University peer tutors: Contributions from their initial training

Tutores pares universitarios: Aportes desde su formación inicial

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ABSTRACT:
The purpose of this research was to develop a process to evaluate the educational experiences of a training program for university peer tutors in Colombia, particularly in relation to the session on "Communicating the Institutional Mission". Methodologically, a systematization of experiences was carried out according to the theoretical and procedural orientations of Barbosa-Chacón, Barbosa & Villamizar (2017). The results show: i)an assessment of the training activity of the session; ii) the possibilities of transferring the training to the role of peer tutor; iii) the prospects for strengthening the session itself and iv) the formulation of general guidelines to support pedagogical mediation in the program.
Keywords: Peer tutoring, Peer tutoring school, Institutional mission, Systematization of experiences

RESUMEN:
La presente investigación tuvo como propósito desarrollar un proceso de valoración de las experiencias educativas de un programa de formación de tutores pares universitarios en Colombia, en particular, lo relacionado con la sesión de "Comunicar la Misión Institucional". Metodológicamente, se adelantó una sistematización de experiencias, según las orientaciones teóricas y procedimentales de Barbosa-Chacón, Barbosa & Villamizar (2017). Como resultados se muestran: i) una valoración de la actividad formativa de la sesión; ii) las posibilidades de transferencia (aplicabilidad) de la formación al rol de tutor par; iii) las perspectivas de fortalecimiento de la sesión en sí y iv) la formulación de lineamientos generales para apoyar la mediación pedagógica en el programa.
Palabras clave: Tutoría entre pares, Escuela de tutores pares, Misión institucional, Sistematización de experiencias.

1. Introduction

Peer tutoring is defined as experiences in which students have opportunities to teach and learn from each other, and in which the ability to share is fostered by promoting mutual learning. In order to strengthen these experiences, training processes are usually developed to enhance the fulfillment of roles, especially those of the peer tutor (PT) (Massa, Silva & Pirro, 2014).

From the scenario of the training of the PT, the development of a research that aimed to carry out a process of Systematization of Educational Experiences (SEE) at the School of Peer Tutors (PTS) of Universidad Industrial de Santander (UIS), in Colombia, is documented here. A SEE was projected under the logic of the generation of learning and the construction of knowledge in benefit of the school´s quality. This paper shows the result of a specific SEE, exclusively related to the "Institutional Mission" session, that is, the Mission of the UIS, which takes part of the formative process of the PTS.

In terms of PT training structures, these studies have been carried out on which a remarkable heterogeneity is evident, being on line with their objective. In this regard, the themes, workshops, modules or sessions have been the particular references of training, as stated in the published works by Santiago (2011), Massa et al. (2014), Durán & Flores (2014), Mejía & Cely (2014), Espinosa et al. (2015), Fuentes & Venegas (2017) and Horneffer et al. (2016).

Assessing the training received by the PT supports the importance of the study socialized here since, analyzing their practices, there are elements of evaluation to intervene and improve the university strategy; all more so, the presence of the Institutional Mission session is a differentiating element when compared with training bets from other contexts.

Thus, in particular, and in correspondence with that raised by Restrepo & Tabares (2000), and Petty et al. (2012), with the SEE, it was possible to analyze the manifestations of the participating subjects (cohort 2016 II of the ETP), achieving detailed descriptions of the formative experience.

So, what are the theoretical and procedural frames of reference?

1.1. Peer tutoring

Peer tutoring, or "peer learning," is defined as those experiences in which students have opportunities to teach and learn in a two-way manner, both in the formality and informality of educational processes; where the ability to share knowledge, ideas, and experiences is fostered, promoting interdependent learning. From this horizon, peer tutoring promotes the learning of the learner who assumes the role of "tutor" and, at the same time, that of his or her partner,

under the role of "tutored" (Durán & Flores, 2014).

At the university context, peer tutoring represents one of many student-to-student learning strategies, on which "advanced" learners academically support peers at previous levels (Hanson et al., 2016). Here, it is clear that support is justifiable on the face of problems of academic performance, inclusion or desertion (Suranjana, Ujjani, & Kanti; 2015).

About this strategy, Barbosa (2017) highlights "relations of interaction" as an inherent psychosocial aspect; one that has been approached from three particular ways:

i) The Cognitive Constructivist (Doise, Mugny & Perret-Clermont, 1976), when its emphasis is placed on individual development, from exchanges between subjects with different levels of cognitive development;

ii) The Cultural Socio (Howe & Mercer, 2007; Havnes et al., 2016), where the social interaction is seen as the axis of cognitive development;

iii) Learning as Situated Practice (Lave, 2012; Gutiérrez, Engeström, & Sannino, 2016), where the focus is on learning in non-formal everyday situations.

For this reason, in order to guarantee the assertive development of this strategy, the training of students must be adequately organized, particularly that of the PT.

