Etapas de ejecución del programa de mentoría de la Unidad Académica de Medicina Veterinaria y Zootecnia de la Universidad Autónoma de Zacatecas

Stages of Execution of the Mentoring Program of the Unidad Académica de Medicina Veterinaria y Zootecnia of the Universidad Autónoma de Zacatecas

Etapas da execução do programa de mentoria da Unidade Acadêmica de Medicina Veterinária e Pecuária da Universidade Autônoma de Zacatecas

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Resumen

Existen diversas formas de acompañamiento estudiantil que tienen el objetivo de disminuir la deserción y el rezago educativo en las instituciones de educación superior. Una de ellas es la mentoría. La mentoría es la relación entre el estudiante mentor y el estudiante mentorado que surge como una estrategia de apoyo a alumnos de nuevo ingreso para mejorar su rendimiento académico y social. El presente artículo tiene como objetivo definir las etapas de la ejecución de la mentoría de la Unidad Académica de Medicina Veterinaria y Zootecnia de la Universidad Autónoma de Zacatecas. El enfoque metodológico es cualitativo, apoyándose de los métodos bibliográfico y descriptivo con técnicas de análisis documentales. Entre los principales resultados se destaca que es necesario disponer de una serie de etapas para la organización de un programa de mentoría. Aquí se definen las siguientes: conformación de los mentores, capacitación de mentores, asignación de materias, diagnóstico de estudiantes de recién ingreso, asignación de mentorados, diseño de formatos, implementación y seguimiento y evaluación del programa de mentoría; cada etapa registra detalles para facilitar el proceso de mentoría estudiantil. A manera de conclusión se subraya que la mentoría aplicada de manera formal ayuda a reducir el rezago estudiantil y contribuye al rendimiento académico.

Palabras claves: acompañamiento, consejero, guía, mentor, mentoría.

Abstract

There are various forms of student accompaniment that aim to reduce dropout and educational backwardness in higher education institutions. One of them is mentoring. Mentoring is the relationship between the mentor student and the mentoring student that emerges as a support strategy for new students to improve their academic and social performance. This article aims to define the stages of the execution of the mentoring program of the Unidad Académica de Medicina Veterinaria y Zootecnia of the Universidad Autónoma de Zacatecas. The methodological approach is qualitative, based on the bibliographic and descriptive methods, with document analysis techniques. Among the main results is highlighted that mentoring is a strategy that is formally applied when it is planned. And it is also necessary to have the following stages for the organization of the mentoring program: conformation of mentors, training of mentors, assignment of subjects, diagnosis of new students, assignment of mentors, format design, implementation and monitoring, and evaluation of the mentoring program; each stage records details to facilitate the student mentoring process. In conclusion, it is emphasized that formally applied mentoring helps to reduce student lag and contributes to academic performance.

Keywords: accompaniment, coaching, counselor, mentor, mentoring.

Resumo

Existem várias formas de acompanhamento estudantil que visam reduzir o abandono escolar e o atraso educacional nas instituições de ensino superior. Um deles é o mentoring. A tutoria é a relação entre o aluno mentor e o aluno mentor que surge como uma estratégia de suporte para os novos alunos melhorarem seu desempenho acadêmico e social. O objetivo deste artigo é definir as etapas da mentoria da Unidade Acadêmica de Medicina Veterinária e Pecuária da Universidade Autônoma de Zacatecas. A abordagem metodológica é qualitativa, utilizando métodos bibliográficos e descritivos com técnicas de análise documental. Entre os principais resultados, destaca-se que é necessário haver uma série de etapas para a organização de um programa de tutoria. Os seguintes são definidos aqui: conformação de mentores, treinamento de mentores, atribuição de disciplinas, diagnóstico de novos alunos, atribuição de mentores, design de formato, implementação e monitoramento e avaliação do programa de mentoria; Cada etapa registra detalhes para facilitar o processo de orientação do aluno. Concluindo, enfatiza-se que a mentoria aplicada formalmente ajuda a reduzir o atraso do aluno e contribui para o desempenho acadêmico.

