

## **Chapter 1 Tutoring, essential accompaniment in the university school environment**

### **Capítulo 1 Tutoría, acompañamiento esencial en el ámbito escolar universitario**

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## **Abstract**

University insertion is a unique experience that provides opportunities for growth and academic and cultural strengthening; therefore, the tutor presence and tutorial actions are essential in the accompaniment during higher education to finish satisfactorily. This study is of a qualitative and quantitative nature with a focused character that expects to describe the usefulness of tutoring before, during and after virtual accompaniment, as well as tutoring advantages and disadvantages with different tutors. The composition of the information presented is from the tutelage Hernandez Ruiz (student) of the Tourism Administration bachelor 2019 generation at the Universidad Autonoma del Carmen. According to the presented results, the tutor figure is prevailing for an adequate and successful school trajectory, for which it is required to continue with the pertinent actions developed by the tutor 4 (current) and other pertinent strategies to successfully complete the education program.

## **Higher education, School trajectory, Technology, Pandemic**

### **Resumen**

La inserción universitaria es una vivencia única que brinda oportunidades de crecimiento y fortalecimiento académico y cultural, por ello, la presencia de un tutor y las acciones tutoriales son esenciales en el acompañamiento durante el nivel superior para terminar de forma satisfactoria. Este estudio es cualitativo y cuantitativo con carácter focalizado que busca describir la utilidad de la tutoría antes, durante y después del acompañamiento virtual, así como ventajas y desventajas de la tutoría con diferentes tutores. La conformación de información presentada es de la tutorada Hernández Ruiz (estudiante) de la Licenciatura en Administración Turística, generación 2019 de la Universidad Autónoma del Carmen (UNACAR). De acuerdo con los resultados que se presentan, la figura del tutor es relevante para una trayectoria escolar adecuada y exitosa, por lo que se requiere continuar con las acciones pertinentes desarrolladas por el tutor 4 (vigente) y demás estrategias adecuadas para culminar con éxito el programa educativo.

## **Educación superior, Trayectoria escolar, Tecnologías, Pandemia**

### **Introduction**

Tutoring has long been understood as the hours that the tutor dedicates to the tutored person to resolve doubts about school trajectory and academic performance.

The need to continue implementing these tutorial hours is due to the advantages and disadvantages that can be obtained, as well as the motivational support of the tutoring by dedicating time to their accompaniment. For this purpose, group tutorials are put into practice where the largest possible number of students are gathered to obtain greater participation, as well as individual tutorials, in which the students maintain a more personal, assertive and punctual communication, in a virtual, on-site, or hybrid manner.

The largest proportion of school dropouts of students occurs precisely during the first year of university education (Ezcurra, 2007).

For Rodriguez, the origin of university tutoring is to be found in the very conception of the university, and he distinguishes three major university models. The first model he calls academic (linked to the German tradition and with presence in the context of continental Europe) where the functions of the university are centered on the academic development of students. In this model, tutorial activities are focused on assisting in the mastery of knowledge without going beyond the school environment (Rodriguez, 2004).

## Method

A focused qualitative and quantitative method was used.

**Qualitative.** Identifies the advantages and disadvantages of group and individual tutoring in virtual and on-site modality. The information presented details the point of view and academic performance of the student Hernández Ruiz of the educational program Bachelor's Degree in Tourism Administration of the Universidad Autónoma del Carmen (UNACAR), generation August 2019, currently in her seventh semester.

**Quantitative.** Data from the Kardex and AFTS consulted in the student portal of the university's official website, information used in graphs to show the result of the tutorial accompaniment, as well as the academic performance and the integral development of the tutored person.

**Focused.** It consists of directing the interest towards ideas and arguments to obtain results.

## Theoretical framework

The development of a tutorial action requires a good knowledge of the students: their previous ideas, what they can learn, the levels of motivation, habits, attitudes, values towards study. It requires as a condition the development of a process of empathy with the other, since it is simultaneously a bridge and a channel of transmission of suggestions, concerns and proposals that are collected in the working relationships with other members (teachers, professors, preceptors, management team) (Martínez, 1997). There are numerous definitions of tutorial action. The diversity of definitions is marked by the concept of education and guidance that each author supports. We define tutoring as an action of formative intervention aimed at monitoring students and which is considered as an additional teaching activity. The typology of the intervention and the conditions of its application determine the tutorial model to be applied (Lázaro, 2003).