1.2. Training of Peer Tutors (PT)

It is considered that the formation of PT becomes an important condition to guarantee the interactions in the tutorial relations, on which each participant fulfills and develops his/her respective role (Massa, Silva & Pirro, 2014). These training processes are characterized by the nature of their objectives, for example:

i) Santiago (2011), who proposes rethinking the strategy from holistic perspectives, as well as to develop and to strength transversal competencies.

ii) Massa, Silva & Pirro (2014) and Fuentes &Venegas, (2017), who propose to develop skills that allow accompanying strategies to confront situations that hinder academic permanence and continuity; to analyze the scope of the tutorial action according to the objectives of the program and the characteristics of the addressees; to differentiate the aspects of the role of the PT; to contribute to the development of organizational, teamwork, leadership and communication skills; to understand the main theoretical and methodological elements of the tutorial action.

iii) Mejía & Cely (2014), proposing to create conditions to offer academic reinforcement and potentiate the competencies of the TP as a teaching seedbed.

iv) Espinosa et al. (2015), who propose to provide theoretical, procedural and attitudinal tools to promote tutor self-learning and contribute to their insertion into university life and better academic performance.

v) Horneffer et al. (2016), proposing to train in obligatory disciplinary courses for later learning scenarios.

1.3. The Systematization of Experiences (SE)

Developing an ES process in an educational context requires an identification with theoretical references associated with social research, such as: the research from the qualitative paradigm, the collective assessment, the formative approach and, logically, a conceptual and theoretical framework on ES.

The ES seeks to explore contexts and subjects in order to obtain detailed descriptions of them, in order to explain the subjective reality underlying the actions (Restrepo & Tabares, 2000; Petty, Thonson & Stew, 2012). Additionally, Barbosa-Chacón, Barbosa & Rodríguez (2015) state that the SE produces practical situational knowledge, which is action-oriented with a multidimensional character. As a complement, the previous authors, citing Torres (1998), Ruiz (2008) and Mejía (2008), expose some ways of assuming systematization, that is, to see it, as: i) a recovery of experience in practice, ii) production of knowledge, iii) a way of empowering subjects, and iv) a research process. Finally, they emphasize that the Ministry of Commerce of Colombia urges to "observe" and "follow up" the process.

On this regard, six approaches have been reported: the Historical-Dialectic, the Dialogical-Interactive, the Deconstructive, the Reflective and Experience Builder, the Hermeneutic, and the Historical-Hermeneutic. From what was proposed by Barbosa-Chacón et al. (2015), the approaches can be analyzed considering "the conception of experience that is systematized, the way and result of the approach of the same one and from the participants".

Regarding the methodology of an SE process, Barnechea & Morgan (2007), Verger (2007) and Zúñiga et al. (2015) propose that it should be conceived as a main guideline but not as a dogma. From all the specialized literature, it is affirmed that there are five general moments through which an SE process passes, which make sense according to the context. These moments are detailed on the proposals of Barbosa-Chacón, Barbosa and Villamizar (2017) as follows: i) at home, the own experiences and diagnosis; ii) initial questions or SE design; iii) recovery of experiences; iv) reflection and analysis, and v) goals, traduced as conclusions, learning and communication.

1.4. What was the context of the intervention?

The context of intervention corresponds to the UIS School of Tutors (PTS), a school that supports the initiatives of the Academic Performance Improvement Advisory Program (PAMRA). This program belongs to the University Welfare Division and has been developed to support the process of integral formation and to contribute to overcoming difculties related to academic performance. There, the most important educational agent is the undergraduate student, especially if he is at educational difficulties. It is followed by the PT (face-to-face mode) or the Advisor (distance and virtual mode), who are students with good academic performance in their peers to overcome their academic difculties.

PTS is carried out every six months and is aimed to: i) develop skills to play the role of PT; ii) learning diverse educational and methodological strategies; iii) develop complex thinking and significant learning; iv) foster the unfolding of cognitive potential and the achievement of academic goals, and v) reinforce the understanding of responsibilities (Barbosa-Chacón et al., 2017).

At this school, the training is led by a group of teachers (facilitators or counsellors) belonging to the different academic departments. The aim of the training is, for the PT, to become a manager of the tutor training process, through the development of collaborative learning, creativity, and the experience of values such as solidarity and respect, thus contributing to the improvement of academic performance.

PTS training is structured in ten modules: i) UIS Mission and Generalities of STP, ii) Role of PT, iii) Informational Competencies and Moodle Platform, iv) Factors Influencing Learning, v) Learning Styles and Information Processing, vi) Cognitive Modifiability and Mediated Learning, vii) Collaborative Learning, viii) Conceptual Maps, ix) Problem-based Learning and, x) Theory Focused on Learning.

The first module includes the Institutional Mission session, characterized by the following aspects:

i) the objective, which is to communicate the mission in order to achieve appropriation and applicability to the role of the PT;

ii) the methodology, based on a conversation or "talk" around the structural elements of the mission, and which dynamic is structured by the exemplification about real life cases, question formulation, interaction with the participants, playfulness and good humor;

iii) each of the elements that constitute the mission, which are contextualized from theories, experts and disciplines.

This session is based on the construction of communication processes and acts. This implies a communicative action between speaker and listener, which carries implicit criteria of truth between educational agents, and has correspondence with the foundations of the communicative action theory of Jurgens Habermas (Habermas, 1999), from which speakers suppose a reference system in the processes of communication. This system of reference is given by three elements, the world of the cognitive (knowledge), the world of the social (relationship) and the world of the subjective (The I).

In short, the aim of this session is to understand the importance of the mission as an institutional desire and as a reference point for action to support the performance of the PT.

