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TENDENCIES OF TUTORING AND MENTORING DEVELOPMENT AT HIGHER EDUCATIONAL ESTABLISHMENTS OF GERMANY

ТЕНДЕНЦІЇ РОЗВИТКУ ТЬЮТОРСТВА ТА МЕНТОРСТВА У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ НІМЕЧЧИНИ

Анотація. *В статті проаналізовано сучасний стан розвитку тьюторства та менторства у ЗВО Німеччини, а також особливості їхнього розвитку. Зазначено, що Німеччина є однією з країн, в якій тьюторство та менторство функціонує повноцінно майже в усіх ЗВО. Стаття обґрунтовує необхідність функціонування тьюторства та менторства в кожному закладі вищої освіти для відповідності світовим нормам та стандартам в сфері вищої освіти. Дослідження розкриває відмінності між реалізацією тьюторства та менторства у різних ЗВО. Сьогодні тьюторство та менторство є необхідним елементом вищої освіти, що відповідає стратегіям інтернаціоналізації кожного ЗВО. Зростання академічної мобільності, перезарахування кредитів, наявність біженців є одними з ключових навчальних напрямків, які вимагають забезпечення наставництва для студентів. Незважаючи на успішне функціо-*

нування тьюторства та менторства в системі вищої освіти Німеччини, існує декілька відмінностей між ЗВО, а саме: різні форми та методи реалізації тьюторства та менторства, відсутність, або наявність окремих відділів, які регулюють цю діяльність, оплата тьюторської діяльності, контролювання підготовки до тьюторської та менторської діяльності. Відповідно, наше дослідження ознайомлює із сучасним станом тьюторства та менторства у ЗВО Німеччини та перспективами розвитку наставництва в майбутньому.

На сьогоднішній день Німеччина належить до тих європейських країн, в яких високий рівень вищої освіти, успішно функціонують нові освітні технології, забезпечується якість освіти через інтернаціоналізацію та реалізацію необхідних реформ. Саме тому вкрай важливо запроваджувати кращі практики в українських ЗВО. Аналіз тьюторства та менторства у ЗВО Німеччини показав, що в сучасних умовах необхідним є забезпечити посередництво та наставництво в навчальному процесі між студентами і викладачами. Дослідження особливостей тьюторства та менторства у ЗВО Німеччини дає можливість вибудувати модель наставництва для українських ЗВО.

Ключові слова: тьюторство, менторство, вища освіта, забезпечення якості, інтернаціоналізація.

Formulation of the problem. The analysis of recent changes in higher education of Europe gives us clear understanding of the steps which should be done for the development of Higher Educational Establishments in Europe. Implementation of tutoring and mentoring is performed at the highest level in Germany. Therefore, there was the necessity to research German HEEs for better understanding of tutoring and mentoring system, instruments of its management, challenges that may occur in the process of its implementation. The research of the need for tutoring and mentoring management as well as tutors and mentors training also belong to the key ideas of the investigation. One of the important goals of the research is the analyzis of different HEEs from different perspectives in order to make critical research for the solutions of necessary problems. The idea to make comparative analysis of several German universities is fully substantiated by practical vision of the existing realia. The German model of the tutoring and mentoring implementation could be an example to other European countries, including Ukraine. Especially, we need to have a strategy for the tutoring and mentoring implementation in order to meet demands of the internationalization strategies of European universities as well as higher education reforming in Europe.

