

IDENTITY CONSTRUCTION AND MENTORING AS A FOUNDATION OF REALITY



Jennifer Quiroz Fragoso

IDENTITY CONSTRUCTION AND MENTORING AS A FOUNDATION OF REALITY



Jennifer Quiroz Fragoso



EDITORA
ARTEMIS

2025



O conteúdo deste livro está licenciado sob uma Licença de Atribuição Creative Commons Atribuição-Não-Comercial NãoDerivativos 4.0 Internacional (CC BY-NC-ND 4.0). Direitos para esta edição cedidos à Editora Artemis pelos autores. Permitido o download da obra e o compartilhamento, desde que sejam atribuídos créditos aos autores, e sem a possibilidade de alterá-la de nenhuma forma ou utilizá-la para fins comerciais.

A responsabilidade pelo conteúdo dos artigos e seus dados, em sua forma, correção e confiabilidade é exclusiva dos autores. A Editora Artemis, em seu compromisso de manter e aperfeiçoar a qualidade e confiabilidade dos trabalhos que publica, conduz a avaliação cega pelos pares de todos manuscritos publicados, com base em critérios de neutralidade e imparcialidade acadêmica.

Editora Chefe	Prof ^a Dr ^a Antonella Carvalho de Oliveira
Editora Executiva	M. ^a Viviane Carvalho Mocellin
Direção de Arte	M. ^a Bruna Bejarano
Diagramação	Elisangela Abreu
Autora	Prof ^a Dr ^a Jennifer Quiroz Fragoso
Imagem da Capa	longquattro vector/123RF
Bibliotecário	Maurício Amormino Júnior – CRB6/2422

Conselho Editorial

Prof.^a Dr.^a Ada Esther Portero Ricol, *Universidad Tecnológica de La Habana “José Antonio Echeverría”*, Cuba
Prof. Dr. Adalberto de Paula Paranhos, Universidade Federal de Uberlândia, Brasil
Prof. Dr. Agustín Olmos Cruz, *Universidad Autónoma del Estado de México*, México
Prof.^a Dr.^a Amanda Ramalho de Freitas Brito, Universidade Federal da Paraíba, Brasil
Prof.^a Dr.^a Ana Clara Monteverde, *Universidad de Buenos Aires*, Argentina
Prof.^a Dr.^a Ana Júlia Viamonte, Instituto Superior de Engenharia do Porto (ISEP), Portugal
Prof. Dr. Ángel Mujica Sánchez, *Universidad Nacional del Altiplano*, Peru
Prof.^a Dr.^a Angela Ester Mallmann Centenaro, Universidade do Estado de Mato Grosso, Brasil
Prof.^a Dr.^a Begoña Blandón González, *Universidad de Sevilla*, Espanha
Prof.^a Dr.^a Carmen Pimentel, Universidade Federal Rural do Rio de Janeiro, Brasil
Prof.^a Dr.^a Catarina Castro, Universidade Nova de Lisboa, Portugal
Prof.^a Dr.^a Cirila Cervera Delgado, *Universidad de Guanajuato*, México
Prof.^a Dr.^a Cláudia Neves, Universidade Aberta de Portugal
Prof.^a Dr.^a Cláudia Padovesi Fonseca, Universidade de Brasília-DF, Brasil
Prof. Dr. Cleberton Correia Santos, Universidade Federal da Grande Dourados, Brasil
Dr. Cristo Ernesto Yáñez León – New Jersey Institute of Technology, Newark, NJ, Estados Unidos
Prof. Dr. David García-Martul, *Universidad Rey Juan Carlos de Madrid*, Espanha
Prof.^a Dr.^a Deuzimar Costa Serra, Universidade Estadual do Maranhão, Brasil
Prof.^a Dr.^a Dina Maria Martins Ferreira, Universidade Estadual do Ceará, Brasil
Prof.^a Dr.^a Edith Luévano-Hipólito, *Universidad Autónoma de Nuevo León*, México
Prof.^a Dr.^a Eduarda Maria Rocha Teles de Castro Coelho, Universidade de Trás-os-Montes e Alto Douro, Portugal
Prof. Dr. Eduardo Eugênio Spers, Universidade de São Paulo (USP), Brasil
Prof. Dr. Eloi Martins Senhoras, Universidade Federal de Roraima, Brasil
Prof.^a Dr.^a Elvira Laura Hernández Carballido, *Universidad Autónoma del Estado de Hidalgo*, México

Prof.ª Dr.ª Emilas Darlene Carmen Lebus, *Universidad Nacional del Nordeste/ Universidad Tecnológica Nacional, Argentina*
Prof.ª Dr.ª Erla Mariela Morales Morgado, *Universidad de Salamanca, Espanha*
Prof. Dr. Ernesto Cristina, *Universidad de la República, Uruguay*
Prof. Dr. Ernesto Ramírez-Briones, *Universidad de Guadalajara, México*
Prof. Dr. Fernando Hitt, *Université du Québec à Montréal, Canadá*
Prof. Dr. Gabriel Díaz Cobos, *Universitat de Barcelona, Espanha*
Prof.ª Dr.ª Gabriela Gonçalves, Instituto Superior de Engenharia do Porto (ISEP), Portugal
Prof.ª Dr.ª Galina Gumovskaya – Higher School of Economics, Moscow, Russia
Prof. Dr. Geoffroy Roger Pointer Malpass, Universidade Federal do Triângulo Mineiro, Brasil
Prof.ª Dr.ª Gladys Esther Leoz, *Universidad Nacional de San Luis, Argentina*
Prof.ª Dr.ª Glória Beatriz Álvarez, *Universidad de Buenos Aires, Argentina*
Prof. Dr. Gonçalo Poeta Fernandes, Instituto Politécnico da Guarda, Portugal
Prof. Dr. Gustavo Adolfo Juarez, *Universidad Nacional de Catamarca, Argentina*
Prof. Dr. Guillermo Julián González-Pérez, *Universidad de Guadalajara, México*
Prof. Dr. Håkan Karlsson, *University of Gothenburg, Suécia*
Prof.ª Dr.ª Iara Lúcia Tescarollo Dias, Universidade São Francisco, Brasil
Prof.ª Dr.ª Isabel del Rosario Chiyon Carrasco, *Universidad de Piura, Peru*
Prof.ª Dr.ª Isabel Yohena, *Universidad de Buenos Aires, Argentina*
Prof. Dr. Ivan Amaro, Universidade do Estado do Rio de Janeiro, Brasil
Prof. Dr. Iván Ramon Sánchez Soto, *Universidad del Bío-Bío, Chile*
Prof.ª Dr.ª Ivânia Maria Carneiro Vieira, Universidade Federal do Amazonas, Brasil
Prof. Me. Javier Antonio Albornoz, *University of Miami and Miami Dade College, Estados Unidos*
Prof. Dr. Jesús Montero Martínez, *Universidad de Castilla - La Mancha, Espanha*
Prof. Dr. João Manuel Pereira Ramalho Serrano, Universidade de Évora, Portugal
Prof. Dr. Joaquim Júlio Almeida Júnior, UniFIMES - Centro Universitário de Mineiros, Brasil
Prof. Dr. Jorge Ernesto Bartolucci, *Universidad Nacional Autónoma de México, México*
Prof. Dr. José Cortez Godinez, Universidad Autónoma de Baja California, México
Prof. Dr. Juan Carlos Cancino Diaz, Instituto Politécnico Nacional, México
Prof. Dr. Juan Carlos Mosquera Feijoo, *Universidad Politécnica de Madrid, Espanha*
Prof. Dr. Juan Diego Parra Valencia, *Instituto Tecnológico Metropolitano de Medellín, Colômbia*
Prof. Dr. Juan Manuel Sánchez-Yáñez, *Universidad Michoacana de San Nicolás de Hidalgo, México*
Prof. Dr. Juan Porras Pulido, *Universidad Nacional Autónoma de México, México*
Prof. Dr. Júlio César Ribeiro, Universidade Federal Rural do Rio de Janeiro, Brasil
Prof. Dr. Leinig Antonio Perazolli, Universidade Estadual Paulista (UNESP), Brasil
Prof.ª Dr.ª Livia do Carmo, Universidade Federal de Goiás, Brasil
Prof.ª Dr.ª Luciane Spanhol Bordignon, Universidade de Passo Fundo, Brasil
Prof. Dr. Luis Fernando González Beltrán, *Universidad Nacional Autónoma de México, México*
Prof. Dr. Luis Vicente Amador Muñoz, *Universidad Pablo de Olavide, Espanha*
Prof.ª Dr.ª Macarena Esteban Ibáñez, *Universidad Pablo de Olavide, Espanha*
Prof. Dr. Manuel Ramiro Rodriguez, *Universidad Santiago de Compostela, Espanha*
Prof. Dr. Manuel Simões, Faculdade de Engenharia da Universidade do Porto, Portugal
Prof.ª Dr.ª Márcia de Souza Luz Freitas, Universidade Federal de Itajubá, Brasil
Prof. Dr. Marcos Augusto de Lima Nobre, Universidade Estadual Paulista (UNESP), Brasil
Prof. Dr. Marcos Vinicius Meiado, Universidade Federal de Sergipe, Brasil
Prof.ª Dr.ª Mar Garrido Román, *Universidad de Granada, Espanha*
Prof.ª Dr.ª Margarida Márcia Fernandes Lima, Universidade Federal de Ouro Preto, Brasil
Prof.ª Dr.ª María Alejandra Arecco, *Universidad de Buenos Aires, Argentina*
Prof.ª Dr.ª Maria Aparecida José de Oliveira, Universidade Federal da Bahia, Brasil
Prof.ª Dr.ª Maria Carmen Pastor, *Universitat Jaume I, Espanha*

