Chapter 3 Open teaching system, Veracruz region, accompaniment in the school trajectory

Capítulo 3 Sistema de enseñanza abierta, región Veracruz, acompañamiento en la trayectoria escolar

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Abstract

Tutoring is a relevant process in which a reciprocal action or relationship is exercised by two or more people, we are talking about a teacher and a student of the three educational programs offered by the Open Education System in the Veracruz Region, Mexico, of the Veracruzana University. Over the years, teaching-learning processes have been changing in search of better quality in education, which is why new ideas emerged to place students as a fundamental part of educational institutions and with the purpose of train professionals who have a critical sense and are capable of analyzing society's problems, assuming responsibilities. That is why Tutoring emerged as an innovative strategy, as a guide in the teaching-learning processes and academic support of teachers towards students throughout their school career, enriching knowledge during their academic training and promoting empathy, resilience, tolerance and respect.

Teaching-learning, Tutoring, Empathy

3.1 Introduction

Mexico is immersed in a process of innovation in education, which is why upon admission students are assigned a tutor who guides and advises them until the end of their studies. The designated tutor must guide them in all school and academic areas and the teachers are also responsible for guiding the students, supporting them in avoiding the difficulties that arise during their academic progress and at the same time they must support them with the academic programming (Planea) where the student is suggested the educational experiences that he can request for his career and academic progress. The tutorial action is an educational activity that meets the objectives set out in the new educational model. That is why a series of questions was designed for the students of the three educational programs: Administration, Accounting and Law of the Open Education System, Veracruz Region, to know, analyze and evaluate the effects produced by the tutorial model implemented by the University Veracruz. This educational institution implemented tutoring, so that future professionals can achieve academic success, with the support of teachers during their transition from student to professional, to improve learning and academic performance, resulting in increasing graduation rates and lowering school dropout.

In order to understand the importance of accompaniment in the school career, it is necessary to address the different elements that make it up through the sections of this chapter. These elements are the Teaching-Learning Strategy, the innovation that is tutoring in the branch of education, the importance of empathy and resilience in tutoring, the methodology used in SEA tutoring, and of course, the conclusions of those involved in the preparation of this chapter.

3.2 Teaching-Learning Strategy

The teaching-learning process is the interaction between students and teachers, who must relate appropriately with their students, in order to know each other well and be part of a communication system based on strategies aimed at learning. A transcendental strategy is the acceptance of tutoring and this entails a new approach to teaching - learning, which is identified with a system of learning and tutoring of students. This is why the importance of Tutoring for the success of the teaching-learning process has been developed through reflection.

According to (Álvarez Pérez, 2002) It tells us that the tutor is a teaching professional who helps students on their journey through the educational system: Forming favorable attitudes towards knowledge, towards study, provides the map so that the route is traveled appropriately, removes some stones of the path that makes said journey difficult, encourages creativity, autonomy, responsibility, among others.

Education is a very significant factor in the evolution and humanization of students, the teaching-learning process begins with the participation of the teacher directing and guiding the students. The process is always dependent on changes in the world, according to the needs that its environment demands. Teaching is the work through which the teacher supports students to learn and also motivates them to positive change, resulting in the achievement of objectives, in relation to programs, teaching techniques and monitoring and control mechanisms.

To build meaningful learning in students, teachers must answer three key questions: ¿who learns? how do you learn? and what, ¿when and how to evaluate? An adequate teaching-learning process will help us respond and act in the face of these educational challenges. (e-Learning Master, 2017).

Tutoring is an educational strategy of teaching - learning, which will allow students to improve their success, and will also allow them to strengthen their integral development of the academic and integral condition as a human being, related to the cognitive dimension of their being.

As stated (Benoit et al.) The teaching-learning process requires the active participation of students in different instances of their academic work and their adaptation to the demands of the system. Faced with these challenges, educational institutions promote the use of different strategies. One of them corresponds to peer tutoring, a pedagogical strategy based on collaborative work between the tutor and the tutees. (2018, págs. 89-113).

Currently we know that educating is more than arousing students' interest in knowledge and strengthening intellectual skills. Emotional skills should also be stimulated, forming students who are respectful, responsible and collaborative, this will allow them to acquire high values and important skills to live those values in their daily lives.

> They tell us that, in accordance with current guidelines in education, it is essential to "offer an academic program with a flexible and efficient educational approach, based on learning and attentive to comprehensive human development, training in values and the intellectual discipline of students." (pág. 2).

When students enter Universities they have some difficulties, one of these is academic performance, because the purpose of the tutorial strategy is to contribute to the performance throughout the students' training process. This is why in the relationship between the teacher and the student there is sometimes indifference on both sides; a primary factor of tutoring is precisely to facilitate the training processes in a climate of mutual collaboration.

From the point of view of (Seoane et al.) In the accompaniment process, the tutors carry out various actions to motivate the tutees and make them participate in their learning; among them, guidance actions, from their own previous experience in the course, and support aimed at improving their academic performance, such as consulting, feedback and formative evaluation. (2012, págs. 1-11).