The analysis of the latest investigations and publications. As the practical realization of tutoring started in medieval Universities in England, scientists early began working on the investigation of this issue. It goes wi-

thout saying, that clear understanding of the tutoring and mentoring appeared much later, therefore we could talk about the proper amount of this direction research analysis in the second half of the twentieth century – beginning of the twenty first century. Among Ukrainian reserachers there are such as N.V. Abashkina (1998), O.V. Nosova (2012), O.I. Ohienko (2012) who analyze modern higher education and tendencies of its development in general as well as peculiarities of the German educational system. Tutoring and mentoring belongs to the interests of the Ukrainian sicientists – A.V. Neborachko (n.d.) as well as foreign ones – J.E. Barnett (2008), N.M. Bean, L.L. Hyers (Bean, Lucas, & Hyers, 2014), J.W. Colwin and M. Ashman (2010) including German research representatives – Andrea Hempel, Tobias Seidl, Erlijn van Genuchten (2016), Heike Kröpke, Melanie Szabo-Batancs, Silke Bock (2012). We should admit that the issue of tutoring and mentoring should be studied more especially in the modern context. The possibility to make comparative analysis of diferent countries researchers (English, German and Ukrainian) provides us with necessary data and clear understanding of the situation. Therefore, the attention should be more paid to the research topicality and data quality.

The analysis of several approaches research gives us opportunity to make own investigation and draw conclusions.

The aim of the article is to analyze the tutoring and mentoring system and tendencies for its development at Higher Educational Establishments of Germany.

If we talk about tutoring and mentoring as a phenomenon of assistance, then it has its origins from the period before our era, though we could analyze it as complex educational item since medieval English universities appearance.

In modern higher education, the tutor is a person who help students in study, provide support for subjects, mostly in the form of classes, especially for engineering subjects and mostly at the first semester study. In the most caces the roles of tutors is provided by older students from the same university. Tutors also reccomend which lectures are better for students, monitor academic success, provide the opportunity to develop individual educational programs for students and work with laboratory works and other practical assignments. Reserachers also admit that even from the practice of medieval English universities, the tutor system was used in the context of communication between the university administration and students (Neborachko, n.d.). It means that tutors directly help students to achieve success in their academic life.

Mentors are mostly workers of separate department at higher educational establishment who provide mostly psychological and organizational functions (Barnett, 2008). They coordinate their activities with tutors and teachers for the successful operation of educational process.

Although mentors and tutors perform related functions, the meaning of the words «tutor» and «mentor» is almost synonymous, but there are certain differences. The tutors directly participate in the educational process, help with the theoretical material, and the mentors attend classes, analyze, report, observe the results of learning, and provide advice (Colvin & Ashman, 2010). If a student is uncomfortable working with this or that tutor, he can choose another one. The modern system of higher education devotes more time to independent study, sometimes it is difficult for students to organize themselves, and they do not have sufficient self-control, therefore, tutor functions are actively implemented.

We believe that it is worthwhile to take a closer look at individual universities and consider the tutoring and mentoring system implementation in Germany.

Tutoring and mentoring is being professionally developed in the twenty first century. This is evidenced by the establishment of the Network of Tutors, which successfully began its work in 2012 and coordinates the activities of the tutoring and mentoring system throughout Germany (Kröpke, Heike, Szabo-Batancs, Bock, & Silke, 2012). Actually, the current state of tutoring and mentoring differs from the fact that there is control over the organization of tutoring and mentoring activities. There is even some competition between the HEEs of Germany on which one introduces non-standard forms of education and prepares the tutors better. The annual meetings of the Network with tutors and mentors from the whole Germany provides an opportunity to examine problem issues and work together to find solutions to them.

If we analyze the latest trends in the implementation of tutoring and mentoring at both classical and technical Universities, one can affirm that, in general, tutoring and mentoring have been introduced for a long time, the active phase was the twentieth century: Munich University of Ludwig-Maximilian (Bavaria), Ludwig Maximilian The University of Munich (Bavaria), the University of Tübingen (Baden-Württemberg), Eberhard Karls University of Tübingen (Baden-Württemberg); at some universities tutoring and mentoring existed approximately since the foundation of the University: University of Applied Sciences (Hessen), Frankfurt University of Applied Sciences (Hessen), but the development as a separate strategy and a fully developed program took place in the XXI Century. Examples include: University of Applied Sciences Erfurt (Thuringia), tutoring and mentoring was implemented in 2011; the Chemnitz University of Technology (Saxony), tutoring and mentoring at this university have been in operation for more than five years, although the University was founded back in the nineteenth century; University of Erlangen-Nuremberg (Bavaria) – since 2009; Frankfurt University of Applied Sciences (Hessen); Coburg University of Applied Sciences/Hochschule Co-