Introduction

This research refers to mentoring at the university level as an institutional action that is implemented with the purpose of providing support to students who are at risk of lag, dropout or failure (mentor students), through academic advice provided by higher semester university students who have stood out for their school performance (mentor students), and which is carried out through an interactive and cooperative learning process (Cardoso, October 25, 2010).

The stages for its execution are planned so that the student can carry out their academic development without any problem, in order to support them in the stage of adaptation to university, and avoid low academic performance, demotivation, desertion, little interest in study, delayed learning, low level of research, non-compliance with tasks, poor ability to integrate knowledge, among other aspects. Mentoring is relevant, and by extension this study, so that the student feels accompanied in their academic life regardless of any difficulties and so that better academic possibilities, better social insertion, mutual aid and values are guaranteed.

The implementation of the mentoring program in the Academic Unit of Veterinary Medicine and Animal Husbandry of the Autonomous University of Zacatecas (UAZ) is intended to provide its students with an adequate reception. This program has a series of stages that indicate to the institution the procedure to be followed, with the respective variations depending on the real educational context, so that the student mentors have a clearer horizon in the design of a schedule of activities that promote the academic development of their peer mentors.

The search for information made it possible to know the mentoring processes, their organization, structure and how to determine their efficiency. In addition, the descriptive method was applied with the purpose of describing the realities and affirmations around mentoring, regarding new students. Finally, the information obtained allowed the foundation and development of a clear vision to define the stages in a systematic way, from the beginning to the closure of a program of this type, and thus guide the implementation of logical processes aimed at newly-born students. admission to the UAZ Academic Unit of Veterinary Medicine and Animal Husbandry (Aguilar y Manzano, 2018).

Mentoring Background

Education has been part of human life. However, "there are still dilemmas that society faces today to sustain and guarantee the well-being of its populations" (Hernández, 2016, p. 18). According to the Incheon Education 2030 Declaration (cited in Hernández, 2016), it is necessary to work in the capacity of proposals and responses of the educational systems, mainly in the university; on how to use and employ resources, train and inform teachers, as well as adjust existing curricular structures for the benefit of their students. In order to understand mentoring and later identify its stages, in this section the theoretical bases of this research will be exposed: from antecedents to definitions, types and programs of mentoring.

Mentoring has presented various facets throughout history. And according to the literary review, there are several models, systems and mentoring programs implemented especially in universities, which have been reference spaces for student support. Díaz and Bastías (2013) establish that the concept of mentoring comes from Greek mythology. In the Odyssey, Homer tells the story of Ulysses, king of Ithaca, who addressed his loyal friend Mentor (disguised as the goddess Athena) to ask him to watch over his son while he went to fight in the Trojan war. For the Greeks, a mentor was considered an adoptive father, a person responsible for the physical, social, intellectual and spiritual development of young people (Díaz and Bastías, 2013).

European universities welcomed the benefits of mentoring as a support mechanism in the education of people. At Oxford University, for example, the so-called dons emerged, mentors whose commitment led them to the degree of settling in the university facilities to live closely the student reality and, at the same time, instruct in relevant aspects for the adaptation of the student.

Mentoring was also active a couple of centuries ago, in the 16th century. When the commercial, artisanal and professional groups began, the need for qualified labor for industrial renewal was felt; Experienced staff who are focused on paying attention to the novice worker to drive him / her to develop the required skills and abilities. The trades saw the teacher-apprentice relationship flourish (Aguilar and Manzano, 2018).

In this way, the mentoring outlined during the Industrial Revolution, which began in the second half of the 18th century (1750-1780) in England, spread decades later to Western Europe and North America. At this point it is worth remembering that "the technological changes introduced by the Industrial Revolution meant a much more drastic break with the past than any other invention from the wheel" (Chaves, 2004).

The development of mentoring includes interventions from various higher level educational institutions. Such is the case of the Thematic Mentoring Network, which aims to be a meeting point where teachers and mentor students from any Spanish university, as well as professionals, can share experiences, objectives, methodologies and resources, among others (Sánchez, 2012). The following universities are involved in this network:

Universidad Politécnica de Madrid (coordinación),

Universidad Complutense de Madrid,

Universidad Europea de Madrid,

Universidad de Las Palmas de Gran Canarias,

Universidad de Oviedo,

Universidad Carlos III de Madrid,

Universidad Politécnica de Cartagena,

Universidad Nacional de Educación a Distancia (UNED),

Universidad de Alcalá de Henares,

Universidad Politécnica de Valencia,

Universidad de Granada,

Universidad de Cádiz,

Universidad de Málaga y

Universidad de Castilla La Mancha (Sánchez, 2012).