The educational interventions carried out by teachers, monitoring and developing students, will facilitate learning and also their credit progress. A radical change to the teaching-learning processes is one where the interaction of the teacher and student makes them live a new form of relationship based on the rules that govern the tutorial system.

Tells us (González, 2009) that one of the fundamental concerns among those of us who dedicate ourselves to teaching is the need to resolve the insufficiencies in the learning of our students and that we attribute among other things but importantly to an absence at the level of development of cognitive motivations, for what we constantly ask ourselves: ¿how to motivate our students? What role does motivation play as a driving force or incentive in the learning process? What theoretical and methodological tools can we use to achieve motivation?

Within the tutoring strategies at the Universidad Veracruzana where the personalized attention that the teacher must provide is defined, supporting students who require it and strengthening the learning processes, related to the theoretical, heuristic and axiological knowledge of educational experiences. (EE), is where the Comprehensive Training Support Program (PAFI) is perfected.

Based on what is stipulated in the Operational Guidelines for Tutorial Teaching of the UV, (DAFIE) It tells us that this is the starting point for addressing the academic needs of students; an accurate diagnosis will allow us to define the relevant support strategies that the academics of the educational program can execute. The diagnosis requires the participation of different figures in the institution: Members of academies by area of knowledge, Tutoring Coordinator, Academic tutors, Students, Head teachers of the educational experiences, Tutor teachers, as well as authorities: Secretary and Director of the faculty. The diagnosis can be enriched with various sources that will provide valuable information, for example: Interview with the student or students who present difficulties, an exam or some other source of information, such as reports of their school career, reports from academic tutors, information generated in the academy meetings, information on failure rates, an interview with the head professor of the EE, among others. (2021, p. 4).

3.3 Tutoring, innovation in education

The challenges faced by educational institutions mean that they require new innovative educational methods that favor the training of students.

As it says (Demuner Flores, Ibarra Cisneros, & Nava Rogel) Derived from the contingency, universities assumed their role as trainers of future professionals and became aware of meeting the needs of the online teaching-learning process. To this end, they offered training to teachers, reinforced mentoring programs, streamlined online communication mechanisms, made technological platforms available, and provided support. (2023, p. 15).

Innovation in education is currently a primary process so that all areas of a globalized world are providing designs for an accurate and meaningful education that responds to the needs that society requires, which is why it is necessary for education to implement innovation in the Tutoring programs, developing activities focused on students supporting in their training process. The teachers being responsible for the educational processes and the interrelationship with the students.

(Herrera et al.) they tell us that the purpose of guidance and tutorial action, like teaching, is to contribute to the full development of students, in such a way that students learn to learn, learn to do and learn to be. Therefore, tutoring is a right of students that will provide quality teaching and will contribute to their education, their advice and training, and their development. (Innovation Project in Tutoring).

In order to innovate in tutoring, it is necessary to promote the motivation and empathy of the student with the teacher within the school environment and also carry out programs that allow advice and thus achieve the objectives set at the beginning of each semester.

That is why (Novoa Palacios & Pirela Morillo) They tell us that, to achieve its purposes, tutorial support must be organized, according to structures and dynamics that position it as a strategic action in higher education, in which a series of factors and variables interact (2021, pp. 1123-1142).

Likewise (Capelari, 2021) indicates that currently the teacher's tutorial function has been institutionalized, highlighting the years 2000 and 2001 as the beginning of these processes in different Latin American universities. One of the main challenges that the tutorial action faces at this time is the necessary transition that must be made from a vertical activity, in which only the figure of the tutor stands as the most important for building knowledge, to understand the tutoring process as an accompaniment action that is assumed as pedagogical and social mediation, from which communities of practice and collaborative environments for the construction of new meanings have very clear meanings.

The Open Education System, Veracruz region, planned three sessions during each semester in person, starting with COVID 19, technology took a fundamental role in the development of education and also tutoring, in this period of contagion, communication was carried out through digital platforms, institutional emails and WhatsApp, they are currently carried out in person, to meet the objectives that the UV requires to support students and strengthen the teaching-learning processes.

Background of the Tutoring: (Depto de apoyo a la formac integral del estudiante, s.f.) For twenty years the Universidad Veracruzana (UV), attending to international and national educational policies, as well as the needs of Higher Education in the State of Veracruz, began a transition towards a student-centered educational model, to promote their autonomy and comprehensive training, through the implementation of a competency-based approach and the flexibility of study plans, establishing tutoring as a key strategy for the support and accompaniment of students in their academic life.

Another contribution for tutorial support is found in (De la Cruz Flores, Díaz Barriga, & Abreu) who point out that one of the aspects that could ensure the success of tutoring is the mastery of training-socializing competencies, which are required to evaluate the quality of the tutorial action, going so far as to specify seven types of domains: Research training, Professional training , Teaching, academic counseling, socialization, academic sponsorship and psychosocial support. This idea of accompaniment is fundamental to focus on the process not only from the cognitive perspective, but, above all, from the psycho-social and emotional aspects, crucial elements to understand in all its richness and complexity. (2014, págs. 83-102).