The uniqueness of guidance and tutoring projects is expressed in the school environment itself, based on the characteristics of the teaching teams, the conditions of institutional organization and pedagogical projects. These dimensions will define a range and diversity of proposals and work actions. For these reasons, the management of these actions requires a triple level of reflection (Rué, 1994) on the part of teachers, directors, supervisors and/or specialists of technical teams in school/psychopedagogical support.

Alvarado Nando (2010) considers that the epistemological framework of tutorial action can be found at the intersection of cognitive sciences and the complexity paradigm. Other authors (Barberà, 2006; Sánchez Vélez, 2012; Vargas Solís and Monroy Farías, 2012; Lara García et al., 2013) state that tutoring is implicit in the discourse of the so-called "sociocultural" paradigm (Hernández Rojas, 1998; 2006; 2008).

Current analyses of vocational guidance present us with a multidisciplinary perspective (with contributions from psychology, sociology and pedagogy), whereby its function in the school is oriented to the promotion of students' learning centered on the progressive knowledge of themselves, ordering their needs and interests, recognizing the influence of others, knowledge and trials on different social and work roles. From this perspective, vocational guidance appears closely related to occupational guidance. While vocational guidance is developed from the discovery and reflective analysis of one's own history and life experience, occupational guidance results from working with relevant information regarding roles, objects, tools, techniques and strategies to make vocationally effective (Gelvan de Veinstein, 1994).

Some studies that empirically analyzed the new tutoring system observed certain processes of conservation and innovation with respect to tutoring actions that had been carried out prior to the reform. Conservation appears in the performance of the role of tutors in dealing with problems of indiscipline and/or group conflicts. The innovations that would propel this new tutorial action would be observed in a greater recognition of the tutor's role by teachers and parents to improve school performance levels, professional choice and articulation with teaching (Ortega, 1996).

The tutoring function is based on the importance of knowing each school group if we wish to have an education more adapted to the needs and difficulties of the students. In addition, the improvement of learning conditions is proposed, which implies guiding students regarding study problems or personal or relational behaviors (Del Regno, 1997).

According to the characteristics of the projects, different institutional actors may participate in the coordination on a rotating basis (professors, teachers, older students, preceptors, management staff), depending on each institution, pedagogical situation and subject matter to be addressed with the students. Secondly, the specific coordination of these projects is characterized by its mediating character between the different institutional actors, their demands, specific needs and the curricular management that is promoted in the classroom and in the school. In these mediation processes, conceptual and attitudinal changes are promoted with the management of conflict between different actors. As opposed to the competitive style of traditional negotiation processes and its derivation in winners or losers, mediation favors a cooperative work style (Frigerio, Poggi et al., 1992).

According to the institutional management style and "expressive coherence" (Schvarstein, 1998), school mediation experiences constitute, in some cases, isolated activities or, on the contrary, they are an innovative device to initiate transformation processes in the cooperative work styles assumed by the school and its actors for the resolution of conflicts and the development of shared educational projects. Comprehensive tutoring model addresses the academic, professional and personal dimensions of the student in a global way. It is possibly the most complete model since it promotes the integral development of the student, in his or her intellectual, emotional and professional facets (Rodríguez Espinar, 2001).

Tutors are often selected for their experience in a particular community. They possess tacit knowledge accumulated through years of practice. Compared to the tutored person, they have greater insight and skills in a specific practice (Conley, 2001).

Tutors are guides who achieve academic excellence, clarify goals and study planning. They teach and refine the knowledge of their area of expertise, as well as the processes or standards of professional conduct. These standards include attitudes, professional values, ethics and academic excellence (Peyton, 2001). On the part of schools, attention to children and young people has been focused almost exclusively on their role as students, denying or ignoring all their other dimensions and all their other realities as persons. Even in university education, the consideration and treatment of students as young people, young people who are in a school situation, is also very recent (Weiss, 2012). Tutorials before, during and after the virtual accompaniment.

The present study identifies the advantages and disadvantages of the virtual tutoring that was developed during the pandemic period, with the purpose of comparing the virtual modality with the on-site one and the benefits or consequences that arose during the period.