From the need to assess the development of PTS, the following research question was asked: What learning, and knowledge will emerge from the analysis of the educational experiences of PTS, as a basis for its updating and improvement? For this purpose, a research project was formulated, the objective of which was to develop an educational SE process that, under the logic of collective management and permanent change, would allow the generation of learning and the construction of knowledge for the benefit of quality and the horizon of formative intervention.

2. Methodology

From the standpoint of the Systematization of Educational Experiences SEE, the guidelines stated by Barbosa-Chacón *et al*. (2017)and Barbosa-Chacón & Barbosa (2017) were followed. First, the Preparatory phase includes the participants and the design of the SE process. Second, the Development phase responds to the recording of educational experiences, to the analysis and generation of conclusions, and third, the Transfer phase, representing the respective decision making process and intervention. It is clear that, in this publication, the development of the SEE is documented only up to the decision making process.

2.1. Participants

During the Institutional Mission session of the second PTS cohort of 2016, 15 PTs (10 men and 5 women) have participated, recording an average age of 21.6 years. These PTs were attached to the PAMRA program (13 students) and to the IPRED guidance group (3 students).

2.2. Design of the SEE process

The design is structured in four horizons, which are detailed in the following table.

Table 1
Elements of
SEE design

Objective	Promote the quality of PTS, based on the collective construction of knowledge around the development of their educational experiences.
Object	The educational experience, object of systematization, corresponds to the generality's module of the PTS, specifically the Institutional Mission session.
Focus	What lessons, knowledge and variations emerge from the educational experience of the session Institutional Mission of PTS, and which are a source to favor its updating and horizon of intervention? Here, "variations" refer to the possible differences that may arise between the design of the training proposal and what reality shows and, for its part, "updating" is in line with the enhancement of the quality of the session, and the training horizon is related to the contribution to the role of PT.
Results	Contributions to the main issues (Methodology and course design) of the PTS and, in particular, to the updating of the Institutional Mission session.

Source: own construction

2.3. Track of the experience

An open semi-structured survey was applied as a technique, which addressed two mean questions: i) document meaningful experiences and ii) identification and description of the strategies to transfer to the PT role. In this sense, a significant experience refers to one that generates a positive or negative impact and that could be related to any dimension or form of expression of the formative process. In particular, "what happened", as well as "what was thought, felt or perceived about it" -which means, to share the experience in an analytical way- were asked to be recorded. As it can be seen, there were two very clear intentions from the questions, which guided the development of the analysis: to value the session and to know its applicability to the role of PT.

2.4. Qualitative analysis

Under a qualitative analysis process by categories, as stipulated by Echeverría (2005), the process was developed following this procedure: i) recovery of quotes that address relevant aspects of the problem; ii) construction of topics, based on grouping of quotes; iii) creation of categories and iv) interpretative integration, seeking to set the categories and topics within a network of meaning. In particular, the categories that emerged from the register have corresponded to the "predefined category" modality, which emerged from the axis of the SEE design. In this regard, table 2 presents the matrix scheme of categories and topics associated with the analysis.

Table 2
Matrix diagram of
categories and topics.

Predefined category	Category Definition	Topics (Groupings of quotations that have a common sense or idea)
Assessment	It integrates the value judgments or qualifiers of the PT on the formative experience.	Assessment of the session, in general. Assessment of the addressed thematic elements. Assessment of the session´s facilitator. Assessment from the generated feelings.
Transfer (applicability)	They represent the useful visualizations that the PTs project from the formative experience.	Personal contribution to theirselves. Contribution to the role of PT.

Source: own construction

3. Results

It was possible to enquire about the assessment and applicability of the Institutional Mission session carried out by the PTS. The results contain sections from the registers and include relations with the theoretical proposal presented.

3.1. Assessment of the training session

From the perspective of the evaluation of the session

This view was presented from two types of qualifying judgments, which are presented in the following table.

Table 3
Assessment of
the session

> **Self-assessment**
>
> The session was listed from variables related to motivation, interest, contribution and importance. We accept that the presence of these variables is beneficial for the formative process, allowing to link pre-knowledge with new knowledge (Polanco, 2005).
>
> > "[…] me pareció bastante motivadora […]". (TP-1) [4]; "[…] Las temáticas fueron muy interesantes, me pareció de gran importancia […]"; "[…] la charla del director de Ing. Civil […] fue bastante enriquecedora, […]" (TP-10).
> >
> > *"[...] I found it quite motivating [...]". (PT-1); "[...] The topics were very interesting, it seemed to me of great importance [...]"; "[...] the talk by the director of Civil Engineering [...] was quite enriching, [...]" (PT-10).*
>
> **Assessment with no relation to oneself**
>
> They represent the presence of direct judgments about the session. There was the presence of appreciations in which the time limitation has been seen, which is assumed as a positive evaluation, when interpreting the desire for a longer session. In this position, and according to Garza, Sancho-Vinuesa & Gómez (2015), time is related to the quantity and sequence in which individuals associate what they learn.
>
> > "[…] una excelente experiencia". "[…] Fue claro con sus ideas y mensaje. Pero el espacio de tiempo es corto […]"
> >
> > *"[...] an excellent experience." "[…] He was clear with his ideas and message. But the space of time is short [...]"*

Source: own construction

From the point of view of assessing the thematic elements

Only one of the students, the PT-3, included his assessment by expressing his interest and motivation for the meaning of the institutional mission and its importance. This assessment is in line with what has been dictated by the first of the factors of the self-evaluation processes for accreditation purposes in Colombia (CESU, 2014). From another point of view, and as far as thematic elements are concerned, we see that the assessment has been visualized from the descriptive and reflective, as shown in table 4.