Since the appearance of the COVID 19 virus, education underwent a change, producing impacts on the teaching-learning of educational institutions, which is why they had to innovate and through tutoring, an empathetic affinity was created between teachers and students with the purpose of cultivating hope and care through communication, validating knowledge and supporting students in resilience derived from the spread of the virus and isolation. This strategy is a challenge for university teachers, since they must offer teaching-learning experiences that facilitate the comprehensive training of students.

(Corredor et al.) They tell us that the teacher who intends to offer an integrative classroom must be interested in knowing his students so that he can detect their motivations, interests, cultural and social context, level of cognitive development and the potential that has not yet been realized. developed, to offer relevant learning experiences and base a pedagogical discourse, which allows it to develop university teaching aimed at promoting a better education for the students in the classroom. The teacher has the great task of knowing, understanding and transforming his pedagogical practice so that he can eliminate those obstacles that prevent the comprehensive training and meaningful learning of his students. (2009, p. 17).

3.4 Importance of empathy and resilience in mentoring.

Tutoring is understood as the personal accompaniment of an individual with the objective of growth, both in their academic performance and in their career during their stay at the University. In general, students perceive tutoring as a positive resource, they recognize the tutor as a valid advisor on their educational path, available and friendly. Teachers identify themselves as resource figures and seek to respond to the needs of students. The main problems of the students emerge: adaptation to the pace and management of academic tasks. From the teachers' perspective, mentoring brought benefits. (Sim Benefit et al., 2013).

In México, the implementation of tutoring programs at the higher level addresses the need to promote the comprehensive training of students and one of its main challenges is to ensure that a high proportion of students reach favorable levels of academic performance to successfully complete their studies. within the expected deadlines. At the same time, correct problems presented throughout their stay in a higher-level institution and thus strengthen educational quality, promoting activities to support teaching, especially from a perspective of greater emphasis on learning. (Romo López, 2011).

In the case of tutors, many times they do not usually approach only with school problems, which is why it is essential to form a bilateral and empathetic relationship with the young people. The Open Education System, unlike the school system, has the fact that the majority of students have already integrated into the world of work. It is one of the main reasons why they choose this system.

Using the words of (Serrano et al., 2017) The tutor performs two very important functions: on the one hand, he/she advises the students in a personalized way on the subject matter, on the other hand, he/she advises on the organization and planning of the job.

The students who approach the teacher do not do so because they have problems with the use of information technologies; They do it because they want help with a problem that arises from work life or in their daily life, seeking empathy and explaining why they have not been able to attend classes, hoping that these absences do not affect their academic progress.

It is important for students to know how to use the Eminus 3 or 4 platform and how to upload an assignment or how to respond to an institutional email, but it is more important for them to be listened to and supported. Establishing a dialogue, with trust, where they can share the problems that afflict them and that the tutors can help them. In this way, avoiding school dropouts and providing them with the tools to have better professional development.

Some of them ask questions that they can ask after finishing their degree, others wonder what is the best way to get a degree. It is important that we as tutors understand their apprehensions, that we can remember our years as students and show that genuine interest in guiding them, so that they can make the best decisions for their professional future. Our role as academic tutors is to know our students, not just their academic career, that is important, of course, but it is not what they need, they want us to be their friends, to accompany them in the crisis situations that they face, school presents them.

It is important to note that during the COVID 19 pandemic, many students expressed fear of changing from blended sessions to online sessions. In the Open Education System we meet on Saturdays with a schedule of an educational experience that runs from 9:00 am to 2:00 pm with a duration of 6 sessions giving a total of 30 hours per educational experience and with an afternoon shift in the same period with a schedule from 4:00 p.m. to 9:00 p.m. The system is a bit complex to adapt in person, tutoring allows the student to understand this way of studying and advance; Therefore, our work as tutors in this accompaniment is very important.

The design of the teaching-learning process is a primary factor for the gearing of change, (García Aretio, 2003) tells us that, therefore, in a situation of so much uncertainty, the development of the digital competence of teachers and students is considered essential, as well as the formulation of possible scenarios and support for students also in the emotional part, which can influence their learning results.

The COVID 19 pandemic made the student feel insecure in the face of such a situation and despite this we all adapted to this change, we evolved together in the new era of online sessions through different means, where we accompanied them in their doubts regarding this change, learning together about the use of TIC´S. Regarding Teams, they point out that when there are many students, even if they have their cameras on, the facilitator cannot see them, thus cooling empathy, therefore, the ideal digital platform is Zoom and also the platforms managed by the University. Veracruzana like Eminus 3 and 4. The first months of Covid we went through a very difficult period of fear and uncertainty in many aspects of daily life (home, family, school, work, hobbies, etc.), the confinement caused anxiety, depression, etc., with the media being an important factor in social impact. The majority of students had the ability to adapt to the change and evolved to online education accompanied by the empathy of the tutor.