burg (Bavaria); University of Applied Sciences Potsdam (Brandenburg). This information confirms that tutoring and mentoring are an integral part of higher education today, namely the tool for the education quality improvement by providing different formats help for students.

Mostly tutoring at the German HEEs is performed by students and mentoring by workers; this may be like additional functions for teachers. There are also separate departments where tutors and mentors are trained daily and provide counseling. Some tutors work only with first semester students.

In Germany tutors mostly receive salary which is paid from international projects funds. The amount of payment may vary – 10/11 euros per hour. At the University of Würzburg, the tutors receive 450 euros per month, and mentors receive salaries as university employees (University of Würzburg).

In our opinion, in order to understand better the current state of tutoring and mentoring at German HEEs, it is worth considering several HEEs separately.

The University of Würzburg has a high-level system of tutoring and mentoring. It is one of the universities in Germany, which has enough funding to implement such a support for students. Students receive about € 450 a month for the tutoring work. Mentors perform psychological and organizational function and mostly help freshmen, foreign students and students with disabilities. Actually, the feature of this University is that the specialists of the faculty of physical education and other staff work a lot with students with disabilities within the framework of various projects. They provide not only comfortable training conditions, but also help to organize free time and entertainment. For example, there is a practice of sport events with equal conditions for ordinary students and students with disabilities. They play together volleyball, football, tennis. The university also actively participates in the organization of the festival «No Limits», which is organized by local authorities. Nowadays, the festival has gained international significance and has already been organized with international partners. Lviv Polytechnic National University is an active partner, that also attracts various organizations which work with people with disabilities in this direction (University of Würzburg).

The University of Würzburg has the program «COMPASS», which is responsible for tutoring and mentoring. The purpose of the Programme is to formulate and provide support tools for improvement of tutors and mentors work in specific disciplines, as well as to introduce new programs to support students at the beginning of their education. Those students who are successful and who want to be tutors must be trained under the guidance of competent programme coordinators. There is a need for the proper training of students – tutors in order to create the best conditions for learning by supporting

younger students through intensive counseling and support. The «COMPASS» programme offers support at all faculties, including conducting research with mentors, research organization and learning strategy development. Typically, tutoring and mentoring is applied to all specialties in the first year, and then – depending on the need. For tutors and mentors, the work at Compass offers many benefits, there they develop their methodological, social and personal skills. Because of tutoring and mentoring innovative methods are introduced in pedagogical practice. Students are regularly interviewed, where they have the opportunity to express their wishes for the improvement of tutors, increase of meetings with tutors, etc. Mentors work for different areas, for example, there is a separate international mentor who works with foreign students, researchers, and workers as well as defend their rights. There are also mentors for equal opportunities in various other areas, namely: ensuring gender equality, working with people with disabilities, counseling refugees, etc. For the uninterrupted functioning of tutoring and mentoring throughout the university, there is close cooperation with the coordinators of the faculties and departments. This is partly similar to the Ukrainian realities, since tutors and mentors are absent, their functions are partially performed by coordinators or curators of departments and faculties (the «Compass» programme).

The «COMPASS» also provides training for teachers, mentors, tutors helps to find the right literature, training manuals, and ensures the quality of the program, through the provision of interactive teaching, contribution to interesting methods and diversity in the learning process. It operates successfully at the Faculty of Biology. All undergraduate or postgraduate students can participate in the program, transfer knowledge and experience to others. The success of the students after the tutorials is significantly higher, it is much easier for them to take exams. In turn, students-tutors also have many advantages: they receive a salary, they are encouraged to participate in international programs, they learn new information, find new friends among students (the «Compass» programme).

