Tutorial for life

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Abstract

This article present the study of impact of mentoring done in blended way to support students of Administration degree in Centro de Reinsertion Social in Pachuca, Hidalgo. Two groups of internal students were tutored from January 2013 to June 2015, in addition there was applied some motivational and trainer activities like talks, meetings and artistic shows. We worked with the certainty that a good mentoring is beneficial to the students, especially when they live in a difficult and hostile environment. The instruments used to demonstrate the results were the Beck Depression Inventory applied to the 15 students in the initial and final moments of mentoring and assessment survey applied only at the end. The study results show that the impact of mentoring they received was positive, decreased depression and increased self-esteem and desire to excel. Consequently, academic performance improved dramatically. It was instrumental tutor's commitment to consider for professional development and comprehensive training is necessary to provide the guidance and tutored required and in a special way, in this environment, decent treatment as a human being.

Mentoring, depression, self-esteem, distance learning

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Introduction

The mission of institutions of higher education, to meet the training needs of the students, involves not only the attention of academic and professional, but also personal development (Del Rincon, 2000) aspects.

In this regard, a key element in the development of learners is mentoring, understood as the "process of group or individual support that the tutor gives students during their stay in the technological institute for the purpose of contributing to their comprehensive training and influence institutional goals related to educational quality; increase terminal efficiency rates, lower failure and dropout rates "(Guideline, 2011: 2).

In the performance of the guardian, the relationship established with students by providing academic, professional and administrative information, as well as motivate and counsel is fundamental. The tutor accompanies, directs, proposes alternative ways if the required tutoring and warns of complex or conflicting situations. In addition, the tutor as a person is a carrier of values and evidence on each contact, suggestion or proposal (Schmid, 2004).

To achieve this, you must take special care to respect the conditions of the social context. A good tutor serves students with care and commitment, in any situation where they are.

In search of the best results in both the educational work and some tutorials activities are designed various strategies, such as teaching in small groups (EPG), where students are encouraged to move from being subject receiver teaching to active learning (Exley, 2007) subject.

Cooperative learning (AC), which requires that students participate actively and directly to achieve common and individual objectives, sharing, trading and re-evaluating their learning, the protagonists of their own growth, or flexible learning (AF), which involves changes in class, in the educational space and the roles of teacher and student.

In the tutorial, as in the whole educational process, proper management of ICT facilitates fluid, relevant and timely communications. To achieve success in education, these technologies must answer a thorough planning of the training process; thus, will enable constructive approaches that enhance the interactive and communicative. (Guzman, 2011).

The use of ICT has expanded comprehensively in education. The possibilities of communication in virtual environments that allow the use of platforms has made distance education (ED) a current no future reality.

For Schmid, (2004), "the conditions of flexibility and customization significance of distance education processes are largely in the hands of the guardians". Also in this mode, the guardian is appointed by the institution to establish contact with the student and, through a personal relationship, facilitate the development of their intellectual potential and communications professor.

In ED, the relationship established between the tutor and the student makes this increasingly assume greater control over their learning process and perceive that this control is a direct function of the quality of the exchanges with the mentor. The processes of interaction studies conducted online among students and between students and tutor.

The tutor is responsible for encouraging students to participate in online discussions, forums or through email exchanges. This article provide mentoring experience through the virtual platform Moodle to two groups of students from ED Pachuca Institute of Technology (ITP), located within the Centre for Social Reinsertion (Cereso) Pachuca, Hidalgo shared, analyzing and presenting academic and personal impact on them.

The hypothesis that motivates this study is a tutorial accompanying mood improves conditions for students, resulting in improved academic and social performance.

Important aspects of tutoring and academic problems, administrative and personal nature are presented, and described how they were addressed and resolved some of them as complicated as it is a Cereso context. They rated through a psychological test results and an opinion poll presented.

Background

Distance learning in the ITP began in August 2011, offering synchronous chat sessions and activities at set times and asynchronous tasks, using the Moodle platform. The first students were interns Cereso of Pachuca, the Bachelor of Administration, which also offers career in person at the institute. The second group started a year later in the same center.

The first premise of the new method was to act considering the Cereso internal unity as students, without any discriminatory prejudice, with the same obligations and rights as modality, knowing that their conditions are different.

Although academically demonstrated from the outset that there is great potential, there have been some situations that have affected the development of several students, who arrived in some cases desertion. In this situation, in January 2013 the tutoring program with two groups of the unit, a total of 16 students was implemented.