The author (Bernard) proposes that there are keys to creating a positive school environment that helps students develop their potentials: caring relationships, high and positive expectations, purposeful support, and meaningful participation in the community in which they are immersed. It is through resilience research, studies of effective schools (Applications of resilience, 1999).

The emergence of the COVID 19 pandemic generally affected everyone, regardless of their nationality, educational level, income or gender.

This is why (OECD, 2020) tells us that education is no exception. Those from privileged backgrounds were able to access, beyond the closed doors of schools, alternative learning opportunities, with the support of their parents and with the desire and ability to learn. Those from disadvantaged backgrounds were often left out when schools closed. This crisis exposed the multiple shortcomings and inequalities of our education systems: from the broadband and computers required for online education, to the supportive environments needed to focus on learning, to the poor match between resources and needs.

It is pertinent that teachers and students are friends, that we accompany them in the crisis situations that the educational institution presents to them; In addition, we are also able to work with others to solve their problems in various activities. Although it is true that the purpose of tutoring is not the absolute resolution of all students' problems, what is desired is the reduction of school dropouts. That at higher levels it is known that only a percentage of young people who start university manage to finish it. A figure that undoubtedly must have increased with the pandemic that hit us.

The COVID-19 pandemic forced schools to teach their classes remotely, however, the majority of students and teachers were not prepared for this given the unprecedented and sudden nature of the situation. Just over 1.6 million teachers were faced with preparing classes and materials to be able to continue teaching from a virtual environment, and for this the SEP created the "Emerging teacher training workshops" in 2020. Itineraries for the reunion" with the purpose of training teachers for distance teaching and for the gradual return to the so-called "new normal" (Pósgrados Anahuac, 2021).

Some of the skills that academic tutors should have are: A genuine interest in their tutors, having ease of communication in various aspects, such as family, social, cultural, and etc. It is important that the teacher also has knowledge in pedagogy, to be an excellent motivator for students. Something that cannot be left aside and that is also of utmost importance, respecting your students while respecting ourselves.

According to (García Antelo & Casal Otero) the use of technologies to monitor students' work and carry out tutoring is being consolidated in recent years. The possibility of generating scenarios in which space-time rupture, flexibility and the ability to communicate ubiquitously, among others, facilitate tutoring processes. (2020, p. 12).

Resilience can be explained as the process of adaptation to adversity. These adversities can be presented as physical or psychological trauma, tragedies, threats, family problems and personal relationships, these could also be health problems, work situations and even financial ones. This resilience does not mean that people do not face problems or that these problems are unimportant, but that, when the time comes to begin the busy path of coping with crises, they will be able to move forward successfully and thus overcome the bitter pills that can come, life.

Dr. Rafaela Santos talks about the concept of resilience, the human capacity to flexibly assume extreme situations, overcome them and come out stronger on an individual level. We want to ask you how the current crisis situation would change if we were a largely "resilient" society. (Santos, 2018).

One of the fundamental points is that the young people tutored learn to live with the continuous change that they will face when they finish their studies. It is expected that they can adapt to the adversities they may encounter in their daily lives, with this resilience. For example, in the best of cases, it is the adaptation of the change from high school to University, regularly the students of the Open System live in areas in which there is no access to opportunities to complete bachelor's levels and therefore they face a new life in the city for those who come from outside the municipality.

In more serious matters, there are those who deal with the loss of a loved one, a mother or father, becoming the breadwinner of the house or the caregivers of siblings. In other cases, kids struggling with illnesses that prevent them from leading a normal life. There are many cases of these who approach me with their problems, saying that because of work they want to leave their career, because they have to pay the bills, go to treatments, etc.

Our job as tutors is to offer them a solution, to explain to them that they can ask their teachers or their friends for help. That they be included in teams, that they be told the tasks, so that they do not miss the opportunity to improve. That they are not someone's assistant all their lives, that they are not the one who serves the coffees or makes the copies, that they can access better jobs, with better salaries and benefits.

That is the importance of education and mentoring. We should not give them the answers, we should train free thinkers, people trained to adapt to new problems. Creatives who will not lead the world of tomorrow, but are already doing so. The Open Education System has an advantage that the others do not have. It has experienced young people, brave fighters who want to get ahead, resilient people who are already facing the real world, because if they weren't, they wouldn't be here in the first place.

Therefore, we, their last teachers, have the obligation to give them meaningful learning. Finish developing the skills they still lack and take them, together as equals, to the goal of obtaining their university degree. Even if possible, encourage them to study for a master's degree or do a doctorate. Well, these tools will also be essential in your professional future.

That is why (Molina Álvarez) tells us that each institution must have a comprehensive training program for the advisor-tutor, understanding comprehensive as the combination of tutorial aspects and psycho-pedagogical advice specific to the educational modality and level being applied. try. The training of tutors must include at least the following contents: Theoretical and methodological bases of tutoring, Clear precise information on the functioning and organization of the school system or modality, Characteristics of the students, Factors that affect academic performance, Diagnosis (Tools to do) of the educational institution, Consulting methodology (Empathy, interview, etc.), Forms of evaluation and monitoring. (2004).