Table 4
Assessment of

Descriptive

It referred to the statement of thematic elements of preference.

"[…] acerca del mundo cognitivo, el mundo social y la parte intrapersonal […] (PT-1)"; "[…] sobre las inteligencias de las personas, los tres tipos de mundos […] (PT-3)"; "[…] formar personas integras […] (TP-14)"; "[…] la libertad […] (PT-14)".

"[…] about the cognitive world, the social world and the intrapersonal part [...] (PT-1)"; "[...] about the intelligences of persons, the three types of worlds [...] (PT-3)"; "[...] to form integral people [...] (PT-14)"; "[...] freedom [...] (PT-14)".

Reflection

In addition to the enunciation of thematic elements of preference, positions are issued in this regard. It is clear that, when reflective postures are assumed, and if the session is taken as a set of informational relations, the students consider that what is important is the contribution that these represent for their own interests even, it is easy for them to see the richness that all new knowledge represents (Barbosa-Chacón & Castañeda-Peña, 2017a).

"[…] lo social con lo cognitivo y estos con lo personal (TP-8)"; "[…]sobre libertad y diferenciación de los roles que cada uno tiene como persona […]" (TP-9); "[…] de la competencia que se deben adquirir para un mejoramiento continuo […]" (TP-13); "[…] se nombró cómo se puede hacer un mejoramiento en los varios mundos […]" (TP-13).

"[…] social with cognitive and these with personal issues (PT-8)"; "[...] about freedom and differentiation of the roles that each one has as a person [...]" (PT-9); "[...] of the competence that must be acquired for continuous improvement [...]" (PT-13); "[...] it was named how one can make an improvement in the various worlds [...]" (PT-13).

The importance given to the thematic elements related to other disciplines, which supported some reflections, is highlighted. These interdisciplinary relations, as Castillo & Gamboa (2016) calls them, represent a possibility of facing increasingly complex processes.

"[…] es interesante ver como hay filósofos que caracterizan los aprendizajes de las personas […]" (TP-6); "[…] tocó temas que no son muy comunes para nosotros como estudiantes de ingeniería como lo son una formación integral, los beneficios que tiene explorar otras ramas del conocimiento con la psicología […]" (TP-12).

"[…] it is interesting to see how there are philosophers who characterize people's learning [...]" (PT-6); "[...] touched on subjects that are not very common for us as engineering students such as integral formation, the benefits of exploring other branches of knowledge with psychology [...]" (PT-12).

It is worth noting that one of the opening questions of the session was highlighted. This condition is important, given that the emergence of questions, as a starting point, are an opportunity for students' mental schemes to be in favor of learning (Marchán-Carvajal & Sanmartí, 2015). We interpreted that this phrase was used as a "detonator", as an imbalance (Hueso, 2014).

"[…] nunca me había preguntado en la universidad, para qué venimos y hacia dónde vamos […]" (TP-8).

"[…] I had never asked myself at the university, why we come and where we are going [...]" (PT-8).

Source: own construction

It is important to indicate that the thematic element of preference was the "concept of person" from the references of "The world of life" by Jürgen Habermas; aspect considered as the background of the scenario where the communicative action is carried out (Agüero, 2015). We understood that this thematic element was valued in five different ways, as shown in table 5.

Table 5
Assessment of the thematic
element of preference

Highlight the topic without any reflection, focusing its attention on the three dimensions that integrate it (cognitive, subjective and social).

"[…] acerca del mundo cognitivo, el mundo social y la parte intrapersonal […]" (TP-1); "[…] cada uno de los pilares […] (TP-1); […] en las tres áreas que mencionó, tales como, cognitiva, social y el yo. (TP-2)"; "[…] los tres tipos de mundos que hay […]" (TP-3); "[…] acerca del libro "el mundo de la vida" sobre los tres mundos en los que vivimos.

"[…] about the cognitive world, the social world and the intrapersonal part [...]" (PT-1); "[...] each of the pillars [...] (PT-1); [...] in the three areas he mentioned, such as cognitive, social and self. (PT-2)"; "[...] the three types of worlds there are [...]" (PT-3); "[...] about the book "the world of life" about the three worlds in which we live.

Establishing relationships between the three dimensions.

"[…] lo social con lo cognitivo y estos con lo personal". (TP8).

"[...] the social with the cognitive and these with the personal." (PT8).

Focus on the particulars of each dimension.

> "[…] diferenciación de los roles que cada uno tiene como persona, […]" (TP-9).

> *"[…] differentiation of the roles that each one has as a person, [...]" (PT-9).*

Place priority on only one of the three dimensions.

> "[…] y a la vida interpersonal e intrapersonal […]" (TP-10).

> *"[…] and interpersonal and intrapersonal life [...]" (PT-10).*

Focus on the benefit of the thematic element.

> "[…] la importancia de tener bien definidos los mundos […]" (TP-12); "[…] se nombró como se puede hacer un mejoramiento en los varios mundos […]" (TP-13).

