universities, the academic mobility realization, the implementation of the Bologna principles in the system of the higher education caused the changes concerning the additional assistance for students in order to provide student-centered educational environment (Kleiber & Renold, 2006). Therefore, tutors and mentors took the role of senior advisors for younger students which led to their successful results during and after universities graduation. One of the successful universities example is the University of Zurich (UZH) “with over 25.000 students, covering more than 100 subject areas. The university places great emphasis on developing junior academics as well as on fostering an interdisciplinary and international approach. The University of Zurich has academic exchange programmes with more than 500 institutions in Switzerland and abroad. Student-centered approach and assistance for students made it a comfortable for international students and researchers and as a result it is ranked among the world’s top universities. Numerous distinctions – including twelve Nobel Prizes – made it famous in the fields of medicine, immunology, neuroscience, life sciences, social sciences, and business and economics” (“Higher Education”, 2018, p. 48). For Swiss universities it is very important to deliver qualities not only talk about its existence. Students’ surveys are taken into consideration including new standardised survey on the quality of courses and teaching performances of academics (Weder, 2007).

Conclusions

The example of Swiss universities shows us that the well-structured system of higher education resulted in Nobel Prize winners and one of the best universities of the world. The Swiss universities implement the student-centered education process using the assistance of tutors and mentors. Tutors and mentors help with subject learning, gender equality, foreign students and first-semester students with the help of introductory courses. However, there is no unified system or network which coordinates tutoring and mentoring activity. Therefore, it is difficult to analyze tutoring and mentoring on the national level as well as to define all the advantages and disadvantages of the assistance to students. As a result, the examples of different universities let us conclude that tutoring and mentoring at the Swiss universities positively influence the students’ progress, quality assurance, academic mobility increase and future employment.

Nowadays, the Ukrainian universities try to implement some forms of assistance to students in order to enhance the students’ progress and their comfort. Thus, there are curators of groups who help students with their subjects in the form of recommendations, provide consultations etc. At some universities representatives of international relations offices provide mentorship for foreign students, making them aware of the university structure and the peculiarities of the educational

process. Unfortunately, there is no structured system of tutoring and mentoring at the Ukrainian universities. Therefore, the experience of the Swiss universities may be taken into consideration while developing the tutoring and mentoring system for the Ukrainian universities.

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