Prof.ª Dr.ª Maria da Luz Vale Dias – Universidade de Coimbra, Portugal
Prof.ª Dr.ª Maria do Céu Caetano, Universidade Nova de Lisboa, Portugal
Prof.ª Dr.ª Maria do Socorro Saraiva Pinheiro, Universidade Federal do Maranhão, Brasil
Prof.ª Dr.ª MªGraça Pereira, Universidade do Minho, Portugal
Prof.ª Dr.ª Maria Gracinda Carvalho Teixeira, Universidade Federal Rural do Rio de Janeiro, Brasil
Prof.ª Dr.ª María Guadalupe Vega-López, *Universidad de Guadalajara, México*
Prof.ª Dr.ª Maria Lúcia Pato, Instituto Politécnico de Viseu, Portugal
Prof.ª Dr.ª Maritza González Moreno, *Universidad Tecnológica de La Habana, Cuba*
Prof.ª Dr.ª Mauriceia Silva de Paula Vieira, Universidade Federal de Lavras, Brasil
Prof. Dr. Melchor Gómez Pérez, *Universidad del Pais Vasco, Espanha*
Prof.ª Dr.ª Ninfa María Rosas-García, Centro de Biotecnología Genómica-Instituto Politécnico Nacional, México
Prof.ª Dr.ª Odara Horta Boscolo, Universidade Federal Fluminense, Brasil
Prof. Dr. Osbaldo Turpo-Gebera, *Universidad Nacional de San Agustín de Arequipa, Peru*
Prof.ª Dr.ª Patrícia Vasconcelos Almeida, Universidade Federal de Lavras, Brasil
Prof.ª Dr.ª Paula Arcoverde Cavalcanti, Universidade do Estado da Bahia, Brasil
Prof. Dr. Rodrigo Marques de Almeida Guerra, Universidade Federal do Pará, Brasil
Prof. Dr. Saulo Cerqueira de Aguiar Soares, Universidade Federal do Piauí, Brasil
Prof. Dr. Sérgio Bitencourt Araújo Barros, Universidade Federal do Piauí, Brasil
Prof. Dr. Sérgio Luiz do Amaral Moretti, Universidade Federal de Uberlândia, Brasil
Prof.ª Dr.ª Silvia Inés del Valle Navarro, *Universidad Nacional de Catamarca, Argentina*
Prof.ª Dr.ª Solange Kazumi Sakata, Instituto de Pesquisas Energéticas e Nucleares (IPEN)- USP, Brasil
Prof.ª Dr.ª Stanislava Kashtanova, *Saint Petersburg State University, Russia*
Prof.ª Dr.ª Susana Álvarez Otero – *Universidad de Oviedo, Espanha*
Prof.ª Dr.ª Teresa Cardoso, Universidade Aberta de Portugal
Prof.ª Dr.ª Teresa Monteiro Seixas, Universidade do Porto, Portugal
Prof. Dr. Valter Machado da Fonseca, Universidade Federal de Viçosa, Brasil
Prof.ª Dr.ª Vanessa Bordin Viera, Universidade Federal de Campina Grande, Brasil
Prof.ª Dr.ª Vera Lúcia Vasilévski dos Santos Araújo, Universidade Tecnológica Federal do Paraná, Brasil
Prof. Dr. Wilson Noé Garcés Aguilar, *Corporación Universitaria Autónoma del Cauca, Colômbia*
Prof. Dr. Xosé Somoza Medina, *Universidad de León, Espanha*

Dados Internacionais de Catalogação na Publicação (CIP) (eDOC BRASIL, Belo Horizonte/MG)

Q8i Quiroz Fragoso, Jennifer.
Identity Construction and Mentoring [livro eletrônico] As a
Foundation of Reality / Jennifer Quiroz Fragoso. – Curitiba, PR:
Artemis, 2025.

Formato: PDF

Requisitos de sistema: Adobe Acrobat Reader

Modo de acesso: World Wide Web

Inclui bibliografia

ISBN 978-65-81701-44-4

DOI 10.37572/EdArt_210325444

1. Ensino superior – México. 2. Educação. 3. Ensino superior –
Avaliação. I. Título.

CDD 378.1

Elaborado por Maurício Amormino Júnior – CRB6/2422



For my beloved family.

ACKNOWLEDGMENT

I also dedicate this book to my beloved dogs, who, with their sincere gazes and unconditional loyalty, teach me daily about identity, love, and the power of being present.

Through their small yet profound lessons, they remind me of what truly matters and how the construction of our reality begins with the purest and most genuine connection.

Thank you, Rush and Troy, for every moment of joy, comfort, and wisdom. My journey is better with you by my side.



PROLOGUE

The quality in Higher Education Institutions is at serious risk, due initially to the lack of teacher training institutions at this level, the serious dropout that occurs in the first year of university for reasons ranging from the lack of integration of the student into the institutions to poorly attended personal problems (Silva Laya, 2011) in addition to the fact that the university in Mexico has had a series of influences from outside with globalization and the creation of the knowledge society, so university students have new expectations, scopes and problems than those that existed for example ten years ago, Sanz Oro (2005) recounts the main changing aspects of young university students in the last 30 years, in which he highlights the attitudes and values that changed throughout these three decades, among them the indifference to develop one's own philosophy of life that includes the satisfactory completion of university studies, obtaining a job in accordance with their training upon completion, also rescuing the impact of technology by making mention in the choice of career, because students are becoming more interested in pursuing computer science degrees than humanities or arts, this has repercussions on the social disintegration of the new university student who is capable of pursuing a degree but wants to do it alone, without the process of accompaniment and socialization that the university requires, seeking to withdraw due to this breakdown of family values.