> *"[…] the importance of having well defined worlds [...]" (PT-12); "[...] it was named how an improvement can be made in the various worlds [...]" (PT-13).*

Source: own construction

With the sample of the interest in this subject, and based on the studies of Hofer (2000), we can affirm that the PT have established informational relations. Finally, we note that the thematic elements with the least frequency of evaluation, in comparison with the previous one, was the multiple intelligences, the concept of freedom and the integral formation.

From the counselor's assessment of the session

We observe that this evaluation was manifested from seven media conditions, related to "Know how to do" and "Know how to be". This includes the structure of conversation, content and mediation as determining factors in learning (Calle, Saavedra & Velásquez, 2016) (table 6).

Table 6
Counselor's assessment

Know-how
Know how to explain thematic elements
"[…] La forma en el que el profesor explicó cada uno de los pilares […] me hicieron reflexionar […]" (TP-1); "Pero la forma de como explicó todo lo referente a las inteligencias y a la vida interpersonal e intrapersonal fue muy interesante […]" (TP-10). *"[…] The way in which the teacher explained each of the pillars [...] made me reflect [...]" (PT-1); "But the way in which he explained everything concerning intelligences and interpersonal and intrapersonal life was very interesting [...]" (PT-10).* This condition, added to the "To know how to discipline", and according to Mateo & Vlachopoulos (2010), is a reflection of cognition suitability.
To be understood from everyday examples
"[…] y los ejemplos que dio me hicieron reflexionar […]" (TP-1). *"[…] and the examples he gave made me think [...]" (PT-1).* We believe that this capacity, according to the studies of Sáez, Villarreal & González (2015), represents the use of one of the best educational means to contribute to the development of critical language. Similarly, and according to Barbosa-Chacón, Barbosa & Rodríguez (2015), it is evident that the counsellor displayed the fundamentals of situated learning by focusing his gaze on the context of everyday situations.
To know how to make sense
"[…] mostró significados importantes que competen a la integridad […]" (TP-2). *"[...] showed important meanings that concern integrity ..." (PT-2).* From this assessment, it could be seen that, directly or indirectly, the counselor helped to constitute nuances of interpretation that made it possible to understand and give meaning to what was said (García-Rangel, García & Reyes, 2014).
To know how to disrupt the environment
"[…] el cambio de paradigma que propuso el profesor […]" (TP-9). *"[…] the paradigm shift proposed by the teacher [...]" (PT-9).* Here, we agree on the evidence that, as Calzadilla (2002) states, the counsellor has had a clear way of making the learner pass from "one way of seeing things" to another; an aspect that contributes to generating transformations in the subject's way of thinking.
Accuracy of the speech
"Fue claro con sus ideas y mensaje". *"It was clear with its ideas and message".* On view of this assessment, we would like to point out that it is notorious that skills were shown in the communication-motivation relationship, of which Webster (2010) argues when he speaks of the triad, "clarity-good, humor-relevance and communication".
To know how to cover the approach to the thematic elements
"[…] dio un recorrido amplio y la competencia que se deben adquirir para un mejoramiento continuo

[…]".

"[…] gave a broad path and the competence to be acquired for continuous improvement […]". We can see that this aspect is clear, given the approach of the Institutional Mission as a multi-thematic content that, making the analogy with the proposals of González (2015), demanding the integration of issues that represent challenges to continue learning.

"[…] resaltar el buen carisma y buena actitud que trasmitió en su charla, […]" (TP-9).

"[…] to highlight the good charism and good attitude that he transmitted in his talk, [...]" (PT-9). With this evaluation, it is clear to us that the participation of a motivating counsellor was evidenced, who, as Precht, Valenzuela, Muñoz & Sepúlveda (2016) express it, corresponds to histrionics.

Source: own construction

From the feelings aroused in the participants

We present these positions from five different perspectives, which are set out in table 7.

Table 7
Feelings aroused in
the participants

Issues from the standpoint

Here we show what Barbosa-Chacón & Castañeda-Peña (2017a, 2017b) said when they let us glimpse the value of asking oneself questions, as a differentiating characteristic of students with a reflexive informational profile.

"[…] los ejemplos que dio me hicieron reflexionar acerca de cómo integrar estos conceptos en mi forma de pensar y actuar […]" (TP-1).

"[…] examples made me reflect on how to integrate these concepts into my way of thinking and acting [...]" (PT-1).

Show-offs of positive attitude towards the academic act

Displays (motivation, interest, encouragement and attention) that, according to García (2012), produce the desire to understand and sympathize.

"[…]mostró significados importantes que competen a la integridad, esto me hizo sentir motivado, […]" (TP-2); "[…]me sentí muy motivado e interesado sobre las inteligencias de las personas […]" (TP-3); "[…]el significado de la misión […] y su importancia; fue un tema que me llamó mucho la atención y […]" (TP-3); "Me sentí con ánimo para seguir con este proceso en la escuela […]" (TP-5); "[…] con las experiencias de hoy me sentí muy bien, […]" (TP-7).

