

Chapter 6 UV monitor program as a strategy for the comprehensive training of students: Fapex case

Capítulo 6 Programa de monitores UV como estrategia para la formación integral de los alumnos: El caso Fapex

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Abstract

Presenting the experience that the monitors obtained during their participation in the August 2021 - January 2022 cycle. This program was carried out at the Universidad Veracruzana, under the direction of the Department of Support for Comprehensive Student Training (DAFIE). The final objective of this is to show the experience acquired by the monitors thanks to this program, in addition to contributing to their comprehensive training.

Comprehensive training, Support, Monitors, Tutoring

6.1 Introduction

The Universidad Veracruzana was founded in 1944 and throughout its existence it has been at the forefront of the different challenges that each historical, political, economic and social moment entails. Which has led to expanding the number of educational programs, as well as the constant updating and modification of these in the different regions of the state and in turn, has developed strategies inside and outside the institution, which contribute to the comprehensive training of students. starting from the “idea of developing, balanced and harmoniously, various dimensions of the subject that lead him to be formed intellectually, humanly, socially and professionally” ... (Beltrán, 2005:22 cited by Pensado, Ramírez and González, 2017:17).

The Xalapa School of Pedagogy Faculty is a 68-year-old entity, currently it has an enrollment of almost 900 students and an average of 225 students enter each year. The support process that is provided to them from the coordination of tutoring is through the application of institutional programs such as Know your University, which is applied one week before starting classes for the school period. Another is the Comprehensive Health Examination (ESI), which is applied during the semester. One more is that of monitors, which is carried out with students in advanced semesters and plays a primary role in accompaniment for new students.

In the development of the presentation, the experience of the UV Monitor Program is shared as a strategy for the comprehensive training of students.

6.1.1 Comprehensive training

As previously mentioned, the educational model of the Universidad Veracruzana seeks comprehensive training in students and is the one who “should encourage students to develop informative and formative educational processes. The first will account for cultural, academic and disciplinary frameworks, which in the case of higher education translate into the theoretical-conceptual and methodological elements that surround a disciplinary object. The formative ones refer to the development of skills and the integration of values expressed in attitudes” (Beltrán, 2005:22 cited by Pensado, Ramírez and González, 2017:17). For the development of educational processes, it is essential that scenarios are provided where students have the opportunity to apply their theoretical and methodological knowledge, as well as strengthen their skills and ethical actions, therefore comprehensive training “implies, recognizing these capabilities in the student, and promote his coexistence with the environment in congruence with a reflective, critical, sensitive, creative and responsible personality, touching the dimensions that are inherent to him as a social subject” (Pensado, Ramírez and González, 2017:16).

Therefore, talking about comprehensive training is not only thinking about accrediting a course, but rather having life experiences, which allows students to transfer their knowledge and their very essence because each one brings with them an education from home, from environments and the construction of their personality; Learning to work with the differences of others, providing empathetic and responsible support, is not only an attribute of the school but of everything that integrates each one and also of their decisions.

Since it is necessary that in their training process they have experiences that allow them to face real and immediate situations and, if they encounter obstacles, develop the ability to resolve them assertively and allow them to grow personally and professionally.

6.1.2 Tutorials at the Veracruzana University

In 1999, to operate tutoring in the educational programs of the UV, two modalities were established: academic tutoring and tutorial teaching (Beltrán and Suárez, 2003), over time other types of tutoring were incorporated and today they are applied the aforementioned along with the following tutorials: artistic, for artistic research and appreciation, as well as the monitor program. The person responsible for coordinating tutoring at the institutional level is the Department of Support for Comprehensive Student Training (DAFIE), which in turn is part of the General Directorate of Academic Development and Educational Innovation.

In each educational program that operates at the Universidad Veracruzana there is a tutoring coordinator who is responsible for “the planning, organization, execution, monitoring and evaluation of the tutorial activity, within the educational programs or Faculties” (Regulations of the Institutional System of Tutorials, page 8). Although this is the person in charge of directing the tutorial activity, he is not the only one who intervenes so that the tutorials are carried out, since there are the figures of academic tutors (in charge of the school career of their tutors) and monitors (later we will talk about them and their functions), who in collaboration manage to carry out the tutorial processes in their respective educational programs.

