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Tutoring as a method of mathematics education

Attempts of explaining the word 'tutoring' in Polish leads to many definitions. One of them talks about a "planned development process which takes place in the individual, supportive relationship with another person - tutor" [1]. Two main goals of 'tutoring' treat about extracting fully the participant's potential as well as self-reliance in self-development and self-education. It is also important to see this kind of teaching as an opportunity for a revival of the mission of Polish universities [2]. Since the openness and commonness of universities is becoming a reality - it is desirable to create new paths for students who want to learn more and more deeply [3]. Tested in a high school environment, math tutorials are likely to deepen the mathematical skills of the students of courses in which mathematical education is limited to a minimum. This paper will present the main objectives of school and academic 'tutoring' in relation to mathematics teaching on the basis of theoretical studies and of own experiences.

[1] K.Czayka-Chełmińska, Metoda tutoring, [w:] Polska-Amerykańska Fundacja Wolności (Liderzy PAFW), W poszukiwaniu metody kształcenia liderów, Warszawa 2007, Stowarzyszenie Szkoła Liderów, s. 96,

[2] P. Czekierda, Tutoring jako szansa na odnowę misji polskiego uniwersytetu, [w:] Polska-Amerykańska Fundacja Wolności (Liderzy PAFW), W poszukiwaniu metody kształcenia liderów, Warszawa 2007, Stowarzyszenie Szkoła Liderów, s. 96

[3] J. Axer, Komandosi edukacji, Rozmowa z prof. Jerzym Axerem opublikowana w dzienniku Gazeta Wyborcza, 2000/11/18-19.

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