2.5 Methodology

The methodological paradigm is quantitative, since according to (Hernández et al.) it establishes that "the quantitative approach (which represents, as we said, a set of processes) is sequential and evidentiary. Each stage precedes the next and we cannot "jump" or avoid steps. The order is rigorous, although of course, we can redefine some phase. It starts from an idea that is limited and, once delimited, objectives and research questions are derived, the literature is reviewed and a framework or theoretical perspective is built. (2016).

For the purposes of this research, quantitative research is proposed since it seeks to verify the independent variable called accompaniment in the school career or through the search for the results obtained with a survey that is applied to students who use of the tutoring service and that they propose a series of surveys, this is why quantitative research is required to measure the object of study, the type of research is non-experimental, as mentioned

(Hernández et al., 2016, page 129), The term experiment has at least two meanings, one general and one particular. General refers to "choosing or performing an action" and then observing the consequences (Babbie, 2014). This use of the term is quite colloquial; Thus, we talk about "experimenting" when we mix chemical substances and see the reaction caused, or when we change our hairstyle and observe the effect it has on our friends. The essence of this conception of an experiment is that it requires the intentional manipulation of an action to analyze its possible results.

Therefore, it applies in a non-experimental way since it only seeks to know the students' opinion about the Tutoring System (the accompaniment), throughout their school career to see the specific results that are obtained or based on Analyze the results to make proposals for improvement in the service and maintain correct programming. The research design is descriptive as mentioned (Hernández et al., page 92), "Descriptive studies seek to specify important properties and characteristics of any phenomenon that is analyzed. Describes trends of a group or population. It is a research process where all the information collected will be descriptive and applies to the present investigation that seeks to describe the results obtained through the survey that have an accompaniment of such objective, the instruments applied are the opinion survey, such as establishes (Hernández et al., page 159) Opinion surveys are considered by various authors as a design or method. In the classification of the present work, non-experimental cross-sectional or transactional descriptive or correlational-causal investigations would be considered, since sometimes they have the purposes of one or the other designs and sometimes of both.

It is and applies in this research to be able to collect or establish the indicators that will support the measurement of the research variable and the population that, as established (Hernández et al., 2016, page 105), tells us that "A variable "It is a property that can fluctuate and whose variation can be measured or observed." and includes the population of 1001 students who make up the three educational programs of the Open Education System, Veracruz Region, which are Accounting Administration and Law. Our research sample is non-probabilistic due to the use and management of the population corresponding to the second session of Tutorials.

The research process is descriptive, as stated (Hernández et al., 2016), an instrument is designed based on a series of concepts and ideas that comprise, the tutorial support of the Universidad Veracruzana is carried out. validation and its application, subsequently the statistical analysis is carried out.

This section will show the results of the application of the aforementioned survey, which included 7 questions addressed to the tutors of the Educational Programs of Law (521), Accounting (250) and Administration (230), making a total of 1001 students. This survey was applied with the purpose of knowing their perception of tutoring. It is worth mentioning that the number of 1001 was the universe object of study through the survey which was answered by in its entirety and by Law (308), Accounting (170) and Administration (166) in total 644 members of the universe, it is possible mention that the sample that the study showed was 400 students, that is, the study objective of the sample was met and exceeded by 243 students surveyed, which increases the level of confidence.

Since the sample is a representative portion of the population, the formula for finite universes indicated by Sierra (2007, p.227) was used.

$$n = \frac{4 \cdot N \cdot p \cdot q}{E^2 (N - 1) + 4 \cdot p \cdot q}$$

Where:

n= is the sample size to calculate

2.5758= is a constant (represents 99% confidence)
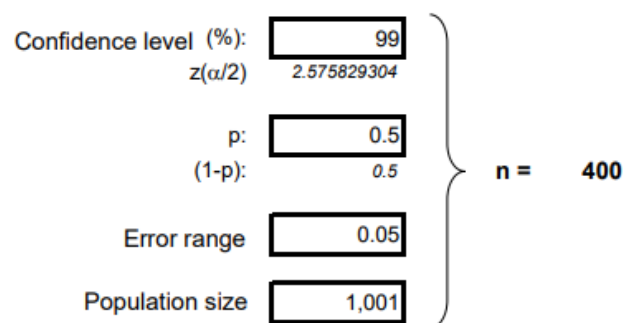
N= is the size of the population

P and q= are the probabilities of success or failure that have a value of 50% (so P and q = 50)

E^2= It is the error selected by the researcher (between 5 and 9).

In this way, by substituting the formula we obtain:

$$n = \frac{2.5758 \cdot 1001 \cdot .5 \cdot .5}{0.0039 (1001 - 1) + 2.5758 \cdot .5 \cdot .5} = 400$$

**Figure 3.1** Sample calculation

Confidence level (%):	99		
z(α/2)	2.575829304		
p:	0.5		
(1-p):	0.5	n =	400
Error range	0.05		
Population size	1,001		

Source: Own elaboration

The sample calculation of a universe of 1001 students, with a confidence level of 99% and a margin of error of 5%, gives us as a sample a number of 400 students surveyed, however, as previously explained, 644 surveys were answered.