"[…] showed important meanings that pertain to integrity, this made me feel motivated, [...]" (PT-2); "[…] I felt very motivated and interested in people's intelligences [...]" (PT-3); "[...] the meaning of mission [...] and its importance; was a topic that caught my attention and [...]" (PT-3); "I felt encouraged to continue this process in school [...]" (PT-5); "[...] with today's experiences I felt very good, [...]" (PT-7).

Identify what has been stated

It indicates establishing relationships with one's own educational practice (preliminary knowledge and experiences). These conditions, according to Saúl *et al*., (2014) are representative of conflicts; those that cause imbalances that force the re-organization of the cognitive structure through processes of assimilation and accommodation.

"[…] me sentí muy identificado en lo que expreso pues […]" (TP-8); "[…] para mí fue muy significativo el comentario del profesor […] me hizo recordar que mis demás compañeros y yo […]" (TP-14).

"[…] I felt very identified with what I expressed because [...]" (PT-8); "[...] for me the comment of the teacher was very significant [...] it reminded me that my other companions and I [...]" (PT-14).

Active receptor

It includes inquiring and taking a stand.

"[…] con la introducción a la misión me sentí abrumado pero a la vez me da pie a que la dimensión del ser humano se debe estudiar, aplicada y me permite enriquecer mi vida […]" (TP-11); "[…] porque hizo que me cuestionara por qué hago las cosas o para qué, esto me sirve porque me puede llevar a estudiar o a enfocarme en lo que realmente me gusta, o en lo que soy bueno, y no en lo que a veces nos dice la sociedad. Además, me ha cuestionado mi sentido de pertenencia con la universidad". (TP-15).

"[…] with the introduction to the mission I felt overwhelmed but at the same time it gives me the idea that the dimension of the human being must be studied, applied and allows me to enrich my life [...]" (PT-11); "[...] because it made me question why I do things or for what, this serves me because it can lead me to study or focus on what I really like, or on what I am good at, and not on what society sometimes tells us" (PT-11); "[...] because it made me question why I do things or for what, this serves me because it can lead me to study or focus on what I really like, or what I am good at, and not on what society sometimes tells us. It has also questioned my sense of belonging to the university." (PT-15).

Passive receptor

When no reactions are generated, i.e. without pragmatic postures. It is clear that this lack of criticality can create difficulties in understanding disciplinary evolution (Rojas, 2010).

Source: own construction

3.2. From the applicability of training experience to the role of PT

In any training action, the transfer of learning must be considered, that is, the way in which participants perceive or incorporate what is appropriate (Pagés *et al*., 2016). From this, we observe that the useful insights of the session were framed in two perspectives: "global" and "particular".

The first, represents a position in which it was stated that the formative experience, in general, is a basis for transferring to the practice of the PT, as follows: i) shows a willingness to transfer to practice what was appropriate, "it is an experience from which one must learn and try to take the tutor" (PT4); and ii) shows a willingness to take back what was treated and submit it to study, "[...] the first talk can be studied and taken up again in all the first tutorials" (PT7). In both, we interpret that this provision, according to Pagés *et al*. (2016), is not only a sign of recognition of the experience, but also leads to a commitment to assess the possibilities of applicability.

 On the other hand, the useful visualizations of the session, of particular order, indicate that they were focused from the thematic related to the concept of "Person", which took as base the approaches of Jürgen Habermas on "The world of life" (Habermas, 1999). See table 8.

Table 8
Applicability of the
training experience.

Clear differentiation of the three worlds (cognitive, subjective and social)

We could see the interest in seeing the applicability, taking as a base a diagnostic bet in the tutorials; a vision that, we have agreed, seems to correspond with the approaches of Pichs *et al.* (2006), when the need to be "informed" about specific and essential aspects of the students is valued.

Another particular aspect was the visualization of the usefulness, in order to attend situations of the tutor, which, according to Cardozo-Ortiz (2011), is related to academic and non-academic variables.

"[…] sobre todo en el tema de las humanidades, pues es la persona (el ser) el motivo de estudio, además teniendo en cuenta que todo va más allá de un acto cognitivo se podrá identificar personalmente en cuál de ellas debemos trabajar y aprovechar éste espacio para mejorar en ello […]" [TP7]. "El discurso sobre libertad y diferenciación de los roles que cada uno tiene como persona, creo que es un conocimiento valiosísimo que se podría trasmitir a los tutorados, conocimiento que ayudará a algunos a salir de sus dificultades" [TP9].

"[...] especially in the subject of the humanities, because it is the person (the being) the reason for study, also bearing in mind that everything goes beyond a cognitive act, it will be possible to identify personally in which of them we should work and take advantage of this space to improve in it [...]" [PT7]. "The discourse on freedom and differentiation of the roles that each one has as a person, I believe that it is an extremely valuable knowledge that could be transmitted to the mentors, knowledge that will help some to get out of their difficulties" [PT9].

Clear in relation to the implication about to not "mix" the worlds

It can be observed the attempt to transfer what has been treated to the performance of the PT, specifically in the "relational" function, that is to say that, in addition to the cognitive, social action is being considered; an aspect that breaks with formalisms and helps the development of interpersonal skills (García, Gaya & Velazco, 2010).

"Evitar involucrar lo social con lo cognitivo y estos con lo personal. Pues en la labor diaria se presentan muchas situaciones mencionadas como: Usted me conoce, colabóreme, no le digo a nadie, no sea así…. Entre otras cosas". [TP8]; "[…] en la charla inicial se nombró como se puede hacer un mejoramiento en los varios mundos propuestos, creo que el mundo cognitivo y social, lo puedo aplicar cuando este en el salón dando una tutoría [TP13]".