### **Tutorials before the virtual accompaniment**

The on-site tutorials of the Institutional Tutoring Schedule (HIT) are held every Friday from 11:00 a.m. to 1:00 p.m. The tutors of the Bachelor's Degree in Tourism Administration educational program meet with the students of different generations, as they are group tutorials, discussing related topics of interest, as described below:

Explanation of the conformation of the curriculum map, to know how each semester is structured and to know the electives that are included in the educational program.

Problems that may have arisen with respect to the subjects that are more difficult to take and in which a tutor may have problems, either personally with the teacher who taught the subject or in academic relation to what should be learned in the subject.

Integral Formation Activities (AFIS), which must be accredited, make up a total of 128 hours, equivalent to 8 credits. The optional insurance, important and beneficial, favors the care, health and welfare of the students, as well as because it is very necessary in the career as a requirement for trips that are required by the subjects of the tourism branch.

Also, organization of academic events of the LAT educational program, such as: "La noche mexicana", kermés "fiestas patrias", "Concurso de altares" for the Day of the Dead, such as recreating an altar related to ancient cultures (Mayan culture).

### **Tutorials during the virtual accompaniment**

Due to the health contingency derived from the COVID-19 pandemic, virtual classes and tutorials were used for safety and foreseen by the federal authorities. The Microsoft Teams technology platform was used in all academic activities.

The career manager created the general channel called "Tutorías- Licenciatura en Administración Turística" (Tutoring – Bachelor's Degree In Tourist Administration) in which various topics began to be discussed, such as the following:

Scholarships, lectures by teachers about what caused the pandemic lockdown, such as "Prevention and Depression".

"Preventive health measures" (hand washing, sneeze etiquette, use of antibacterial gel, use of mouth covers, healthy distance, etc.).

Counseling on re-enrollment, readjustment, intersemester, among other important topics that benefit the students of the educational program.

### **Tutorials after the virtual accompaniment**

Currently, tutorials are taught in a hybrid way, taking into account the importance of the return to classes and the need for students to express themselves while they are part of the on-site and virtual meetings where new relevant topics are named for the student, as well as recreational activities that promote motivation and development, also taking into account the active participation of the tutors during the new stage and college career On-site vs. virtual tutoring.

On-site vs. virtual tutoring has several advantages and disadvantages in each modality. Table 1 shows both modalities, on-site and virtual, from the perspective of the tutor Hernández Ruiz.

**Table 1. Advantages of on-site and virtual tutoring**

<b>Tutoring</b>	<b>On-site</b>	<b>Virtual</b>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>– Participation focuses on interpersonal relationships and active participation.</li> </ul>	<ul style="list-style-type: none"> <li>– Personalized attention with tutors.</li> <li>– Increased attendance by tutored person.</li> <li>– Tutoring is handled in a group setting in the assigned classroom.</li> <li>– Support for school processes such as enrollment, re-enrollment, readjustment, among others, is easier using technological devices.</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>– Tutors do not have full availability for the various students who require assistance.</li> <li>– Disagree in relation to activities or comments made during the Institutional Tutoring Schedule (ITS).</li> <li>– Lack of student attendance at meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Unstable and disruptive internet connection for access to virtual meetings.</li> <li>– Students did not give adequate importance to tutoring.</li> <li>– The tutors had difficulties communicating with the tutees because they did not have 100% knowledge of the technology (Microsoft Teams).</li> </ul>

*Source: Own Elaboration*

Tutorial accompaniment is important at each stage of academic training, the assignment and relevance of the tutor makes it possible to provide adequate advice and support to the student.

The following shows the advantages and disadvantages of tutorial accompaniment concerning four tutors assigned from university entrance in 2019 to the current school term 2022.