3.6 Results

Graphic 3.1 Select the educational program to which you are enrolled
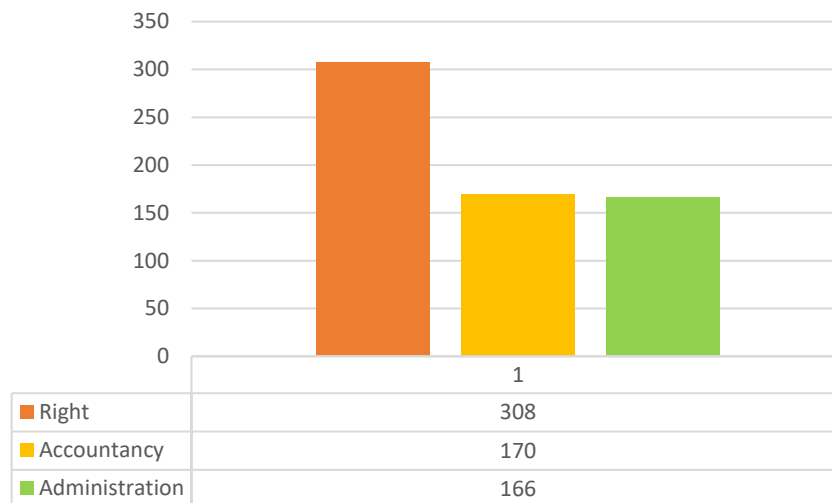
|	1
■ Right	308
■ Accountancy	170
■ Administration	166

Source: Own elaboration

Of the 644 students who answered the survey, 47.82% are from the Law Educational Program, 26.40% are from the Accounting Educational Program and 25.78% are from the Administration Educational Program.

Graph 3.2 What purpose do you see mentoring serving for you?
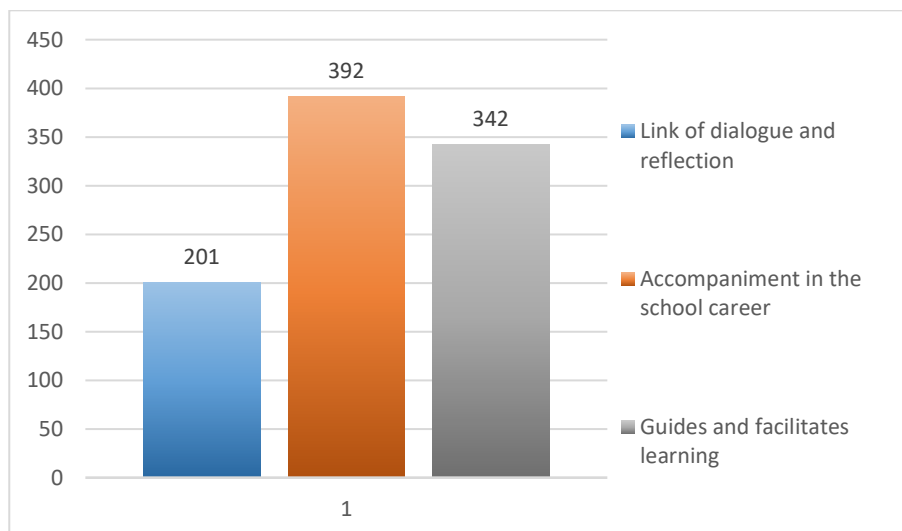
Source: Own elaboration

Of the 644 students who answered the survey, 47.82% are from the Law Educational Program, 26.40% are from the Accounting Educational Program and 25.78% are from the Administration Educational Program. Of the 644 students who answered the survey, 392 tutored students, that is, one 60.86% consider it as an accompaniment in the trajectory, 342, that is, 53.10%, consider it to guide and facilitate learning and 201, representing 31.21%, consider it as a link for dialogue and reflection.

This analysis about the importance that tutoring has for the students of the Open System, the majority indicated that it is an accompaniment in the trajectory, this is so that by sharing this information with the Academic Tutors, we let them know the importance that it has for them, even focusing on the 3 points, which many respondents surely chose.

**Graphic 3.3** Do you know what types of tutoring exist?
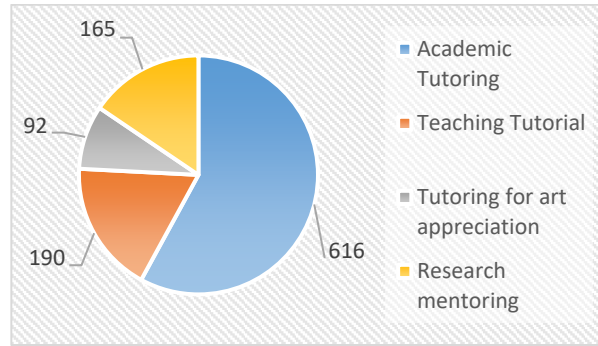
Source: Own elaboration

This graph represents the tutorials that the students of the three Educational Programs indicate they know exist. A relevant fact is that of the 644 interviewed, 616 know about Academic Tutoring, and of the same number of interviewees, 190 only said they knew about Tutorial Teaching, 165 tutoring for Research and only 92 tutoring for artistic appreciation.