In addition to this, and in particular, UNED, in collaboration with the research group Development and Orientation of the Professional Career (Docap), has carried out a pilot experience implementing a specific mentoring model aimed at students again income (Manzano, Martín, Sánchez, Rísquez and Suárez, 2012). Said model contemplates two fundamental figures: "that of the counselor, which is carried out by a teacher / tutor, and that of the fellow-mentor" (Manzano et al., 2012).

Similarly, various universities offer student orientation programs, without the need to be part of a mentoring network, in order to put in place assistance, orientation and training mechanisms for new students, where they are the students of advanced levels who assume the role of mentor, thanks to which, in addition, social capacities are strengthened, including leadership, as well as academic aspects, mainly methodological strategies to better question the learner, that is, they envision mentoring within of pedagogical practice as a fundamental exercise not only in the training of its students, but in that of its teachers. In other words, "mentoring is the link between the university and educational establishments" (Díaz and Bastías, 2013, p. 301).

Peer mentoring is a mentoring strategy. These are high-level students with experience helping new students to facilitate their early adaptation to the new educational scenario, with the supervision of a tutor teacher, who guides, guides and accompanies the mentor to achieve objectives, according to a previously determined planning (Romero, 2014).

Mentoring is associated, on the one hand, with a vertical relationship, that is, when the mentor is a person of higher status and the mentor is in a lower position, either because of their age or level of knowledge. On the other hand, it can also be presented horizontally, and this occurs when the support is provided by a peer who is attending the same educational level, although with a little more experience, that is, an experienced partner (Manzano et al., 2012).

Academic mentoring is understood as a formative, guiding and comprehensive accompaniment process that aims to provide students with the tools and help necessary to successfully achieve all the academic, personal and professional objectives that their institution sets for them (Mayoral, Pontes , Melo and Errandosoro, 2012). For this same group of authors, mentoring, understood as a support mechanism, seeks to improve school performance and social integration of students through access to quality education for all, which requires enriching the environment. educational and involve the local community (Mayoral et al., 2012).

Group mentoring, according to Gómez and Eisman (2011), prevents, identifies and favors problems of a school, personal, family or social order that affect their training process and channels internal instances for their attention; Individual mentoring addresses issues that influence the educational process, improves learning conditions, develops values, attitudes, habits and skills that contribute to the integrity of professional and human training, is planned by sessions and the evolution is recorded.

Peer tutoring is one more way to carry out this practice, as we have already seen. In it, the same students, previously trained, provide advice and support to their classmates to solve a problem, complete a task, learn a strategy or master a procedure within a previously planned program. It seems that this is the concept with which the mentoring relationship strategy is tied: its objective is the comprehensive training of students, serving the student based on their specific needs (Casado, Lezcano & Colomer, 2015).

In sum, this practice is carried out by students identified and trained for their personal and academic qualities to support other students. They are individual or group and have the objective of solving a problem, completing a task, learning a strategy, mastering a procedure. It also supports the role of the tutors who take advantage of the abilities of outstanding students of the last semesters.

Although it is based more on academic aspects, it is said that whoever assists others, does so only because they are advanced in their studies (Quevedo and Medeiros, 2010).

Karina Fuerte (March 23, 2018) states that the innovation of the Redes de Tutoría program, a project that was born more than twenty years ago in Mexico, consists of a fundamental change in the pedagogical system: now the teacher is not the only source of knowledge in the classroom, because each of the students has the ability to learn and teach their peers. Furthermore, it represents a democratic practice, where everyone has something valuable to share. Approach that is also reflected in the article by López, Lozano and Xique (2019), where the following is mentioned:

The work of the mentor is ideal to accompany students in their training stage, creating environments of trust, learning, reflection and knowledge. Currently, the teacher must seek new teaching-learning strategies to contribute to the training of competent human resources in the new settings of tertiary education; therefore, the participation of the students themselves is important to forge their peers and be their own mentors themselves (p. 2).