In Mexico, contrary to what happened in other countries, the implementation of tutorial systems in Higher Education Institutions is recent, they were incorporated in the year 2000 to address the problems that afflict this subsystem, one of them with an international trend has been to center the student in the educational process, proof of this is the work that was carried out in 1996 by the International Commission on Education for the 21st Century. The four pillars of education, a proposal that would imply a reorganization and reorientation of the actors in the teaching process and its purposes, learning to learn, learning to be, and learning to live together, managed to focus their sights on the student. The above reflects a concern in recognizing that until a few years ago, the gaze had not focused on the

precise educational actor: the student, who requires new, non-traditional stimuli for action in the university that allow the promotion of their learning, their integration and interaction with a new teacher: innovative, creative, with communication skills and willing to share their experiences, the teacher then acquires the role of tutor. The reflection that arises from these approaches indicates the imperative need to balance tutoring and the tutor's training; UNESCO 1998 was already a participant in this concern...

...quality in education is not only related to the content of its studies but also to the quality of its teachers and the capacity of systems and institutions to meet the educational needs of specific groups; Above all, it is linked to the social and personal values that are fostered during the learning process...

In Mexico, there is predominantly a traditional teaching practice and this significantly prevents the integration of educational action and the training process of the university student, which is why it is necessary to rethink and transform the teaching model, starting by promoting more active participation in the part of the student, generating a space for personalized accompaniment. According to Escudero and Gómez (2006), this new teaching would imply:

- The expansion of the areas of knowledge that the teacher must know and master, among which the development of the students stands out.
- The increase and complexity of the tasks required, such as instructing, educating, planning, developing sensitivity to diversity, and executing motivating teaching connected to the student's personal, cultural, and social world.
- Teaching intensification, refers to a strong intellectual involvement and commitment to the profession.

The description of this quality teaching can be complemented with the role of the tutor or one of the skills that the teacher must possess: tutoring, (Zabalza, 2003), so it is necessary to then establish a profile for the tutor. Canales (Cited in, 2010a) mentions three necessary aspects when talking about the tutor's profile:

1. Human qualities typical of the function of the “being” of the tutor teacher, which suggest promoting traits such as empathy, authenticity, cognitive and volitional maturity, responsibility, and sociability.
2. Scientific qualities, typical of the “knowledge” of the tutor teacher, refer to knowledge coming from the field of psychology and philosophy that directly and indirectly affects the tutor’s functions.
3. Technical qualities that define the “know-how” of the tutor, specified in a set of skills and techniques that are acquired through training.

The teachers in the institution have little pedagogical training, in addition to traditional didactics and performance, their fields of action are merely disciplinary, the vision of tutoring from a legal angle, a profile that they declare in a meeting in which they were trained for the development of an Institutional Tutoring System. The tutor must then have personal qualities and continuous training, Mora (2009) who, like Canales (2010) refers to human and social competencies, also mentions that he must have a human-social experience that will facilitate greater closeness and understanding of the various situations in which students find themselves, adding to this experience the aptitude for relationships and communication with others and to make the tutorial action more pleasant: humor.

Considering tutoring as an extension of classroom activities, developing activities integrated into the teaching-learning process should be a key element that defines the direction of the change that is intended to be given to university education, suggesting this because, even though it is frequently stated that tutoring is just another section of teaching, reality shows that intentions do not always correspond to reality and that in practice clear distinctions are established between both activities, so in the case of Teachers act in a specific way, which allows them to build their scientific and everyday knowledge, in this case about the tutorial action and everything that its development implies, from the conception that the student and the teacher involved in it have to the training, functions, and

actions that are taken to implement it. It is then necessary to conceptualize tutoring first, although, according to Mora (2009) the creation of the figure of the tutor has been a way of institutionalizing a part of the guidance activity if specific preparation is provided to teachers and understood generically, it implies accompaniment.

The problem is focused on the search for convergent points of view, common expectations, and conceptions shared by teachers and students that enable better tutorial action. In the majority of the studies analyzed, the differences in opinion and points of view tend to be reflected without trying to find spaces for negotiation and where there only seem to be opposing opinions; On the one hand, teachers refer to their students using stereotypes that their teaching practice and experience will later confirm; On the other hand, students channel their anxiety and frustrated expectations toward the teacher who plays a more powerful role in the teaching-learning process.

A rapprochement of positions, greater communication between the two levels, shared points of view, and a look at what is needed and what is offered could be some of the elements that foster the ideal climate in the search for efficient models in the exercise of tutorial action. In this case, students develop as they relate to new forms of curricular organization (tutoring programs), then investigate the ways of thinking of educational agents and their level of involvement in such initiatives. University professors are necessary who have the necessary training to cover some of the requirements for the tutorial action. Zabalza et al. (2006) describe psycho-pedagogical aspects that the university tutor must know to carry out the process, from cognitive, social, and affective aspects, such as the immaturity with which the student arrives, it must be remembered that when he begins, he is in a stage of development in which he has not yet defined his identity, not to mention other problems that arise such as alcoholism, drug addiction, teenage pregnancy, problems that the student already brings with him or that he acquires during his transition from university, this in terms of personal problems.

Regarding academic performance, the student sometimes does not have sufficient basic elements to allow him to satisfactorily face this

transition, facing problems of reading-writing, comprehension, analysis, and synthesis, he does not present criteria or reflection, for example, in an exercise with a group of 30 students they are all asked to prepare an essay, however, they do not question what it is or what parameters it should contain, they finish it, they hand in the work and no one knew it was an essay, no one asks.

Through informal interviews, it is known that of the 25 tutors, only one has training that permeates knowledge in the philosophy of education and thus tries to enable true support for the university student. The others, although they are continuously trained, manifest serious fractures between what they call technique and application - that is, they master the curricular contents but do not know how to transmit them - the need for listening, guidance and channeling that the students require is null, through an informal observation in a training course for the implementation of the institutional plan of tutorials, it was detected that the biggest concern of the tutor is that they hope to obtain teaching tools from the course that they can transmit to the students, they also present discomfort due to the lack of time to carry out the tutoring, due to the inadequate infrastructure to provide it to the student and due to the low remuneration. Zabalza (2003) addresses the profile of the university teacher by practically proposing ten competencies that he or she must possess; tutoring is one of them.

The above is because Goffman (1967) recognizes identity from a sociological perspective from a framework of differentiation of each individual, this is because each one has their trajectory and biography, and the actors are influenced socio-historically by the context and by various events that affect the image of themselves, for this reason, each tutor has the essential and existential aspects of his or her identity, as can be seen, the identity of the tutor will be affected by his or her personal, family, professional and work trajectories; That is to say, in terms of your identity, your journey in the work field will also depend, the sense of belonging you adopt in it and the commitment that it means, which allows you to explain whether the work you perform, in this case, tutoring, is - or is convenient for

you - motivating; For example, personnel rotation at the university represents a constant institutional anomie for the development of tutorial action.

Since the above is one of the most important aspects when we want to explain the motivation devices of any education professional; One of the factors that can influence the retention of teaching staff is the salary, because the economic component is associated with the performance of a job and the relationship with the intensity, complexity and interest of the same, although this cannot be generalized as the only source of motivation, for Santiago (2003) teaching has a relatively high staff turnover rate, teacher hiring programs do not solve the staff turnover problems of educational centers until they address the causes of the low retention of teachers, that is, a large number of teachers leave the profession to change sectors, because they consider the salary low, they are just passing through and their indifference affects their way of seeing work and the commitment initially acquired with teaching, with tutoring, with the institution and with society.

It is considered necessary to point out that the tutorial action is a process that is made up of elements whose understanding is often complex, so the elements of the action will be taken as follows: the conception of tutoring, the conception and development of the action, and the training and functions required for it.