The functions of the above support the Institutional Tutoring System of the Universidad Veracruzana, to fulfill its objective which is to "support students to solve academic problems, promote their autonomy and comprehensive training, as well as contribute to improving their performance." academic, based on individual attention or in small groups” (Regulations of the Institutional Tutoring System, page 5). The above, with the purpose of reducing school dropouts and dropouts, and the failure of educational experiences by students. It is for this reason, and in order to develop comprehensive training in students, that different types of tutorials (mentioned previously) are being generated within the university.

Below, the definitions of tutorial teaching and academic tutoring are presented because, in accordance with the 2021 operating guidelines of the monitor program, they are those that are closely related to their function.

“Tutorial teaching is the personalized attention provided by an academic called Tutor Teacher, aimed at supporting students who require it, in strengthening their learning processes related to the theoretical and heuristic knowledge of educational experiences (EE), or who are interested in broader disciplinary training, through the development of Comprehensive Training Support Programs (PAFI)” (Regulations of the Institutional Tutoring System, p. 8).

This tutoring is designed for students who, during their academic career, have problems in their teaching-learning process related to some theoretical knowledge or the development of minimum necessary skills, either to reinforce them or because there is an absence of these in their area of study. Knowledge. As part of the strategies for this type of tutoring, PAFI is developed.

“Academic tutoring which refers to the monitoring that an academic tutor gives to the students' school career during their stay in the educational program, in order to guide them in decisions related to the construction of their professional profile” (Regulations of the Institutional Tutoring System, p. 8).

Regarding academic tutoring, it is a support that is provided to the student in different dimensions (academic, professional, personal and integration and permanence) during their academic career and directs them to conclude their degree in the best way, with clear objectives of their professional field in a responsible and ethical manner.

In this sense, the function of the monitors is a key piece to provide support to new students regarding their stay and permanence at the university, as well as to provide them with information on the academic-administrative processes that allow them to integrate into life. university and guide them in the possible situations that arise such as, for example: doubts regarding the academic-administrative part of the degree, support in carrying out work, class schedules, use of institutional platforms, administrative procedures and support in strengthen theoretical, heuristic and axiological knowledge, among others.

Being from advanced semesters, the monitors have experiences and knowledge of what being a university student entails, and they have the ability to provide academic and teaching tutoring, due to a peer-to-peer approach (monitor-student).

6.1.3 Monitor program

The instructor program emerged as a proposal by Joseph Lancaster in the 19th century and is “a teaching method in which older or better students taught younger students or with less knowledge. The senior pupils learned their lessons from the adult teacher in charge of the school and then passed on their knowledge to the younger pupils” (The Editors of Encyclopaedia Britannica, 2015, para. 1). It generated great contributions to education, since thanks to the system that it had created in educational institutions, there were more people educating within the same classroom and with this the efficiency of the teaching-learning processes increased.

Regarding the Monitors at the Universidad Veracruzana, we can find their beginnings in the work of Beltrán and Suárez (2003), where they say that monitoring is:

“the participation of students who have traveled an important portion of their career in school and, therefore, know the school processes, that is, students who have useful information to transmit to other newly admitted students who have been authorized, through a training process, as monitors” (p.134-135).

We can observe the relationship that exists with Lancaster's proposal; students in advanced semesters who have greater knowledge about the degree and university life experience, support first semester students by sharing this information with them, with the aim of introducing them and accompanying them during their entry into the university; But the benefit of the monitor program is not only for new students but for the monitors themselves because there is training-information preparation to develop the role.

While the program is being executed, the monitors develop their communication skills, group management, collaborative work, problem solving, emotional management, among others, and execute the theoretical-methodological knowledge that they have acquired during the degree. All of the above, contributing to your comprehensive training.

Furthermore, once their participation concludes, they have managed to obtain an experience that brings with it professional training, because they are participating as “academic figures of institutional support” (Beltrán and Suárez, 2003:137), because they apply functions of academic tutoring and tutorial teaching, as we mentioned in the previous chapter.

That is, monitoring has been conceived as a support strategy for the tutorial modalities that are operating within the Universidad Veracruzana. The monitor is the one who can advise in a group or individually, based on the needs of new students.

Finally, we can say that, although monitoring was born as a strategy of academic support for less advanced students or students from lower grades, at the Universidad Veracruzana it is taken up as a strategy of accompaniment support for new students and with it involve them in what university life entails and not exclusively in theoretical knowledge since academic-administrative aspects, integration and sense of belonging to the university are supported through interactions between peers.