Mentoring can be a strategy by which social, cultural and economic barriers are removed. Also to end stereotypes such as that only the teacher teaches in the classroom, and thus serve the students through dynamic and collaborative pedagogical approaches (Hernández, 2016).

Returning to the Incheon Education 2030 Declaration (United Nations Educational, Scientific and Cultural Organization [Unesco], 2016), in particular to point 50, which revolves around education for all and with a view to the future There, the need to create programs with appropriate guidance and advisory services is mentioned, which suggests the need for a different alternative care that is more indicative, such as mentoring.

Taking all of the above into account, the present proposal for the implementation of mentoring aimed at new students is to define the stages of execution of the mentoring of the UAZ Academic Unit of Veterinary Medicine and Animal Husbandry, which have a systematic sequence from its beginning until the end of the implemented program, regardless of whether it is group or individual mentoring.

Materials and methods

First stage: forming the mentoring team

Appoint a specialist education coordinator. This function can be fulfilled by the teacher.

Recruit student volunteers who wish to fulfill the role of mentors with an attitude of service.

Final selection of mentors for academic performance from third semester to eighth semester.

Stage Two: Mentor Training

A training aimed at mentors, which is provided by the mentoring coordinator of the Academic Unit of Veterinary Medicine and Animal Husbandry of the UAZ, so that there is a dynamic interaction, where the student with learning problems is guided by an outstanding student trained .

Train the mentor team with regular meetings.

Apply the first work session through an induction workshop to familiarize new entrants and mentors; to learn about the physical and virtual environments of the new educational context; for the knowledge of methodological strategies applied by teachers, and for the presentation of academic programs.

Development of periodic meetings between mentor and mentors, systematically complying with the schedule set out in the mentoring program.

Third stage: assignment of subjects

The mentor is assigned the first and second semester subjects that are established in the curriculum of the Veterinary and Animal Husbandry degree, through the mentoring coordinator of the Academic Unit of Veterinary Medicine and Animal Husbandry, taking into account a dialogue prior with the mentor student to identify which subjects are easier to advise to help new students.

Fourth stage: diagnosis of new students

Recruit new students (particularly first and second semester).

Apply tests to new students to determine their attention needs.

Fifth stage: assigning mentors

Define the care needs of students: academic, vocational, personal, social, economic, preferences, home situation, administrative; Based on this, the coordinator will assign mentors who need some academic advice on a specific subject.

Sixth stage: format design

Selection of methodological strategies, techniques and instruments to be applied by the mentoring coordinator and mentor in the development of the mentoring program, considering the results of

the diagnosis and applying the formats of mentoring student registration, mentoring-mentoring session registration, student registration mentor (see annexes).

The forms were prepared by the UAZ Academic Center for Student Services (CASE).

Seventh stage: implementation and monitoring

Verify compliance with activities and scheduled dates established during the active semester.

Write a report that shows the monitoring of compliance with planned actions.

Eighth stage: evaluation of the mentoring program

Analysis of results

Writing the final evaluation report of the mentoring program.

Discussion

The mentoring program began in 2010 at the CASE of the UAZ and was formally incorporated into the Institutional Mentoring Program (Cardoso, October 25, 2010) to support new students from the various academic units of that university , regulated by the Coordination of Mentoring belonging to the CASE.

The Academic Unit of Veterinary Medicine and Animal Husbandry of the UAZ joined this program in 2016. Dr. Fabiola Lydie Rochin Berumen is appointed as the liaison with the CASE in the period 2016-2020, a teacher attached to the academic unit in question, following the support and orientation strategies for the new students for their academic improvement, evaluating the results of the students (mentors) regarding the final average of the subject in which mentoring was provided; the information is executed in a database, which is sent to the unit director and the CASE coordination to show the results obtained.