Development

To comply fully with the charge as the following questions were raised: how to accompany the student to be detained in a criminal? how orientated them?, What kind of information they need?, How to motivated?, how to influence their comprehensive training?, how to help students solve their problems?, how to achieve coexistence in this difficult environment?

It was important to consider the guidance for tutors of the National Technology of Mexico, the Tutor Manual. This indicates that it is essential to start tutoring knowledge, their family situation, economic, social, health, context, among others.

After starting the program, mentoring appeared on the platform as another course, one hour for each group chat Saturday, participation forums and other activities resulting from the needs assessment, without ruling out the email messaging.

Mentorship to students two semesters obviously needs both group and personal problems as were different, mainly because of the diversity of situations of legal nature; in many cases the abandonment, family rejection, health problems, and others who come to cause the terrible risk of falling into depression.

Mentoring work was initiated through the means described above, providing related guidance educational model and its implications, with the institution and with the guidelines Version 1.0 for 2009-2010 curricula concern them, such as evaluation and accreditation subjects, operation and accreditation of social services, Accreditation of complementary activities, Operation mentoring program, distance education, operation and accreditation of residency and comprehensive professional qualifications.

For cases of handling emotions, stress, depression and teamwork classroom lectures were given with the participation of Institute staff on the following topics: Teamwork, communication, self-esteem, forgiveness and life direction.

Another motivating factor was the artistic participation in the Cereso, of representative huapango and theater groups, made up of students of the institute.

The number of people involved in this project is great. Table 1 shows the names of those impacted significantly.

Name	Form of participation
CP Teresa Valenzuela Rendon	Mentoring and management support
Ing. Erick Leon Olivares	ED coordination and support
Martha Leticia Moon LP Soberanes	Counseling and conferences
M.Sc. Salvador Pagola Martínez	Conferences
Francisco Espinoza Soberanes	conference
Dip. Rocío Tello Zamorano	conference
Joshua Guadalupe Hernandez	Course Office 2010
Rosario Hernandez Valencia	English course
ITP Theatre Group	Presentation
ITP Group Huapango	Presentation
Teachers distance education	Support for
Yolanda Leon M. C. Castelazo	Support for

Table 1 Staff, students and volunteers who participated in an activity in the project.

To monitor progress and impact of the program on student interns, test called the Beck Depression Inventory (BDI) shown in Annex 1, February 2013 (starting mentoring) and in June 2015 was applied (a half-year graduation of the first). This month the students a survey of discretion with the main elements that could influence changing moods and behavior (Annex 2) was also applied.

Results

The results were highly satisfactory; only two cases of desertion, one discrepancy in vocational and another had a lack of adaptation to the environment in the period of tutorial work. Students of the first generation, mostly, are regular, and have won the first places in harnessing the race (including the modality groups) in several consecutive periods. In the second generation they lag some problems were taken into subject's mathematics and accounting situation has been resolved through peer tutoring

They have succeeded in providing guidance and support necessary to advance the grid, so that the regular students of the first generation are to be in the final semester, with great enthusiasm to finish the race.

The psychological and motivational impact was essential to achieve this. Tables 2 and 3 as well as Figures 1 and 2 shows the results obtained with the Beck Depression Inventory at the start and end times of the tutorial process, and is noticeable change in the different aspects involved in the test.

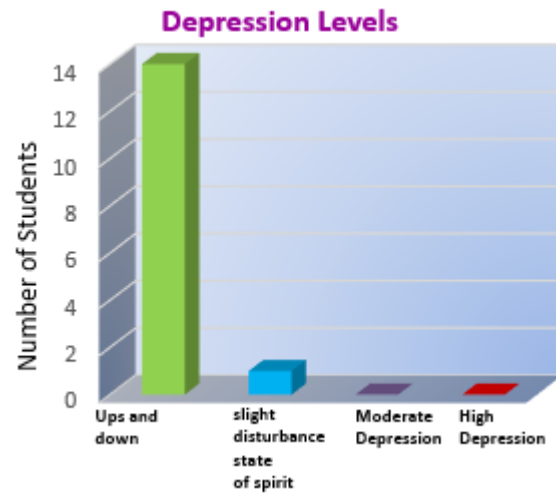| Student	Score	Depression level
1	9	normal ups and downs
2	15	Mild mood disturbance
3	31	severe depression
4	17	Mild mood disturbance
5	10	normal ups and downs
6	9	normal ups and downs
7	6	normal ups and downs
8	7	normal ups and downs
9	15	Mild mood disturbance
10	12	Mild mood disturbance
11	11	Mild mood disturbance
12	23	moderate depression
13	26	moderate depression
14	31	severe depression
15	27	moderate depression