We should mention that students adapt to university life during the first semester. Then they need more support in order to understand the analytical and methodological methods of work and the broader understanding of disciplines beyond their chosen subject. Especially it is necessary for the mobility students to adapt and necessary measures have been taken in Germany in frames of the Bologna principles implementation and internationalization strategy fulfillment (Nosova & Makovoz, 2012). As for mentoring, it is applied in more specific directions. Specific workshops could be organized in order to explain the different type processes, for example tips for writing from the initial stage to the stage of the finished document, giving tips from plan-

ning before you need to cite and select a list of literature. There is also one-to-one individual mentoring, in which the student can alone communicate with the mentor and discuss his/her problems. At the end of the semester, the tutors submit a report on the work done, describe their teaching experience and evaluate the tutor's program. Mentors also submit a report at the end of the semester, the report contains information on meetings of mentors and students, a description of the type and duration of mentoring, and information on mini workshops on learning skills and time management.

At the University of Applied Sciences in Gissen and the University of Fulda, in addition to the successful implementation of tutoring and mentoring, special emphasis is placed on the training and qualifications of tutors, the testing of their knowledge and skills training (University of Applied Sciences in Giessen).

European University Viadrina, for example, introduced a program of peer educators. Tutors not only help the students in the educational process, but also accompany them for a long time after graduating from the university. In the process of preparation for tutoring, future tutors are given 4 training modules where they acquire the necessary skills. These modules include group training, theory, practice and presentation of the study. After passing all the modules, the tutors receive a certificate which is a requirement of the university, and continue to share their knowledge in practice (European University Viadrina).

University of Stuttgart. The University of Stuttgart has an intercultural mentoring program for students coming from other countries and representing different cultures. Mentors help students get acquainted with the peculiarities of the educational process, university life, stay in Germany, German language and culture. They also organize excursions and meetings for foreign students at the beginning of the school year. A mentor with a student meets at least twice a month. At the beginning of the semester there is an introductory seminar on which the main information for new students is announced. The main goal for mentors is to familiarize students with the opportunities they can have while studying in Germany, to help them with German language and culture learning, to promote social adaptation, and to reduce the number of unsuccessful students (University of Stuttgart).

At the University of Applied Sciences of Giessen great attention is paid to the qualification of tutors. The program of tutors training and qualifications is based on internal principles and is agreed with the Tutoring Network (Kröpke, Szabo-Batancs, & Bock, 2012). The tutors themselves are interested in their preparation; therefore, they appreciate the preparatory workshops.

Generally, at all German HEEs students need to acquire appropriate skills in order to carry out professional and managerial tasks independently within their professional activities, they should solve problems individually, using the acquired knowledge and mastered scientific methods.

Tutoring and mentoring in most cases provide the following things. First of all, this is an open educational atmosphere. All high school students care about an open learning environment based on mutual respect and mutual trust. An open educational atmosphere facilitates mutual understanding between teachers and students. It is about setting certain standards of behavior and values that must be met by both parties. Secondly, this is promotion of active learning. All teachers and tutors contribute to independent, active learning and apply appropriate teaching methods in relevant learning settings. Forms and teaching methods should be correlated with a specific learning situation. One more important issue includes clear competency goals. While studying at universities, students learn to apply scientific methods to solve practically oriented problems. Clear requirements for learning outcomes are of utmost importance as well. Teachers should clearly formulate for students the requirements for the achievement of educational results, while supporting them in the implementation of these requirements. It is necessary to make sure that the teaching material of the discipline and the curriculum in general reflects the modern development of science, and also meets the requirements of the professional sphere. Permanent evaluation as well as development of didactic concepts should also be among the key principles. All teachers participate in the ongoing assessment of their teaching methods and the content of the programs they propose. Teachers constructively use the results of this assessment to improve teaching. The training content and methods are constantly evaluated in order to give teachers the impetus to professional development.

