

From Tutoring to a Culture of Learning: The First Year of a University-Wide Tutoring Programme At Lodz University of Technology (TUL)

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Abstract

The presentation tells the story of a pedagogical journey that began with the presenter's experience of tutoring at University College London (UCL) in 2020, shortly before the COVID-19 pandemic, and has now evolved into a university-wide initiative at Lodz University of Technology (TUL). At the heart of this journey is "Engineering Success", a four-year tutoring programme funded by the European Funds for Social Development (FERS) and run by Centre for Teaching and Learning, TUL. The programme brings together tutoring, mentoring, and coaching to support students not only in their academic development, but also in developing agency, belonging, confidence, and a sense of direction in university life. The presentation reflects on the experience of translating a long-standing pedagogical dream into practice within a large university of technology. Particular attention is given to the role of tutor-student relationships and to workshops on modern academic pedagogy, through which TUL tutors explore active learning, meaningful feedback, reflective practice, self-regulation, and various, for example, coaching-oriented approaches. The presenter will also introduce a digital application developed by TUL graduates, which is used not only by TUL tutors but also by institutions across Poland. The first year of "Engineering Success" has also raised practical questions about preparing tutors, engaging students, documenting the process, and developing meaningful ways of evaluating impact. Rather than presenting a finished model, the presentation invites discussion of what can be learnt from the first stage of building a university-wide tutoring culture and how this experience may impact the programme's next three years.

Keywords: Academic Pedagogy; Belonging; Coaching; Mentoring; Student Agency