Table 2 Results obtained in the IDB before tutoring

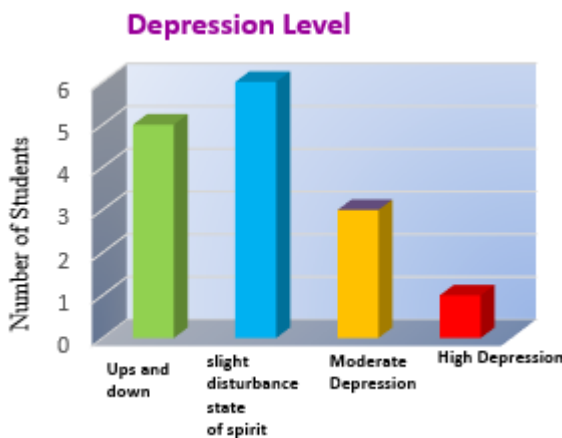**Figure 1** Results obtained in the IDB before tutoring

Student	Score	Depression level
1	0	normal ups and downs
2	0	normal ups and downs
3	1	normal ups and downs
4	9	normal ups and downs
5	0	normal ups and downs
6	3	normal ups and downs
7	7	normal ups and downs
8	4	normal ups and downs
9	0	normal ups and downs
10	0	normal ups and downs
11	1	normal ups and downs
12	0	normal ups and downs
13	0	normal ups and downs
14	15	Mild mood disturbance
15	2	normal ups and downs

Table 3 Results obtained in the IDB after the tutoring

Figure 2 Results obtained in the IDB after the tutoring

Assessment survey indicates that most of the activities were appropriate, as shown in Table 4 and Figure 3. Highlight the impact of English course, the mentees considered very necessary; they expressed that the presentation of theater groups and huapango was a great motivation in the absence of healthy and happy distractions inside the penalty. Special mention in the opinion of all students, the work of the tutor and the close relationship that developed between her and the group.

activity	Bad	regular	Good	Very Good	Excellent
Course of Office 2010	0	0	0	1	14
English course	0	0	0	1	14
motivational talks	0	0	0	1	14
Togethers with ITP staff	0	0	0	1	14
Recreational activities	0	0	1	1	13
psychological care	0	0	1	1	13
tutoring	0	0	0	1	14

Table 4 Results obtained in the survey of appreciation after tutoring
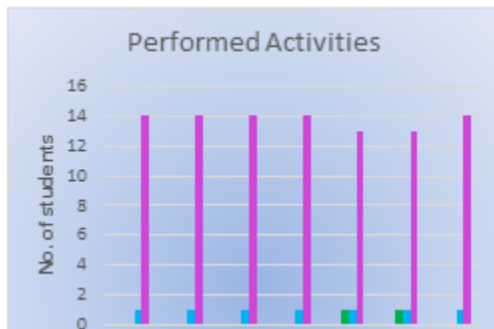
Figure 3 Results obtained in the survey of appreciation after tutoring

Additionally, employees who worked in some way with the project have said before meeting the group did not expect to find people so friendly, clean and very own behaviors. This gives confidence that has worked for a real reintegration of inmates into society students.

Conclusions

Using the platform, chat, forum and email were excellent means to communicate, understand, monitor and partial or complete solution to some situations. It was the basis for personal accompaniment of the mentees, the weekly visits by the guardian, the involvement of school staff and students from different races, representative groups and foreign volunteers; all to support the tutorial activity.

Students feel more and more pleased with the presence of participants; they have accepted the messages of love, fellowship, equality, and are integrated as students of ITP, a spirit of belonging to the institution.

But most gratifying is to see the psychological impact on them, security in each of its actions, healthy and close coexistence between members of the group, the degree of confidence and gratitude to the ITP and the people that have been linked.

Some claim that the school changed their lives; their faces of sadness and hopelessness have changed smiling, able to receive and make a joke, abandoning themselves to the rescue of its existence faces.

The purpose of mentoring has been magnified in their practice groups Administration academic program in a blended format of ITP, located in Pachuca Cereso. It has not been limited to accompanying their students to avoid censure or desertion, but has helped rescue their intellectual potential and, above all, human.

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