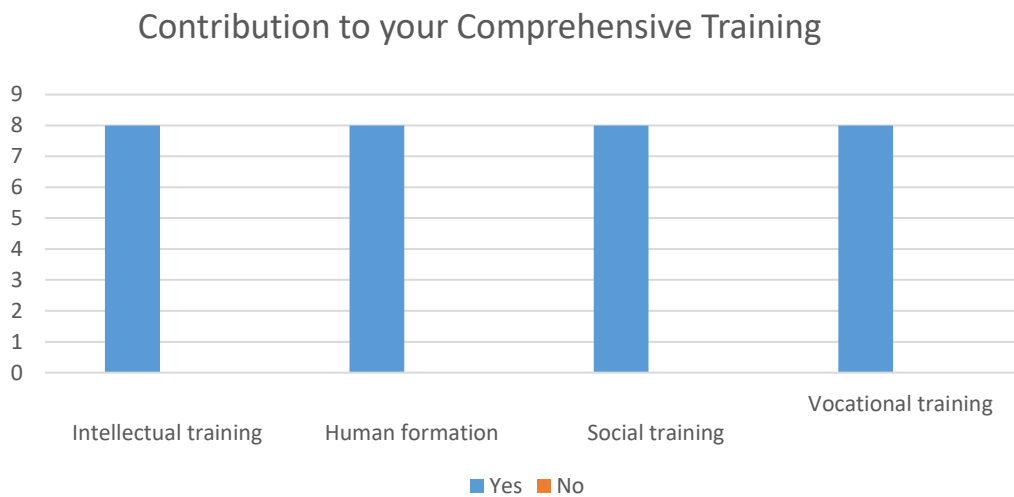
6.2 Results

The results of the experience of the monitor program for the period August 2021 January 2022 are presented through the results of a questionnaire applied to the monitors and some testimonies of what it meant to live this experience. All of the above is intended to share and show the experience obtained from the monitors program.

Below, the results and interpretation of the questionnaire that was applied to the monitors are presented to identify their perception in relation to how participating in the monitor program contributed to their comprehensive training, during the period August 2021 January 2022.

As a characteristic of the members of the group of monitors, the participation of women predominated, being 63% and men, 37%. Their ages range from 22 to 34 years. According to the training obtained, 100% of the monitors agree that by participating in this program they contributed to their comprehensive training which, in accordance with the Educational Model of the Universidad Veracruzana, is made up of the following dimensions: intellectual, human, social and professional.

Graphic 6.1



Below, the reasons why they consider that it contributed to their comprehensive training in the different dimensions are presented in an integrated manner.

- A. **Intellectual training:** They agree that participating as monitors helped them to have more knowledge about the University to be able to share it with their peers. In addition, they recovered skills that they already possessed in order to acquire more knowledge that they would need for their practice as monitors, such as: Investigating, collecting information, data analysis, problem solving, etc.
- B. **Human training:** In this dimension we can observe more the feeling of empathy on the part of the monitors, saying that they understood the position of their peers when they expressed their doubts since each monitor, on some occasion, was also a first-time employee. Therefore, they were able to empathize with each of them more easily and this brought about better communication with their peers.
- C. **Social training:** Most of the monitors talk about the relationship they managed to have monitor-monitor, monitor-peer and monitor-Tutoring Coordinator. But it is also mentioned that, despite being in online mode, it was possible to have this interaction between all of us. Being able, despite this, to solve problems.
- D. **Professional training:** Finally, regarding professional training, they explain that this experience has helped them put into practice what they have seen throughout their degree. Also helping them in the development of new skills and strengthening their weaknesses, for example: planning activities, planning a class, speaking in front of a group, working as a team, among others.

In the curriculum of the Faculty of Pedagogy, within the graduation profile, ten competencies are mentioned, of which those shown below were selected, because they are considered to be strengthened by participating in the monitor program.

On a scale of one to five, where one is not at all and five is very much, the monitors had to select at what level their experience as a monitor contributed to the development of the competencies that the pedagogue must acquire in their graduation profile, which are:

1. Intervention in the different spaces of Education, with a critical, reflective, collaborative, ethical and innovative attitude, which allows them to assume their professional performance with social commitment.
2. Making decisions to solve problems of their professional practice, exercising intellectual and moral autonomy based on the theoretical foundations of the pedagogical discipline.
3. The recognition and analysis of the various educational problems in the social environment, proposing relevant and viable solutions.
4. The design of projects and the carrying out of educational research using the predominant paradigms with theoretical-methodological congruence to understand and intervene in reality.
5. The promotion of educational experiences through the design, development and evaluation of strategies based on the relevant pedagogical principles.
6. The design, application and evaluation of intervention models in educational guidance, which promote self-determination in the subject of guidance aimed at integral human development.