Ayala Aguirre (2010) explains the functions that a tutor teacher must have in higher education, among which stands out his role as a reference with whom the university student can rehearse forms of socialization, stimulate the social and professional commitment of the student during his training, the facilitation of the student's integration in the first moment to academic life and in the second to productive life, bringing him closer to reality, so tutoring should have a procedural nature - in which there does seem to be a consensus. generalized - because the university stage is an essential moment in the lives of students, an important process of personal development and maturation takes place, a situation that argues for the commitment that the university must acquire in terms of the new social functions to which it must respond.

The professional identity of the tutors was chosen as the object of study because in recent decades the teaching work has become more complex due to the diversification and elevation of institutional standards, concretizing the idea that to be a university teacher was not enough to “teach classes”, due to the dizzying changes that the knowledge society has brought, one must fulfill teaching multitasks that include consulting, research, thesis direction, mastery of pedagogical theory - which is in trend -, publishing in books or refereed journals and becoming a tutor, in addition, the preparation of institutional development plans has been another of the mechanisms that have been implemented to regulate and accelerate changes in institutions by the Undersecretary of Higher Education, where tutoring is also referred to. There is a continuum between teaching and tutoring. It is not about retraining teachers to perform professional guidance functions. It is simply about making more explicit and more systematic the function that each teacher spontaneously develops as a guide and facilitator of the learning process of their students, both individually and in groups. The challenge is that under the label of learning, competency aspects are included that go beyond knowledge, the transmission of which constituted the traditional work of teachers (Rodríguez Espinar, 2012).

According to Gairin et al (2004), the tutorial action integrated into the teaching action should serve to enable, through adequate feedback, students to learn from their mistakes, provide them with possible remedies for their difficulties, motivate them and help them focus on their achievements; consolidate their learning, help them apply abstract principles in practical contexts; estimate their potential to progress to other levels and guide them in the choice of alternatives, as can be seen the tutor has a representative social role, he is in charge of integrating the student in his first year of university, of avoiding dropout, of providing support to the university student throughout his career, of strengthening profiles and comprehensively training an individual who integrates into society in a productive way, who is competent, he must achieve the university - work field link, only then will the student be able to make decisions and solve problems.

SUMMARY

IDENTITY CONSTRUCTION AND MENTORING AS A FOUNDATION OF REALITY

Jennifer Quiroz Fragoso

 https://doi.org/10.37572/EdArt_210325444

CHAPTER 1	1
MENTORING AND IDENTITY: INTELLECTUAL INTUITION?	
CHAPTER 2	33
TUTORIAL ACTION AND TUTORING CONVERGENT POINTS OR DISTANT AXES	
CHAPTER 3	51
THE CRISIS IN THE CONSTRUCTION OF IDENTITY	
REFERENCES	76
ABOUT THE AUTHOR	90

CHAPTER 1

MENTORING AND IDENTITY: INTELLECTUAL INTUITION?

Tutoring has been an object of study and a topic of discussion in current higher education, however, its historical significance, as well as its evolution, are essential to establish a conception of it because since its beginnings it has been found framed in the field of educational guidance, with tutoring being one of its modalities, as will be seen below the literature that has been in charge of its study shows that it has a long history in the educational field worldwide, as well as different conceptions to understand it, in the following pages it is intended to address the historical evolution of this, internationally and nationally to provide a vision of the origins of tutoring.

You can begin by citing some works of Plato where you can read the first vestiges of tutoring, the first attempts at accompaniment, and the first needs of this, for example, in *The Apology of Socrates*, Plato narrates that Socrates demands that Meletus make him appear in court instead of: “taking him privately and teaching and reprimanding him. For it is evident that, if I learn, I will stop doing what I do involuntarily. You have avoided and have not wanted to deal with me or teach me; Instead, you bring me here, where it is the law to bring those who need punishment and not teaching” (Plato, so it can be seen that the figure of the teacher who guides behavior is present when Socrates demands those teachings from Meletus, the accusation that he makes to Socrates is the following: “Socrates commits a crime and gets into what he should not do by investigating underground and celestial things, by making the weakest argument stronger and by teaching these same things to others.” Socrates then began to serve as a tutor by inquiring and later guiding and inducing others about their learning.

Likewise in the *Meno* (between 386 and 382 BC) Socrates asks a slave questions so that he becomes aware of his ignorance to guide him towards correction and truth, born from his mind, a product of the continuous work of both, the basis for carrying out this process is a discussion, to discover ideas that are hidden and make the tutor discover that he can find them if he searches for them through reason (Plato, 386-382 BC). Socrates (470-399 BC), according to Bisquerra (1996), adopted as his motto the aphorism inscribed on the frontispiece of the temple at Delphi: "Know thyself," pointing out that this will mainly be one of the objectives of the orientation.

Plato (1988) in the *Republic* commented on the differences between individuals and recommended that provisions be made to discover the outstanding abilities of each child. He proposed a socio-political structuring of the State where an educational system is configured with levels of progressive difficulty, in which the teacher is the agent of guidance. Bisquerra (1996) also considers that in Plato's Academy, the origins of the school can be traced. For Aristotle (384-322 BC), according to Bisquerra (1996), happiness lies in developing nature by carrying out a proper human activity. He considers that in Socrates, Plato, and Aristotle, psychopedagogical principles can be found referring to the purposes of education, learning, teacher-student relationships, and skills that are still in force to a large extent.

Continuing with the Middle Ages, Bisquerra (2006) points out that Thomas Aquinas (1225-1274) in his *Pueril Doctrine* outlines an education program dedicated to his son, dealing with the nature of man, knowledge, intellect, understanding, will, appetites, cognitive powers, common sense, memory among others, pointing out as basic conditions of teaching prudence, moderation, the ability to find the right medium and adaptation. To the disciples, Saint Thomas is considered by the author as a conditioner of the intellectualist orientation that will characterize traditional pedagogy; He also considers that the contributions of Descartes (1596-1659) are important, for example in *Discourse on Method* the dualism introduced with the distinction between *res extensa* and *res cogitans*, which has an

implication in psychology with the distinction between body and soul; In the *Pensees* of Pascal (1623-1662) he wrote “the most important thing in all life is the choice of a trade, chance determines it, custom makes the bricklayers, the soldiers, the slaters” this thought reflects the awareness of the importance of professional choice in a person’s life in a time long before the emergence of orientation according to the author.

The philosophers of British empiricism Locke (1632-1704), Berkeley (1685-1753), and Hume (1711-1776) exercised sufficient influence in trying to define the nature of man, the nature of society and the relationship between individual and society, John Locke considered that education and experience were fundamental determinants of the development of the child even though he recognized the existence of “congenital propensities.” For Bisquerra (1996) Locke in an *Essay concerning human understanding*, combats Descartes’ doctrine of innate ideas and revalues Aristotelian thought according to which sensations are the source of all knowledge, the child’s mind is a “*tabula rasa*” and therefore is receptive to all kinds of teachings, the influence of empiricism will be felt mainly in behaviorism. Kant (1724-1804) according to Bisquerra (1996) gave some pedagogy classes in Königsberg, which were compiled by his disciple T. Rink, who edited them with the title of *Über Padagogik*, for Kant’s pedagogy without psychology is blind, but psychology without pedagogy is empty and sterile, this could be a first justifying principle of current psychopedagogy, because Kant’s chair would later be occupied by Herbart, in addition to the fact that Kant, according to the author, stressed the importance and moral value of fulfilling the duty that is intimately felt when enunciating the categorical imperative Also of great implication in moral education, the first writing of Karl Marx (1818-1883) “*Considerations of a young man on the choice of a trade*” from 1835 – Marx was 17 years old – indicates that the first duty of the adolescent is to devote himself to serious reflections on the choice of career.

