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Challenges of a college tutor

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Abstract

This paper explains the changes that have emerged in recent years in Europe and Latin America about the universities, and therefore the challenges teachers are faced with, in order to become good tutors. The tutor's challenges are divided into pedagogical, social, administrative, and technical. The conclusion from reviewing the literature is that there are five main challenges for the tutors, which have to do with the mastery of his subject, creating a learning atmosphere, knowing the administrative processes, having the knowledge for instructional design, and the most complex of all, the efficient use of Information and Communications Technology (ICT).

1. Introduction

The dynamics of universities have changed in recent years. From universities in Asia and Europe to Latin America, the teacher's role has changed, and he now has not only the responsibility of teaching, but also has to do research, management and provide tutoring.

By becoming a tutor, a teacher generates a new pedagogical *relationship* which goes beyond scheduling content and learning activities or evaluations (Hernández, 2011).

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For Gallego and Riart (2010), the tutor should be able to know how to educate the person, prepare the professional and educate the relationship. To do this, Del Rincón Igea (2000) states that the tutor must make three specific actions:

1. Facilitate the incorporation of students into college,
2. Support students with their academic itinerary, and
3. Guide the incorporation into the working world.

So, tutoring refers not only to support during college, but preparing the student for the future.

Therefore, in order to become a good tutor, a teacher should meet the expectations of the students, parents, directors, pedagogues, and their own expectations as indicated by Asensi & Lázaro (1989).

These expectations are divided into four areas: pedagogical, where the tutor must become the facilitator of learning; the social, where the tutor must create a pleasant and trustworthy atmosphere that allows teaching to take better shape; the administrative, where the tutor must adequately plan their course, either in person or online, and the technical, where the tutor makes use of technology, in which he or she designs audios, videos, software and other tools to enable better interaction with the students. For all the above, the tutor in any region of the world is faced with new challenges.

2. Justification

In 1998, UNESCO established globally in the "World Declaration on Higher Education in the Twenty-First Century: Vision and Action," presented in the "Framework For Priority Action For Change And Development In Higher Education," the need to modify the learning process in higher education, as it believes that due to the speed of social change, there is an urgent need to develop a new vision and a new model of higher education that focuses on the needs and abilities of the student.

To achieve this, UNESCO believes that it is essential to carry out in as many countries as possible, deep reforms in the educational systems and programs, as well as a policy of widening access.

In this same sense, due to the fundamental role of the teacher in the teaching-learning process, the same organization suggests that in addition to the various responsibilities of the teacher, the teacher must be able to provide guidance and advice, remedial courses, teaching for studying, and other forms of student support which will improve their living conditions.

Subsequently, a reference is made to the declaration of the European Higher Education Area (EHEA, or EEES for its abbreviation in Spanish), which is responsible for assisting students in programs that facilitate their learning, as indicated in the following text:

Among the various actions proposed based on the Bologna Declaration in 1999 in the search of a space in the European Community, the emphasis is on giving students opportunity for self learning. The first reorganizes teaching through the application of ECTS (European Credit Transfer System), the second is the need to adopt degree systems that are comparable and compatible across different states of the European Union. In both cases, the action of the teacher's tutoring plays a critical role in the educational process of the university students (Oro, 2004).

Finally, speaking at a Latin American level, Tuning Latin America and the 6X4 project were created, having done work in Mexico, Chile and Brazil, among other countries.

3. Findings

The challenges faced by the college tutor in Latin America can be inserted into the functions Berge (1995) indicates a tutor must have. These challenges can be:

- Pedagogical
- Social
- Administrative and
- Technical

1st Challenge. Mastery of the subject.