In case of successful tutoring and mentoring implemented at HEEs, each student can at any time arrange a meeting-consultation. Representatives of the tutoring and mentoring department can be present at open classes and after the lessons comment on the impression. This form of support helps tutors to become more confident, develop professionalism and get new ideas.

Qualification of tutors became an integral item during recent years. Mostly at the end of each semester there is a meeting of all tutors who took part in the qualifying events. It serves for stable development, networking and exchange of best practices among tutors, as well as the ability to find solutions to difficult problems on tutorials.

Conclusions. The conducted research gives us the possibility to draw the following conclusions:

- Germany belongs to one of the countries with the best developed system of tutoring and mentoring at Higher Educational Establishments;
- Full implementation of tutoring and mentoring is done in accordance to the internationalization strategies of the HEEs and is being realized from the end of the XX century up till now;
- There is no central ministerial management of tutoring and mentoring, the realization is realized according to each HEEs policy and autonomy;
- The biggest novelty of the XXI century is preparation and qualification of tutors;
- The only body which somehow controls tutoring and mentoring sytem in Germany is the Tutoring Network which organizes annual meetings of tutors and mentors from the whole Germany.

Perspectives for further research. It would be good to take into consideration the practical issues on the tutoring and mentoring implementation for further realization at the Ukrainian HEES in frames of higher education reforming.

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TENDENCIES OF TUTORING AND MENTORING DEVELOPMENT AT HIGHER EDUCATIONAL ESTABLISHMENTS OF GERMANY

Abstract. The article analyzes current state of tutoring and mentoring development Higher Educational Establishments of Germany (HEEs), as well as the peculiarities of their development. It is noted that Germany is one of the countries in which tutoring and mentoring functions appropriately almost at all HEEs. The research substantiates the necessity of tutoring and mentoring functioning at every institution of higher education for compliance with world standards and norms in the field of higher education. The article reveals the differences between the implementation of tutoring and mentoring at various HEEs. Today, tutoring and mentoring are necessary elements of higher education, which is in line with the strategies of internationalization of each HEEs. Increasing academic mobility, transfer of credits and refugees movements are among the key educational areas that require mentoring for students. Despite the successful operation of tutoring and mentoring in German higher education, there are several differences between HEEs, namely various forms and methods of tutoring and mentoring implementation, the absence or presence of certain departments that regulate these activities, payment for tutoring activities and control of preparation for tutoring and mentoring activities. Accordingly, this study introduces the current state of tutoring and mentoring at German HEEs and the prospects for their developing in the future.

Today Germany belongs to a number of European countries with the advanced higher education, successful operation of new educational technologies, provided education quality through internationalization and implementation of the necessary reforms. That is why it is extremely important to introduce best practices in Ukrainian HEEs. The analysis of tutoring and mentoring at HEEs of Germany has shown that, in modern conditions, it is necessary to provide intermediary and mentoring in the educational process between students and teachers. The study of tutoring and mentoring features in Germany makes it possible to build a model of tutoring and mentoring for the Ukrainian HEEs.

The peculiarity of this research is the analysis of the general tutoring and mentoring system at German HEEs as well as deeper consideration of the exact HEEs. The article proves the long history of tutoring and mentoring in Germany. However, the prosperity of tutoring and mentoring belongs to these days. The communication problems occurred with refugees at German Universities, the urgent task was to help them to set future goals in their life. Besides, we should take into consideration the unwillingness of some people to agree with the refugees increase.

The academic mobility also belongs to the factors which increased the need for tutoring and mentoring in Germany. As one of the successful countries it became of great interest to the students from other European countries. Therefore, Germans started paying more attention to tutoring and mentoring as one of tools for quality acutance at HEEs.

Keywords: tutoring, mentoring, higher education, quality assurance, internationalization.

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