López Ortega (2003) for his part carries out an investigation where he seeks to identify the concept of tutoring in the historical approach he carries out and begins with the figure of the tutor who was in charge of the

custody, upbringing, or education of a child that takes up the Treaty on the Education of Princes; Later, the figure of preceptor appears, as in charge of the instruction and education of the child, this last term being the most popular since the 16th century, because it is still valid, according to the author, in some higher education institutions. Another current conception is that of preceptor, as a more advanced disciple who supports the teacher in a large class, a role that, according to the author, is present today at the Autonomous University of Guadalajara, although for De la Cruz Flores and others (2011) the oldest data available on tutoring is in Homer's epic poem, *The Odyssey*, because it is narrated that Odysseus before leaving for war entrusts the education of his son. Telemachus to his friend Mentor (human personification of the god Athena) and he is a guide and advisor because he shares his experience and becomes responsible for his physical, intellectual, spiritual, and social education.

Another figure is the counselor, the one who advises on important subjects, supports the student, and works individually with him when he needs it, subsequently returning to the conception of the counselor, also in force, who is the one who has the specific technical resources to help students and teachers, reaching the most current modality: the tutor, whose conception is based on the informative and training function that aims to transmit knowledge complemented by training.

Lobato, Arbizu, and del Castillo (2004) state that since its beginnings the tutorial action has a clear vocation of individualized attention by someone more qualified than the student or apprentice to direct and support their learning, there are various ways of conceiving this work giving rise to different models of action, they also mention that tutoring is a broad notion in two large contexts: educational and training, the term in Spanish tutor or academic advisor as some authors García Ramos and Gálvez (1996) have tried to name it, it refers to the function and activities carried out by who, in English is called mentoring (Hassman, 2002), tutoring (Pedicchio and Fontana, 2000), supervision (Rickard, 1990), and even coaching (Délivré, 2002) and in French tutorat (Baudrit, 2000), conseil pédagogique (Chalies et al. Durand, 2000), supervision (Villers, 1998) and more recently

accompagnement (Le Bouedec, 2001). Terms that, according to the authors coincide in a common denominator: the person who exercises the function of guiding, guiding, and informing the student in their intellectual, academic, or professional training.

Rodríguez Espinar (2004) makes an evolutionary journey of tutoring and its first conceptions in his article: “On University Tutoring: Something New or Rediscovering the old?” The first tutorial models at the universities of Oxford and Cambridge in 1841, along with the appearance of the first university tutoring initiative at Kenyon Collage, in which each student could choose a professor as an advisor and friend, in addition to serving as a means of communication with the institution’s teaching staff, also pointing to the first tutorial system recognized as such that emerged in 1877 at Johns Hopkins University, at Harvard University it began with attention to new students and, until the decade of the forties, information and guidance on the academic curriculum constitutes the core of main attention in tutoring tasks.

Starting in the 1950s, the so-called Developmental Advising began, that is, paying attention to the global development of the student, taking into consideration the relationship between education and life: progressive identification of academic and professional objectives, the search for the interconnection between training and profession. Rodríguez Espinar (2004) proposes that there is a continuum between teaching and tutoring, that is, it is not about reconverting teachers to perform professional guidance functions, but rather about making more explicit and systematic the function that each teacher spontaneously develops as a guide and facilitator of the learning process of their students, both at an individual and group level. The challenge is that under the label of learning, competency aspects are included that go beyond knowledge, the transmission of which constituted the traditional work of teachers. The author carries out documentary research to situate tutoring in the Spanish context and what it needs to determine its field of action, arguing that the ultimate reason for tutoring is none other than to contribute, within the global training action of the university, to forming professionally, socially and personally responsible citizens.

According to the international research carried out by De la Cruz, et al. (2011), most research on tutoring usually adopts a testimonial, prescriptive or exclusively positive version, without recognizing that carrying out the tutorial action is a process that is often frictional and open; considers tutoring as a complex and dynamic phenomenon, this consideration was obtained from a bibliography search, they were analyzed and based on differences and similarities, and grouped them into eight mutually exclusive roles, for the role theory the authors are based on Deutsch and Krauss (2001) postulating that tutoring is made up of various roles that coexist simultaneously, which can be developed by one or several individuals but, generally, are carried out by networks of experts, they describe the role and its various components using the analysis technique. functional.

Regarding the results, the authors position tutoring as a training process of a socio-cognitive nature, personalized and aimed at turning novices into competent individuals, through their integration into communities of practice and networks of experts, who solve problems in dynamic and complex environments, to create and recreate professional action and, where appropriate, generate advanced knowledge. In the process of joining the communities of practice, the student learns from the team leaders, from other experts integrated into the team, from the technical staff and their colleagues in training, and according to them, the process culminates when the tutee joins, by their high-performance standards, networks of experts, national, regional or global, thus obtaining the recognition of their peers. Below is a table in which various conceptions of tutoring are located over two decades:

Classification in chronological order of the conception of tutoring.

Author	Mentoring conception
De la Cruz, et al (2011)	It is a process, often frictional and open, a complex and dynamic phenomenon.
Lobato, Arbizu y del Castillo (2004)	Vocation of individualized attention by someone who is more qualified than the student or apprentice to direct and support their learning. There are various ways of conceiving this work, giving rise to different models of action. They also mention that tutoring is a broad notion in two major contexts: educational and training.

Rodríguez Espinar (2004)	Function that each teacher develops spontaneously as a guide and facilitator of the learning process of their students, both individually and in groups.
López Ortega (2003)	Activity in charge of instruction and education; counseling on important subjects, student support and individual work with them when required.
Hassman (2002)	Mentoring: valid model in the transition from the academic to the professional stage, peer tutoring.
Delivré (2002)	Coaching: consists of not giving an inaccurate or partial theoretical answer, it is a series of individual interviews between a person undergoing coaching who consults an external third party called a coach to deal with a professional problem related to their personality.
Le Bouedec (2001)	Accompagnement: personalized support in learning
Deutsch y Krauss (2001)	It is made up of various roles that coexist simultaneously, which can be carried out by one or several individuals but are generally carried out by networks of experts.
Chalies et Durand (2000)	Pedagogical counseling activity.
Pedicchio and Fontana (2000)	Tutoring: Academic supervision.
Baudrit (2000)	Tutorat: Tutoring process between students.
Villers (1998)	Supervision: Guidance in the intellectual field.
García Ramos y Gálvez (1996)	It refers to the function and activities performed by a tutor.
Rickard (1990)	Supervision: shared responsibility for supervising the development of skill, knowledge and understanding.

As it can be interpreted, although the contexts of the different concepts change, it can be seen that mentoring maintains an essence of the relationship between a person who joins a training process and begins a new journey and a person who has been involved for a long time in that same process. However, a universal conception of mentoring should not be proposed or sought because its definition will depend on the context and use given to it, for example, it will change depending on the disciplinary field in which it is applied.

The conceptions that are presented, although they are different, have some similarities in terms of the conception of the tutor and the tutorial activity, for example, they are aimed at the comprehensive training of students, mainly in the most current conceptions of referring to the training of people; Although they emphasize that tutoring is an eminent

function of the teaching profession, it cannot be stated that every teacher is a tutor or has the capabilities to be one, although tutoring is an activity that is carried out alongside the teaching process and is entrusted to the teachers in charge of this process, tutoring requires specialized training in the teachers to be able to be carried out.

University professors were trained as specialists in their respective subjects or disciplines; Since their inception, they have been more focused on research tasks than on teaching tasks; Strangely, it is vital, to be a teacher, to have an extensive history of research publications – even if these lack qualities.

In an almost traditional way, some teachers have the privilege in their careers of having been professionals in tutoring some of their students. Some of them continue to be a source of guidance for these students after they have left the university, this is considered true especially when the teacher-teacher relationship has been pleasant bidirectionally. When students perceive teachers and tutors as professionals who care and are interested in them, they receive good encouragement to attend classes and tutorials, the encouragement being considered reciprocal.