Here we can find an area of opportunity since 58% know one of the most important, which is academic tutoring. During the sessions, they will be explained the types of tutoring offered by the Universidad Veracruzana for the benefit of students.

**Graphic 3.4** Do you know the functions of the Tutor?
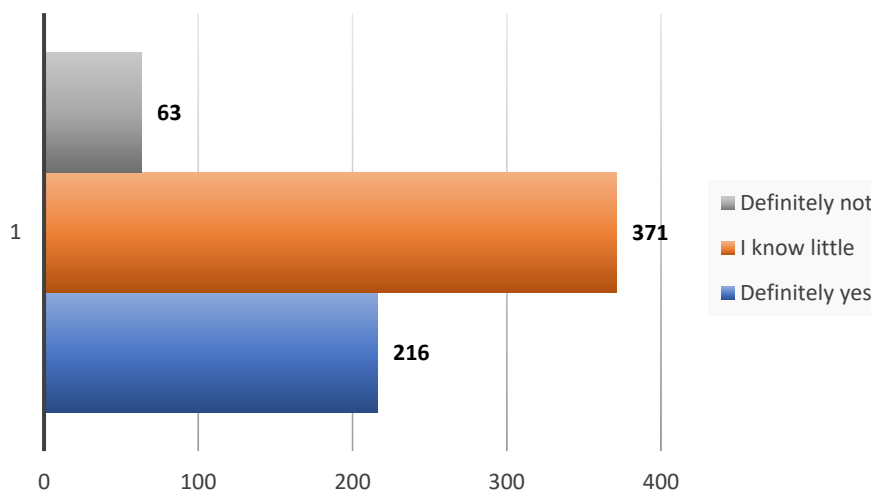
Source: Own elaboration

The students were asked if they knew the role of the tutor, of the 644 participants in this survey, 371, representing 58%, answered that they knew little, and 210, representing 32%, stated that they did know the functions of the tutor and only 63 participants which represent 63% do not know the functions of the tutor.

This graph indicates that the majority of students who know little about the functions of the Academic Tutor are the least who know the tutoring function, so greater emphasis will be placed on making them see the functions through the Tutoring Regulations of the Universidad Veracruzana. and obligations of the Academic Tutor and the functions and obligations of the tutored student.

Graphic 3.5 What media would you select with your Academic Tutor?
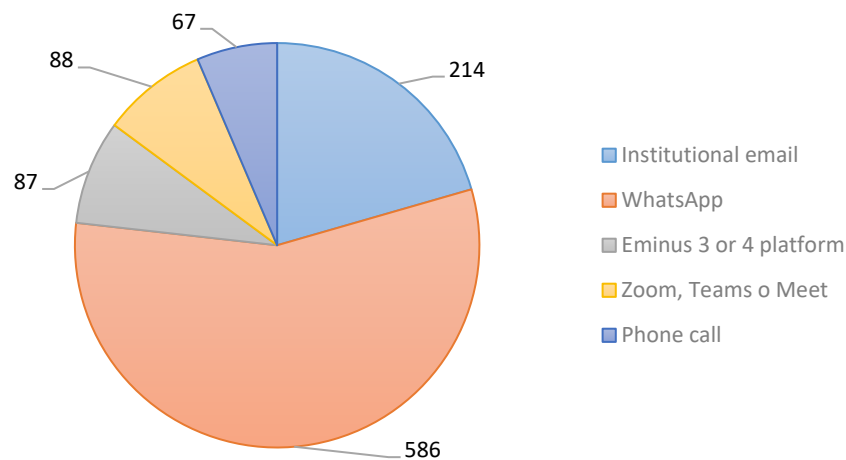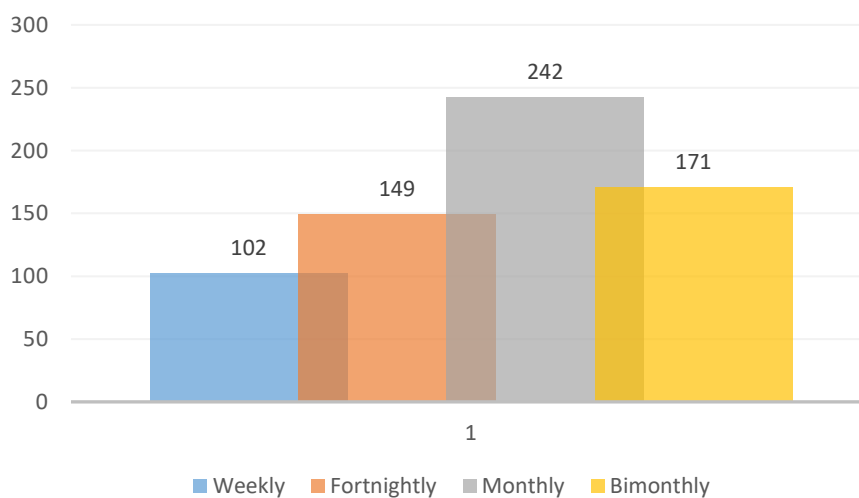

Source: Own elaboration

The tutored students were asked what medium they select or prefer with their Academic Tutor. Of the 644 participants in this survey, 586, representing 91%, answered that, by WhatsApp, to continue, followed by 214, representing 33%, choosing what they prefer. by institutional email, 88 representing 14% indicated that by Zoom, Teams or Meet, 87 representing 13% indicated that by Eminus 3 or 4 platform and only 67 tutors representing 10% stated that by phone call.