The purpose of this study was to publicize the stages of implementation of the Institutional Mentoring Program to the university community, since the participants are teachers and students, who collaborate in a training program to form a mentoring team with their relevant training. . From the qualitative analysis, monitoring and innovation can be observed in the mentoring program, work carried out by the outstanding students of the Academic Unit of Veterinary Medicine and Animal Husbandry. This perception is in accordance with the mentoring program that is taught at the University of La Laguna, with the aim of guiding and promoting in students the vocation of

teaching in different areas of knowledge, given the opportunity to carry out training activities, in addition to acquire skills and experience in the transmission of their knowledge (Borges, Rodríguez, Aguirre, Dorta y Noda, 2018).

Conclusions

The UAZ Institutional Mentoring Program is carried out with the purpose of achieving a quick adaptation in new students and thereby reducing the insecurity in the students when facing new educational scenarios, new teachers, new subjects, new strategies and new companions; for a quick adaptation in the new educational setting, avoid dropping out and improve academic results.

In this sense, tutoring is a valuable strategy to provide students with emotional elements and instruments that allow them to achieve their goals from their first steps in university spaces, while support students, who need to achieve the goal of a university degree, they are granted skills that will serve them in their professional practice or academic continuation.

Without a doubt, the prevalence and positive impact of tutoring has generated a great deal of research in the social sciences; This seeks to ensure that the most positive results are produced for students within any tutoring program (Coles, 2011).

In this study, limitations were found due to little knowledge of the execution process and little information on the mentoring program. That is why, to promote the design and implementation of the Institutional Mentoring Program, this research concludes with a proposal for eight stages of execution within the UAZ Academic Unit of Veterinary Medicine and Animal Husbandry; stages that will allow to generate an adequate organization, construction and execution of the program and its participants. For this, in addition, it is essential the task of the Academic Unit of Veterinary Medicine and Animal Husbandry to guarantee the evaluation and monitoring of the results with articles, as in this case, that promote a better integration of innovative elements that safeguard the main intention of the program : reduce the cases of students who drop out of school.

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Anexos

Figura 1. Documento para el registro de sesiones mentor-mentorado de la Unidad Académica de Medicina Veterinaria y Zootecnia de la UAZ

Fuente: CASE de la UAZ

Figura 2. Documento para el registro del estudiante mentorado de la Unidad Académica de Medicina Veterinaria y Zootecnia de la UAZ

Universidad Autónoma de Zacatecas
"Francisco García Salinas"
Centro de Aprendizaje y Servicios Estudiantiles (CASE)

Registro estudiante mentorado

CASE

Matrícula_____Semestre: _____ Grupo:_____Fecha de nacimiento:_____

Institución en la que cursó el bachillerato:_____

Nombre:

Unidad Académica:

Programa Académico:

Teléfono celular: _____ Correo electrónico:_____

Asignatura solicitada:	Tema:

Días y horarios disponibles:	Lunes	Martes	Miércoles	Jueves	Viernes	otros

Reporte de las calificaciones de los exámenes parciales de la materia (s) solicitada (s):

Primer_____segundo_____tercero _____cuarto_____Calif. Final_____

Primer_____segundo_____tercero _____cuarto_____Calif. Final_____

Nombre del mentor asignado:_____

Programa académico mentor asignado:_____

Fecha de registro_____

Fuente: CASE de la UAZ

Figura 3. Documento para el registro del estudiante mentor de la Unidad Académica de Medicina Veterinaria y Zootecnia de la UAZ

Universidad Autónoma de Zacatecas
"Francisco García Salinas"
Centro de Aprendizaje y Servicios Estudiantiles (CASE)
PROGRAMA INSTITUCIONAL DE MENTORÍAS
(PIM)
Registro estudiante mentor

Mentor recomendado por el docente:

Nombre:_____Firma:_____

No. de Matrícula: _____
Semestre:_____Grupo:_____
Promedio:_____
Fecha de alta:_____

Nombre del mentor:
_____

Unidad Académica: Programa Académico:
_____

Teléfono celular: _____ Correo electrónico:_____

Asignatura a asesorar:

	Lunes	Martes	Miércoles	Jueves	Viernes	otros
Días disponibles:						
Horarios disponibles:						

Nota:: *El lugar donde se realizará la mentoría será únicamente en instalaciones de la UAZ.

*Al inicio de cada semestre deberá renovar su inscripción como mentor.

Fuente: CASE de la UAZ