Some teachers have a series of skills to: understand the student's point of view; personalize the educational experience; facilitate class discussion where students listen and share ideas; organize personal learning experiences; be flexible; be open to new ideas and experiences; facilitate interpersonal and communication skills; promote a positive environment for a tutor-student relationship.

Cruz Flores and Abreu Hernández (2006) propose a comprehensive model of tutoring that was built based on the functional analysis of tasks, that is, the authors start from a review of literature related to tutoring, more specifically in the conceptions that various authors have of it and can be classified as documentary research, which yields results regarding postgraduate tutoring. From here the concepts developed can be rescued based on the role comparisons by author that the researchers make, such as the eight model roles that arise based on the interpretation and

subsidiary roles, they choose two central roles that organize tutoring as a whole as research training, which in higher education has to do with the support of professional practice, research and generation of new knowledge in postgraduate studies, the second of professional training, which is responsible for developing the student's ability to act in the dynamic and complex environments where the profession is practiced, essential axes during the tutorial action in higher education, the authors also add the teaching role, the socializer, coaching, counselor, sponsor and psychosocial support, the previous six roles described serve as the transversal axis of the comprehensive tutoring model proposed by the authors, as well as the promotion they make of the tutor as a promoter of professional practice supported by the best scientific evidence.

This would lead to the obligatory question if in reality these roles can be played by teachers who serve as tutors, do they conceive themselves as teachers, researchers, or tutors? Or do a series of roles – imposed and accepted – result in the maintenance of the position and its “social status”.

The presentation *Teaching Competencies for Tutoring in Higher Education* by Cruz Flores and Abreu Hernández (2006) makes it possible to identify tutoring not only as a process of support or advice, which is the big problem - the terms continue to be confused - and tutoring is reduced to analyzing problems of an academic nature, leaving aside the state of well-being of university students during their first year, which is considered critical due to the high dropout rate that occurs. Furthermore, the paper proposes a series of competencies that the tutor teacher must possess to exercise the role as such, and that in contrast with reality, only two aspects are met, including personalized treatment of the student and psychosocial support of the students, which are part of the tutor's socializing competencies, leaving aside the aspects of training and interpersonal competencies.

It is necessary to recover the skills that the tutor teacher needs to carry out the tutoring process. The aforementioned authors discuss them and classify them by relevance for higher education in training, which are oriented to mastering the theoretical and methodological corpus of the

discipline or profession; socializing skills, which are aimed at the gradual and legitimate integration of students into disciplinary or professional and intrapersonal communities, for the training and socializing skills to be effective, it is necessary to establish an interaction between tutors and students based on respect, commitment, responsibility, and communication. These aspects are what make up the interpersonal skills of tutoring, also making a first description of the current context of higher education in Mexico and the impact that the skills have on the tutorial action process. With the previous competencies and indicators, it is clear that the teacher tutor is shown as a reference for the student during his first year of university training, a reference that allows him to rehearse forms of socialization (Ayala Aguirre, 2010) generating spaces of conditions similar to reality for the student to practice his communication skills.

This process in which the tutor becomes a reference is critical during the first year of university training, the year in which he or she achieves the academic, social, and personal adaptation necessary to complete his or her professional training. Silva Laya (2011) studied that the difficulties that arise in the first year of university such as dropout, non-integration of the student, and the change of system - from secondary to higher education - respond to factors external to the university in conjunction with the variables of the institutional environment can be modified to create a favorable environment. for the IES student, which is why it proposes a diagnosis of the students during their first year of university, which will allow the institution to establish or increase support programs and strategies that improve the classroom experience.

According to Garay (2001) in Silva Laya...in the first year of the degree, the pedagogical, cultural, and generational break concerning the high school is brutal. Young people enter an unknown universe, a new institution that breaks in many ways from the family and school world... proposing tutorial action as support that has shown enormous support for young university students to develop a regular career, support that is considered can be used by HEIs.

This first approach to the student's reality will allow the identification of their academic, personal, or social problems by the first actor who contrasts their university experience with the institution, problems that will allow prompt intervention and/or channeling to the appropriate instances of the IES so that the student then achieves a comprehensive university training and a quality education. According to Silva Laya, this strategy may allow good enrollment retention during the first university year. However, enrollment retention cannot be considered as a fundamental indicator for measuring performance. of the tutor teacher, a deep analysis of the communicative, personal, and interpersonal aspects that tutors carry out with their students is necessary.

In the article he makes a historical comparison of how student dropout from the first year of university has been methodologically treated and that it has only been of interest in the United States, where the major theory it addresses comes from, from Gardner, Tinto and Miller, from whom he takes up in different quotes the methodological contributions they make for the treatment and approach of dropout at the university and how it affects school trajectories. What Silva Laya proposes is not to follow recipes for tutoring, but to look critically at the reality and context of the IES.

Silva Laya proposes criticality to the reality and context of the HEIs, it is interesting that his study proposes non-dropout as an indicator of the good or bad performance of the teacher as a tutor, which would lead one to think that what is interesting is the retention of university students who, although through the tutor and the "support" he gives them, they can complete their university studies, what or who will provide the security of a good insertion into the labor field? Retention due to the indicator and the economic factor does not imply that the student finds meaning in the university, if we talk about retention as an indicator, the tutor's task is facilitated, since he would only serve as a watchdog of the academic process, not as a guide for its integration.

García López et al. (2012) propose, returning to Duart and Sangrá, that the student's academic success depends largely on the efficiency of

the tutor and his ability to motivate the university student, attending to the different needs identified in both group and individual tutoring sessions. The result of these actions will necessarily influence the results of the student's academic performance.

So that tutoring, as part of the teaching work, is also focused on learning, it is necessary to directly involve teachers in Tutor Training Programs, which are conceived as instruments to achieve quality performance in tutoring tasks. The institution must aim to progressively end the conception and practice of "subject tutoring", "filler tutoring", and "tutoring to which no one goes but I do", a present reality, lacking credibility and an adequate and qualitative action plan to support it, limited to dealing with low enrollment or dropouts, this passive tutorial action and this tutor role of sitting back and waiting to see if a student appears, which with this reality, is very unlikely to appear. In 2010, Aguilera García, presented in her doctoral thesis a series of parameters of teaching practice that justify the activity of tutors, indicating that tutoring is a sometimes-continuous function of teaching, so the tutor must possess certain characteristics such as communication and empathy for their tutees.

Jiménez Rodríguez (2010) indicates that tutoring is considered a basic strategy for the orientation, individualization, and monitoring of student learning in any model, but it is even more so when methodologies are proposed that grant greater autonomy to university students. It improves the public image and external projection of the university and provides students with stimuli for the development of reflection and autonomy in the academic field. However, tutoring at the Mexican university level has various shortcomings, for example, the European framework has legislation that protects and regulates the tutorial process, and in Mexico, the organization that promotes it is the ANUIES, in a framework of proposal for higher education institutions to consolidate institutional models of tutoring.

This has led at least Universities to the creation of Institutional Tutoring programs which, although they aim to train young, well-rounded professionals, the strategy continues to be retention and enrollment,

avoiding dropouts and establishing how many there are, how many enter, how many graduates, leaving aside on more than one occasion whether the graduate has the necessary skills for insertion into the labor field or in the worst case scenario if he or she liked the career.

The tutorial function is an important element in supporting the quality of higher education in Mexico and the realization of this demand must include the implementation of an intervention articulated in concrete strategies and supported by a series of relevant resources in the achievement of the objectives that give meaning and significance to the tutorial action.