"Avoid involving the social with the cognitive and these with the personal. Well, in daily work there are many situations mentioned such as: You know me, collaborate with me, I don't tell anyone, don't be like that .... Among other things. PT8]; "[...] in the initial talk it was named how an improvement can be made in the various proposed worlds, I believe that the cognitive and social world, I can apply it when I am in the classroom giving a tutorial [PT13]".

Source: own construction

3.3. Guidelines for intervention

It represents the way in which the foundation was laid to project the resignification and improvement of teacher mediation in TVE, thanks to the success manifested in the Institutional Mission session. Consequently, the following tables present general and specific guidelines, which were constructed according to the challenges that emerged from the qualitative analysis. These guidelines relate to pedagogical mediation, session strengthening and applicability. See tables 9, 10 and 11.

Table 9
General Guidelines to
Support SPT Mediation.

Challenge	PEDAGOGICAL MEDIATION GUIDELINES Design, implementation and assessment of teaching activities that:
Stir up interest and motivation	**Promote the achievement of PT motivation and interest** It implies to guarantee that the formative experiences are of contribution and importance. This requires providing motivating content and materials, organizing participant-centered learning experiences, and setting expectations that provoke sustainable interest (Polanco, 2005). **Lead to the formulation of questions as an opportunity for participants' mental schemes to be in favor for learning** (Marchán-Carvajal & Sanmartí, 2015), and the use of comments or "trigger" phrases, since these are promoters of change in attention and behavior (Hueso, 2014).
Encourage critical thinking and language	**Encourage reflective thinking** One way to achieve this is to contribute to cultivate the reflective profile in the face of relationships with information. A profile that raises: i) the formulation of one's own questions; ii) the capacity to confront critical positions in the face of information; iii) the habit of linking information with the life project, as well as finding the wealth that all new knowledge represents (Barbosa-Chacón & Castañeda-Peña, 2017). **-Empower critical language and the critical subject** These activities must incite curiosity and awaken interest and understanding. They are based on situational teaching and learning, reflection, discussion and the promotion of understanding, through the analysis and solution of real problems that link theory with its usefulness (Barbosa-Chacón, Barbosa & Rodríguez, 2015; Sáez, Villarreal & González, 2015).
Taking advantage of the interdisciplinary relationship	**Tend to establish connections with other areas of knowledge** This represents a didactic condition, an obligatory and fundamental element that guarantees reflection and consecutive and systemic links at an interdisciplinary level. It is meeting and cooperation, where each discipline contributes with its own conceptual schemes to define problems (Castillo & Gamboa, 2016).
Know how to be	**Challenge the "Know how to be", in correspondence with the respective "Know how to behave"** It is necessary to place emphasis on those emotional competencies that can help the counsellor to develop a praxis aimed at strengthening the values that impregnate and strengthen social cohesion from an intercultural perspective (Malvar & Fernández, 2017). This commitment seeks to be a histrionic teacher who establishes the need to be a charismatic and talkative counsellor who captures attention. In this, knowing the interests of the participants is of great importance, as it is part of a strategy to get their attention (Precht *et al.*, 2016).
Know how to explain	**Respect the "Know how to explain"** The fact of knowing how to explain is a challenge that demands a management of the acquired knowledge (Mateo & Vlachopoulos, 2010).
Know how to make sense	**Provide experiences that build and configure interpretation scenarios that allow us to understand and give meaning to reality.** In this way, it is feasible to orient the "here" and "now" actions, giving meaning to the different elements that make up the social world in question (García-Rangel, García & Reyes, 2014).
Know paradigm change	**Try to change paradigms,** especially those that break with tradition and old ways of thinking in the framework of the development of tutorials. This change generates powerful transformations (Calzadilla, 2002).
Know how to communicate	**This is based on the relationship between communication and its influence on motivation**, as activities that can be based on three criteria: i) the clarity of the message (the use of examples, making demonstrations, reviewing what is understood, among others); ii) the use of good humor and the relevance of communication (relating a specific content with a transversal one); and iii) the linkage of the contents with the goals, personal interests and needs of the participants (Webster, 2010).
Know how to integrate topics	**Strengthen the ability to integrate current and innovative** issues that represent intellectual, motivational and professional challenges for participants to continue learning (González, 2015).
Recognize receptors of information	**Identify and modify the so-called "receptors",** i.e. those who do not take critical positions. If this is not assumed, greater difficulties will be created in understanding the evolution of the discipline, since teachers will need to become irrefutable persons and students will become passive persons accepting this condition (Rojas, 2010).

Source: own construction

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Table 10
General guidelines to strengthen
the Institutional Mission session.