The Academic Tutors will be made aware of the options that the tutored students prefer to be in contact with them, even so, in general almost all tutors communicate with the students through WhatsApp and by institutional email.

Graphic 3.6 Please indicate how often you would like to have academic tutoring?

Source: Own elaboration

The tutored students were asked how frequently they would like to receive academic tutoring and 222 tutored students, that is, 36%, chose monthly, 171, representing 27%, indicated bimonthly, 149, representing 23%, indicated biweekly, and 102, representing 16%, indicated that they prefer tutoring every week.

Regarding the frequency they wish to receive tutoring, the majority request monthly tutoring, others bimonthly and others biweekly, the minority weekly, so it will be seen with the Academic Tutors to be able to identify the pressing needs of their tutored students and that with each one reaches an agreement on the frequency they require, as well as establishing fixed days and times to receive tutoring or both parties adapt to being in continuous communication.

Graphic 3.7 What qualities do you think an Academic Tutor should have?
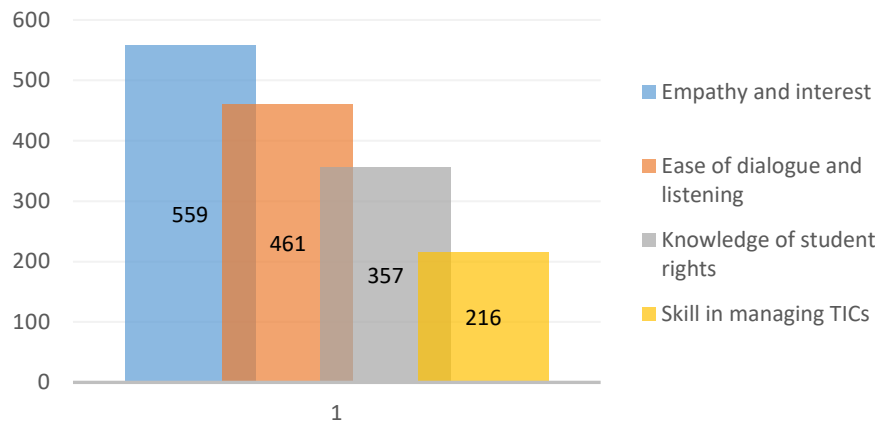
Source: Own elaboration

The tutored students were asked what qualities they consider for the Academic Tutor, and of the 644 respondents, 559, representing 87%, chose that they would like their Tutor to show empathy and interest, 461, representing 72%, indicated that they would like their Tutor to show empathy and interest. the Tutor shows ease in dialogue and listening, 357, representing 55%, indicated that they would like their Tutor to know the rights of the students and 216, representing 33%, stated that they would like their Academic Tutor to have skills in the management of Tics.

Regarding the quality that they consider most important for the Academic Tutor to have, the majority indicated enthusiasm and interest, however all of them were at the same time important since they also chose others, such as ease of dialogue and listening, knowledge of the students' rights and skill in the management of Tic; Therefore, the Academic Tutors will be made aware of the qualities that their tutored students expect from them and make it their goal to fulfill each of the requested suggestions.

3.7 Conclusion

As a result of the questions asked of the students in a Form - Google survey and the responses they made, we were able to distinguish the importance of the tutoring for the students. More than 500 of them indicated that they considered them to be significant because of the interest and empathy that the tutors show towards them. In the same way, we managed to understand that the young people of the Open Education System would like the tutoring to be monthly. And also derived from the changes caused by the COVID-19 pandemic, it was taken into consideration that, starting from the next tutorial sessions, these would be carried out in a personal group manner (Tutor-Students), we refer to the tutors assigned to For each teacher, there will be three face-to-face sessions scheduled by the Tutoring coordinators, for these sessions to take place. Virtuales meetings will be scheduled with the tutors before each session, to indicate the school topics that will be developed during their tutoring session, at the same time, the tutors will be provided with the teaching material to replicate before their tutors, this will allow better communication. certainty and empathy with students.

By monitoring the results of the graphs, it is essential to take into account what the students indicate and see it as an area of opportunity for continuous improvement and with quality, implementing being empathetic, which is why it is of utmost importance to innovate the processes of the tutorial sessions for a better interrelation between teacher and student. Likewise, through PAFI, students will be supported to strengthen empathy in their academic career and in their stay within the Open Education System, Veracruz Region, of the Universidad Veracruzana.

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