Patricia Ducoig (2005) suggests that it is convenient to address and ask what the functions of the tutor are when the importance of incorporating tutoring programs into Higher Education Institutions is questioned because according to the author, the majority of HEIs have conceptualized it not as a strategy for the advent of the individual as a subject of their existence, but as an instrumental device that is deployed to carry out any technical activity such as giving an injection to heal or as if the student were subjected to a lathe to shape it, and refers to Mora (2004) who argued that within the functions of the tutor, the teacher must begin by planning the steps he is going to follow to develop his task, putting first the information about the group and each of the students to have the basic knowledge that helps him grasp the situation he is in and prepare a diagnosis of it because tutoring is a process and the role of the tutor teacher is to carry it out.

It should be noted that tutoring is not designed - nor is it the teacher's role to observe it in this way - exclusively for students who present poor academic performance, but also for those outstanding students who require personalized attention to maintain and even improve their performance. Romo López (2005) warns that the ANUIES proposal - formulated in Higher Education towards the 21st Century, Strategic Lines of Development - implies a process of institutional organization in terms of tutoring in which other actors belonging to the academic and administrative fields are involved in a platform of various programs and services that it calls quality improvement of the teaching-learning process to which students who need different support and guidance can be channeled.

That is to say that practically none of these programs and services are created for tutoring, they are daily part of the operation of an HEI, for example, induction courses, development of skills and study habits, language learning, office automation, professional guidance, special programs for high-performance and/or outstanding students, programs that in some HEIs are not yet known and this function is entrusted to the tutor, considering that he does not serve as an academic advisor. The purpose of the university tutorial action will be to contribute to the full development of the student's personalities, the improvement of their academic performance and their personal, social, academic, and professional situation. Romo López (2005) herself points out what the teacher's functions are when carrying out the tutorial action, breaking them down as follows:

- Pay attention to conflicts with teachers.
- Support in academic and personal performance.
- Adaptation of high school to university.
- Information about university life.
- Guidance to maintain the study plan when there is a delay in some subjects.
- Support in decision-making in the advancement of the study plan.
- Greater control of the student's progress and the techniques used.
- Attention to questions, concerns, information about teachers and university facilities and what is and is not allowed to do at the institution.
- Make the time at university more enjoyable for students.
- Promoting integration and coexistence among students helps them be more open and have greater security in their decisions.
- Provide academic and psychological guidance, or failing that, provide a referral to the corresponding instance.
- Provide the feeling that tutoring is a service created for university students.
- Awaken the student interest in their training.

According to González Maura (2006), tutoring as a function of the university professor has been recognized since the very emergence of the university in the 10th century. The professor is the tutor of the student as he accompanies and guides his training, however, the understanding of how the professor exercises his tutorial function varies depending on the university model and the conception of the teaching-learning processes. First, it suggests the change from the medieval university to the modern university brought with it the emergence of different university models depending on its organization, and in all cases the tutor is the professor who accompanies the students in their training; However, the emphasis on training requirements in one model or another points towards different types of tutors:

- *The German model has scientific training as its essential objective. Training people with extensive scientific knowledge was the mission of the university, a mission that did not necessarily correspond to the demands and needs of society. Under this model, the training of people with solid scientific knowledge would be enough to achieve social development. The tutor in this model is a teacher who guides the student on the path of scientific research.*
- *The French model has as its essential objective training for the profession. Universities as state institutions, have the mission of training the professionals that the State needs. In this university model, the tutor is the professor who accompanies the student in their professional training.*
- *The Anglo-Saxon model has human development as its essential objective. Universities in this model have the mission of training ethical citizens, with a broad culture, who manage to insert themselves responsibly into society. The tutor in this university model is the professor who accompanies the student in their formation as a person.*

Interpreted from the different university frameworks, these traditions that González Maura (2006) points out, generating his conception of a tutor, coexist today, mixing their objectives and producing different perspectives and quite a bit of confusion. Thus, most university centers define attention to the personal dimension of the student as a priority objective.

The same author also suggests that, even though the three university models that developed in the 19th and 20th centuries tend to intermingle, three different and independent orientations of the teacher's tutorial function are observed: scientific tutoring, professional tutoring, and personal tutoring. If we look at the functions of the teacher-tutor based on university models, we find the following limitations:

A. A limited conception of the tutorial function, tutoring is limited to attention to specific and independent aspects of the university student's training: scientific, professional, and personal training. This led to the conception of tutors in a narrow sense: tutors for research, professional activity, or for personal development.

B. The conception of tutoring outside the teaching-learning process, tutoring is understood as the activity carried out by certain teachers outside the context of the class. Tutors are those professors in charge of guiding the students in specific aspects of their training: in the development of research tasks (scientific tutors), or of tasks linked to professional practice (tutors for the development of work practices), or personal development (tutors for the development of personal qualities: self-esteem, independence, social skills; for guidance in the process of adaptation to the University, the development of study skills).

C. The conception of tutoring as an individual activity, the teacher-tutor accompanies the student in the process of their training and guides them according to their needs, which constitutes personalized attention.

To explain the second, he returns to Zabalza (2003), arguing that the tutorial function comes to permeate the very concept of the teacher. It seems beyond a doubt that every teacher, regardless of the educational stage in which he or she exercises his or her role, is not only a teacher

but also a tutor of his or her students. Tutoring has become part of the widespread idea that teaching is not only explaining content but also directing the training process of our students. In this sense, all teachers are trainers and provide tutoring (a kind of accompaniment and guide to the training process) for the students. Tutoring thus acquires a content similar to that of the “guidance function” or “training function” of the teachers’ activity and establishes three roles to understand what the teacher assumes as a tutor in the student’s training process:

1. *The tutor as a transmitter: From a traditional teaching conception in which the teacher is conceived as an authority as a possessor of knowledge and the student as a passive recipient, as a reproducer of knowledge, the teacher’s tutorial function is carried out based on a directive process, of linear and direct transmission of knowledge and values to the student. Typical of this conception are the phrases: “The teacher teaches his classes”, and “the teacher instills values,” in which an absolute and imposed directivity is expressed in the relationship with his students.*
2. *The tutor as a facilitator: From a conception of non-directive teaching in which the absolute independence of the student in the learning process is assumed, since it is considered that he has immanent tendencies that guide his development, the teacher as a tutor stops assuming a directive role to become a facilitator, that is, a person who limits himself to guarantee the conditions that favor the free expression of the student’s innate tendencies for personal and professional fulfillment. The tutor as a facilitator is, therefore, a neutral educational agent in that he does not exert determining influences on the comprehensive training of the student, but only facilitates, creating favorable conditions for the student to achieve his development on his own.*
3. *The tutor as a counselor: From a historical-social conception of human development, by which it is understood that the student’s training is the result of the dialectical integration of the internal*

and the external in the process of activity, the teacher-tutor assumes a guiding function as he guides the student's learning, posing challenges and demands that lead him to achieve higher levels of independence in his training as a person in a process of social interaction. In this conception, the teacher's tutorial function is understood from the dialectic between the directivity and non-directivity of the teaching-learning process, while being a tutor means guiding the student's learning process toward the autonomous construction of knowledge, skills, and values.

It is considered necessary to make a differentiation between the role of tutor and the functions, for the first case such as the behavior and personal characteristics that the teacher must possess to perform the role of tutor, while the second will refer to the activity or activities that the teacher develops during the tutorial action. It is therefore necessary, at first, to try to expand the possibilities of teachers to help their tutors analyze the problematic situations they encounter in their learning and personal development process, to obtain the maximum performance from their stay at the university, in addition to trying to ensure that teachers acquire a greater variety to develop the tutorial action; skills that, if the tutor did not acquire during his training, can be acquired by training or implementing tutorial action plans that serve as a guide to the process. What should be thought about is the ideological propaganda aspect of these proposals that do not separate the role of the tutor, nor the functions, however, they are not specified, and only a form of thought, an idea, is spread, using education as a means.