Of the aforementioned competencies, only two students achieved full development of these. We can also identify that in competition four it is the one that was least developed because there are three monitors with enough and one with something, giving us 50% which leads to a yellow focus to work on it with greater emphasis on the following students interested in participate in the monitor program.

Another warning, according to the results, is competence five and six, because one student is reported with enough and another with something, which should not be underestimated in order to be attended to. Below are the testimonies of some monitors who participated in the period August 2021 January 2022, which allows them to identify their perception of what this experience meant for them.

Testimony 1

As a participant in the monitor experience as a peer tutor, I can conclude that it was a pleasant experience... I strengthened my professional practice and the way I communicate verbally with other people (M.F.M.).

Testimony 2

Thanks to this experience, I can say that I have generated great learning and I have been able to develop skills that I did not previously have or that I needed to reinforce... there is also personal development, such as the relationships that one forges with students, teachers and administrators throughout throughout this period (K.C.M.).

Testimony 3

It is recommended on the one hand because you learn, experience, create, support and impart topics and experiences that you will do as a future pedagogue, and on the other hand you generate values of coexistence with students, thus creating a bond of trust and mutual support (J.C.O.C).

Testimony 4

Being a monitor has allowed me to know the strengths and weaknesses in my academic training, as well as the areas related to my vocation. Collaborative work is reinforced for us regardless of our age or generation, participating as equals before our Tutoring Coordinator in an excellent atmosphere of camaraderie (L.M.A.H.).

Testimony 5

Working as a monitor... favored my communication skills and some others that in the area of pedagogy became important for work in labor contexts (T.G.V.L)

According to the testimonies we can identify that their participation in the monitor program was to their liking because it allowed them to develop skills, apply prior knowledge, strengthen communication, recognize the strengths and weaknesses of their academic training and helped them in personal development.

As well as generating personal relationships (with their tutors and academics). Likewise, it gave them a broader overview of how to work at a professional level, knowing how to organize and plan academic activities and/or events. Without neglecting the importance of having an empathetic and ethical attitude.

6.3 Conclusions

According to the amount of the student population that exists in the Faculty of Pedagogy, the participation of students in the monitor program is minimal. This is possibly due to the fact that as part of the requirements to belong to the monitor program, it is requested to have a credit advance greater than 50% and it must be remembered that once this experience is accredited, 6 credits are assigned in AFEL and there is a significant percentage of students who, when they achieve this advance, have already covered their credits corresponding to AFEL, which is why, may be one of the reasons why more students do not enroll in the monitor program.

The monitors agree that this experience contributes to their comprehensive training by having the opportunity to train intellectually, humanly, socially and professionally, and there is consistency in their testimonies; However, there is a gap because when identifying the competencies of the graduation profile, 25% of monitors report having obtained 100%.

It must be recognized that the monitor program not only strengthens the students who participate as monitors, but also the new students by inducting them into university life and everything that it entails.

The Universidad Veracruzana provides the conditions for students to develop training and information processes, through the various programs and promotes the comprehensive training of the student by bringing them closer to immediate realities, such as in this case knowing how to solve personal and academic challenges that it generates. working with groups.

Despite going through the contingency due to COVID-19, which led to working in online mode, the monitors of this period managed to carry out the accompaniment of the newly admitted students, as well as to collaborate in institutional activities with an attitude committed and responsible.

The proposal to work among peers applying the Lancastrian method is still valid because, at the Universidad Veracruzana, specifically in the case of the Xalapa School of Pedagogy Faculty, the essence of this is applied through the execution of teaching tutorials and academic.

The work between the monitors and the tutoring coordinator was horizontal, because the proposals that the students made and were considered viable, depending on the activity, were taken into account for their application, generating collaborative and purposeful work with assertive communication.

6.4 Improvements

One of the improvements is that the credits granted by this program are not only considered in AFEL, but also in the disciplinary area of electives as a participant in academic events. This has to be managed before the corresponding authorities so that it has official validity. In order to confirm that comprehensive training was achieved, there must be mastery of the competencies of the graduation profile, which is why it is necessary to build a project/program that strengthens these competencies to harmonize what is expected from comprehensive training. Generate constant training to promote group integration and promote communication between participants in the monitor program.

6.5 References

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