**Table 2** Advantages and disadvantages of tutors by school period

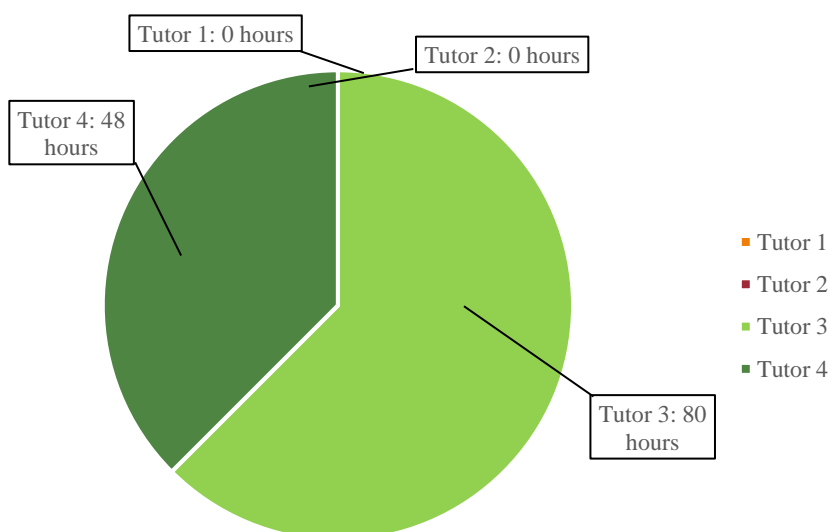
Period	2019-2020	2020	2021-2022	2022
Tutor	1	2	3	4 (current)
Reason for change	Assignment on entry-change request (one-time)	Reallocation	Pandemic Reassignment (not requested)	Reassignment in support of the tutor
<b>Advantages</b>	<ul style="list-style-type: none"> <li>Tutor with professional experience in the tourism area.</li> </ul>	<ul style="list-style-type: none"> <li>He was a kind and charismatic teacher.</li> <li>It gave you the necessary attention in relation to AFT S.</li> </ul>	<ul style="list-style-type: none"> <li>He is a focused, responsible and thorough tutor.</li> <li>Facilitates the assignment of AFT S virtually.</li> </ul>	<ul style="list-style-type: none"> <li>She is a kind and responsible tutor and teacher.</li> <li>Facilitates the assignment of AFT S.</li> <li>He gives the appropriate and necessary importance to his tutees.</li> <li>He is interested in the personal and academic well-being of his students and tutees.</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>She has work activities in another institution, so her availability is low and does not allow for efficient mentoring support.</li> </ul>	<ul style="list-style-type: none"> <li>It required that the meetings for the assignment of AFT S be on-site due to inconveniences during the pandemic, sometimes making it difficult to carry out this indication.</li> </ul>	<ul style="list-style-type: none"> <li>Handles basic communication.</li> </ul>	<ul style="list-style-type: none"> <li>She is the Institutional Tutoring Coordinator and is constantly busy, which prevents her from having a more relaxed schedule to spend more time with her students.</li> </ul>

Source: Own Elaboration

Table 2 shows the accompaniment of each of the tutors during the tutor's school career, where the advantages and disadvantages of the different school periods can be observed.

## Results

The following are the results obtained in terms of accreditation and load of Integral Formation Activities (AFT S) and the tutor's academic performance.

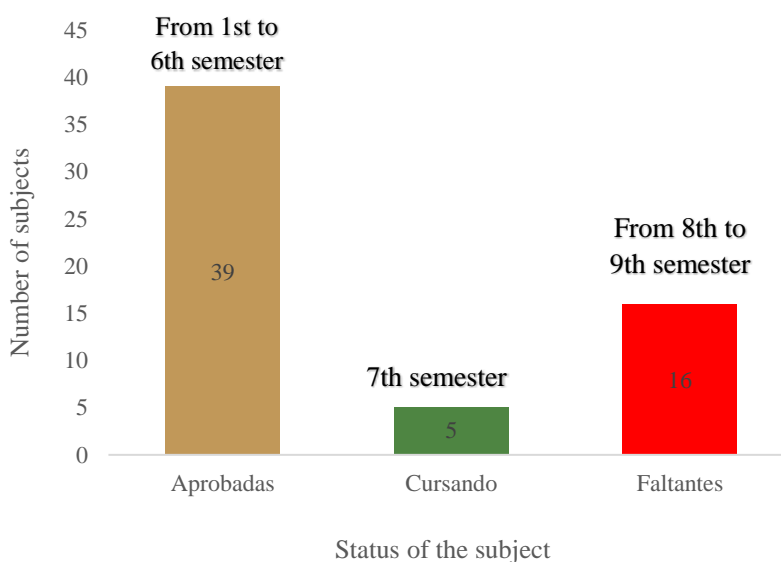
**Graph 1** AFT S hours charged per tutor