Challenge	GUIDELINES	
Give a new meaning to the time set for the session	**Design of a longer training experience**. Given the nature of the subject, it is proposed that this be the only one to be developed in the first face-to-face meeting. Time should be reconsidered as a critical factor, as a measure of the quality of the educational experience, that is, it is important to give value to quantity and sequence (Alemán de la Garza, Sancho-Vinuesa & Gómez, 2015).	
Highlight the central object of the session	**Pedagogical mediation:**	Addition of repeated comments that focus attention on the meaning of the institutional mission as a reference point for the educational practice of the PTS, i.e., that communicating, understanding and appropriating the mission (CESU, 2014) is, above all, the horizon of the formative experience.
Sustainability of successful topic		Taking advantage of the impact and acceptance of the theme "The world of life", to offer new forms of appropriation and application of the same in the PT. This bet is justified since it is a situation that involves processes of searching for associated information when an issue arouses interest (Hofer, 2000).
Enhancing ownership of issues		Enhance ownership and the transmission of the topics "Multiple Intelligences" and "Integral Training", given the importance it represents for the role of the PTS.

Source: own construction

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Table 11
Guidelines to improve the PT role.

Challenge	Design, implementation and assessment of activities that allow the PT to:
Check the willingness and conditions for transferring what has been learned	-Measure the usefulness of the training actions of the modules and the possibility of transferring the acquired knowledge. This implies detecting the factors that support or obstruct their applicability (Pages *et al*., 2016). In addition, it is required, on the one hand, to give an account of the significant effects of the variables that affect the transfer of the training received and, on the other hand, a follow-up of the successes and difficulties encountered by the PTS in relation to this purpose.
Transfer from the different knowledges	-Develop the applicability of what has been learned, bearing in mind that this commitment implies the constant resignification of the skills related to "Knowing how to be" and "Knowing how to be social". It is necessary to commit oneself to a climate of companionship and complicity, with the absence of formalisms and hierarchy. This commitment contributes to the sessions being more than an academic meeting (García, Gaya & Velazco, 2010).
Transfer vs. tutoring characterization	-Feature and diagnose the tutorials, based on their educational needs and potentialities as opposed to the objects of study. This aspect is key for the educational work, when the transfer of learning is bet (Pichs *et al*., 2006). -Relate everything that is considered to be transferred with the usual difficulties of the academic performance of the tutorship. These difficulties respond to inadequate study habits or deficient teaching and learning processes associated with situations of different dimensions (Cardozo-Ortiz, 2011).

Source: own construction

4. Conclusions

The way in which the work was carried out represented a way of revealing the training experience from the specific point of view of the participants. Thus, this study represents a way to understand the dimensions of educational practice and, in turn, to generate references for the construction of guidelines in favor of TVE. In agreement, the conclusions, presented below, focus on answering the question formulated from the axis of the SEE.

We can affirm that the session can be catalogued as "positive". This affirmation is supported because:

i) It has awakened importance, motivation, interest and provided contributions to the participants; this gave recognition, although not generalized, to the commitment to communicate the institutional mission.

ii) From a descriptive and reflective postures, the contribution of the themes to the work of the PT was evident; themes that, when approached from various disciplines, denoted a representative level of complexity. On this aspect, the thematic element of preference was the concept of person from the referents of "The world of life" by Jürgen Habermas (Habermas, 1999), element valued by the significance or benefit around its dimensions (worlds).

iii) The counselor was assertive, showing his various mediation competencies related to the "Know how to do" and the "Know how to be", translated in the presence of a motivating counselor, with histrionic conditions.

iv) The session awoke favorable positions in the PT as: Questions (reflexivity); Positive attitude (motivation, interest, encouragement, attention, desire to understand and sympathize) and Identification, when establishing relationships with one's own educational practice (knowledge and preliminary experiences).

With the aim of concluding on the practicality and usefulness of the lessons learned from the session, it could be seen that the formative experience, from the "global" and the "particular", is a reference point to study and transfer to the PT practice itself. The utility has token, as a particular base, the theme related to the concept of "Person", from the proposals of Jürgen Habermas on "The world of life "(Habermas, 1999). About this, we could see the interest in projecting the applicability, the visualization of the usefulness of the treaty (in order to attend situations of the tutor) and, finally, the intention of transferring what has been learned, specifically from the social dimension.

The only variation that emerged was the time allocated for the session, an aspect that, coincidentally, was considered preliminarily by the counsellor when he related that, in other contexts, it has required a longer time.

Within the SEE of the session, and as a bet to strengthen it, it is proposed the need to project actions that achieve: i) a more generalized position regarding the horizon of the session, that is, "The importance of communicating the institutional mission". This requires that this horizon has to be repeatedly emphasized. ii) To give sustainability to the success of the prominent theme (Concept of person based on the foundations of Jürgen Habermas) "(Habermas, 1999). iii) To increase the appropriation and transfer of the themes "Multiple Intelligences" and "Integral Formation", given the importance they represent for the role of PT.

Finally, and due to the success of the session, it is important to highlight the contribution it has made to strengthen and reinforce SPT and, in particular, to give new meaning to the teaching work of those who guide it. This is evidenced by the generation of various guidelines for pedagogical mediation, such as: i) promotion of interest, motivation and critical thinking; ii) the renown of diverse "knowledge" of the guiding role, such as knowing how to explain, give meaning, change paradigms, communicate and integrate themes; and iii) ability to take advantage of the interdisciplinary relationship. Thus, it is hoped that the guidelines formulated could be analyzed and transferred to the SPT processes as appropriate.

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4. [TP-1]: Sigla que representa la información recolectada de parte del Tutor Par número 1. El número sólo representa una designación sin ningún criterio.