Own Elaboration

## Interpretation

The graph shows the total number of hours charged during each assigned tutoring period. During the 2019-2020 was assigned tutor one, period in which 3 credits were completed, that is 48 hours, which was recorded in the AFTS notebook, at the time of collecting the hours these hours were delivered to tutor one. The same tutor misplaced the notebook, and so it was necessary to change tutor for the first time to get support with the management of the lost time, and so the change to tutor two during 2020, who commented that he would provide the support, thus arising the inconvenience of recovering and assigning the lost hours due to the distance and lack of communication because of the pandemic. In the 2021-2022 period, reassigned to tutor three, who contacts tutor one to make up and upload the 48 hours missed (3 credits); completed another 32 hours (2 credits) during her tutoring period, all picked up by the same tutor. Currently assigned to a fourth tutor who has uploaded 48 hours (equivalent to 3 credits) into the Integral Formation Activity System (SIAFI), being accredited for Integral Formation activities (AFI).

**Graph 2** College career path: Subjects passed, in progress and missing

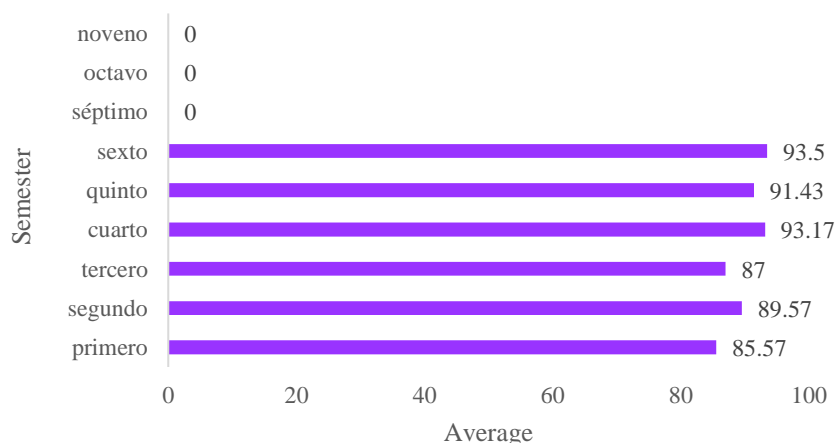


*Own Elaboration*

## Interpretation

Of a total of 60 subjects that make up the curriculum map of the educational program Bachelor's Degree in Tourism Management, 31 subjects are basic, 20 are professionalizing, 5 are terminable and 4 are optional. Currently, 39 subjects have been passed, 0 have been failed, 5 are in the seventh semester of the program, with an average of 93.84 for the sixth semester and 16 subjects are missing, including Social Service and Professional Internships

**Graph 3** Average obtained per semester



*Source: Own elaboration, information consulted from the Kardex available in the student portal*

## Interpretation

This graph shows the average obtained per semester during the tutor's school career. The highest score is 93.5 in the sixth semester, while the lowest score is 85.57 in the first semester. These results reflect the importance of the tutor's presence in the tutorial accompaniment.

The lack of tutorial accompaniment and interest of the tutor towards the students can be demotivating and detrimental, resulting in apathy and low participation, which is reflected in the grades.

## Conclusion

Some of the factors of tutorial support are related to academic performance and an adequate school trajectory, as well as student motivation and interest in their academic preparation, the result obtained is related to tutor three, which provided greater benefits, such as dissemination of information and technological support.

The current tutor (tutor 4) has provided benefits, supporting with the load of 48 AFTS hours (equivalent to three credits), thus obtaining a total of 128 hours (equivalent to eight credits). Likewise, he has been favored in terms of the implementation of individual tutorials, generating a greater participation by both parties and a closer tutorial accompaniment in relation to previous accompaniments.

It is necessary to consolidate that group and individual tutoring in virtual, on-site or hybrid modality are an important basis for tutorial accompaniment, favoring integral development, considering the perspective that the actions of adequate counseling have a positive impact on the permanence, performance and graduation of the student being tutored.

## Recommendations

As a result of the analysis of this research, the following recommendations can be mentioned:

- Availability of individual tutoring by tutors.
- Assertive and punctual communication by both parties (tutor and tutee).
- Participation and willingness of both parties (tutor and tutee).
- To have planning and organization on the part of individual and small group tutors outside the Institutional Tutoring Schedule (ITS).

It is of vital importance to take into account the pertinent recommendations to obtain a better tutorial performance, managing an adequate accompaniment for the tutor's school performance and a motivation that facilitates the tutor's interaction.

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