In Mexico, tutoring arose in the 1940s in the postgraduate programs of the National Autonomous University of Mexico, beginning in the Faculty of Chemistry in postgraduate studies, assigning a tutor per tutored student (or) reaching legal rank in 1980 with the approval of the Complementary Standards to the General Regulations of Postgraduate Studies, the above because, since 1964, it has been recognized that the quality of a postgraduate program depends on the excellence and the tutors; However,

in the undergraduate degree, tutoring also begins at UNAM within the Open University System approximately ten years after postgraduate tutoring is legislated.

Although it can be understood that the National Autonomous University of Mexico can legislate itself, other universities also began to do so, such as the Autonomous University of Guadalajara and the Institute of Technology and Higher Studies of Monterrey, which undertook the creation of systems and tutorial plans for the degree programs they offered. It should be noted that the tutorial systems from the previous two and the UNAM took as “inspiration” international systems such as the Open University System in England and the National University of Education. Distance from Spain created the latter two decades earlier. The undergraduate tutoring systems in Mexico were inspired by foreign models that were legislated autonomously, mostly due to the capacity of the proprietary universities. However, antecedents of mentoring legislation can be traced at other levels such as the basic one, as will be seen below: Constitución Política de los Estados Unidos Mexicanos.

The Mexican Constitution, although it does not show a section with decrees and norms, article 3 indicates the following:

“...The State will guarantee quality in compulsory education so that educational materials and methods, school organization, educational infrastructure and the suitability of teachers and directors guarantee the maximum learning achievement of students...” (Political Constitution of the United Mexican States).

Where by guaranteeing to all Mexicans the quality of compulsory education in terms of educational methods and school organization, the foundations are laid for Tutoring Systems and Programs at least at that level that now reaches not only secondary education but also high school. Likewise, article 3 is taken as the Legal Framework in the General Framework for the Organization and Operation of Tutoring in Basic Education aimed at new teachers and teaching technicians covering the period from 2014 to 2016, which had to be questioned if it is considered decent ones with a career are considered experts when addressing only novice teachers, in

addition to knowing that, in the Normal Education curricular maps there is no seminar dedicated to tutoring, not counting the countless number of teachers who do not have the profile of educators but do have a place in the Mexican Public Education System.

Regarding the university in Mexico, the legal framework could be traced as mentioned above in article 3 of the constitution since, in addition, section VII states that the purpose of Higher Education will be to educate, research, and disseminate culture, although to achieve these objectives the HEIs have created various alternative projects and programs for the academic and professional development of the students, of course by the principles indicated in the article.

1. General Education Law

Regarding the General Law of Education, which governs the institutions of basic, secondary, normal and higher education, both public and private, in article 3 of the General Law of Education, which states to provide quality educational services that guarantee the maximum learning achievement of students, to guarantee what the article requires, a General Framework is created for the operation of Tutoring in Basic Education, where tutoring serves as recognition for teachers who stand out in their performance and in the fulfillment of their responsibility. professional, tutoring constitutes an accompaniment to the basic education teacher, not to the students, it represents a lateral exit for teachers who are considered experts - and accomplished - by the Secretary of Public Education, that is, they are relieved of their teaching duties to be supervisors of their less expert colleagues, tutoring constitutes support for teachers who take an entrance exam, this Law covers basic, upper secondary, higher and normal level, in no article is the role of the teacher as a tutor in a group where he develops the action tutorial. The tutor is designed for new teaching staff.

This Law, in article 7 of the first section, states that the purposes of education will be distinguished to contribute to the comprehensive development of individuals so that they can fully exercise their human capabilities.

2. National Development Plan 2013-2018

In its action plan on education, it aims to achieve a more just and prosperous society: developing the human potential of Mexicans with quality education, which could serve as a basis for Tutorial Systems; also in section VI.3 Mexico with Quality Education, strategy 3.1.5 Reduce school dropouts, improve terminal efficiency at each educational level and increase transition rates between one level and another: Expand the operation of tutorial systems to reduce dropout levels among students and promote the timely completion of studies. As can be seen, the emphasis is only on reducing dropout and lag, the comprehensive training that it proposes is then left aside, it is only about coverage, permanence and graduation, where is the quality? It cannot be ensured that the students who graduate have comprehensive training or that they have received good professional training, unless it is pointed out, for example, who can be tutors? What is the profile for tutoring? Nobody regulates tutoring in the country.

3. The Secretary of Public Education and the educational reform that promoted tutoring

In 2006, the Secretary of Public Education reformed the study plans for secondary education, including in the proposal launched four years earlier the opening of a specific space for tutoring in secondary education, which was proposed for all grades, comprising one hour a week of attention to each group within the 35 hours scheduled weekly for work at that level. The material available for care at this level was called: Guidance and Tutoring in Secondary School: Guidelines for the Training and Care of Adolescents

In 2014, together with the Undersecretary of Higher Secondary Education and the Latin American Faculty of Social Sciences, Mexico Headquarters, he published the material titled “I do not abandon: Manual to be a better tutor in higher secondary education schools”, within the framework of the Movement against school dropouts in Higher Secondary Education. As can be seen in the material, the aim is to reduce lag and abandonment at this level. and profiles of said tutors, this is because, as is known in Mexico, there are no institutions that train teachers in upper

secondary education, such as the normal ones that train basic education teachers, the same happens with the bachelor's level, the majority of teachers have a profession but not teacher training at the secondary or higher level.

4. The National Association of Universities and Higher Education Institutions

At the Higher Level, the tutoring program is created by the National Association of Universities and Higher Education Institutions as part of the comprehensive development of students, according to the document published in 2000: Institutional tutoring programs. A proposal from ANUIES for its organization and operation in higher education institutions. It points out that the use of student-centered tutoring and the orientation towards learning constitute essential requirements for the transformation that Higher Education Institutions had to undertake in that decade.

What is evident in this “legislation” is that it is about lightening the reality at that time and today, the deficiencies of the Mexican Educational System because in the documents consulted one reads a tutoring and compensatory orientation, aimed at enrollment retention and terminal efficiency – not quality – the discourse of comprehensive training is just that, the HEIs are not addressing the training deficiencies of the students, the tutoring will then be that lifesaver of education – or the educational system. The HEIs must legislate and propose their Tutorial Systems, they must make tutoring a reality and not continue in that simulation actor, they must know the costs but also the benefits in the medium and long term of what this communication link between teachers and students would represent, the HEIs must be in charge of establishing policies that standardize and regulate tutoring because the scope of this will depend on the needs and context of each institution, this is clear if what they want is to consolidate a solid structure for action tutorial and tutoring.

Academic tutoring constitutes valid transformations in higher educational institutions that positively involve teachers, but how does the teacher construct his identity as a tutor? Thinking about identity invites us

to think about conflict, however, not in all cases the construction of this implies an extreme conflict, identity is always a tension between wanting and being able to be, in the case of the teacher who finds himself in this dilemma, it is a greater conflict to construct his identity as a tutor.

If the teacher constructs his identity and takes this as a choice, coinciding with Arfuch (2012) it will be taken as a decision that is based on the autonomy of the subject, tutoring and appropriating an identity as a tutor does not represent a choice, it represents work, which will be paid, it will be four hours more than the salary, for this author the idea of construction will involve becoming, change, temporality, and also freedom, that is, identity not as subjection or determinism, but as the possibility of self-creation, the identity of the university tutor continues to be discussed from the perspective of choice, necessity or imposition. What happens then with the subjective and social construction? How the tutor sees himself and how he is seen, as well as his work, his profile, and his performance, the same university community will determine whether or not he is “a good tutor” if the students “request” him as a tutor or they “complain” about that tutor, although the researcher focuses mainly on the construction of identity in older people from a critical perspective, the concepts of identity and construction that he handles will allow the discussion of what has been addressed and from what perspectives.

Regarding the teaching profession and the construction of one’s identity as a professional, Prieto Parra (2004) asks what it means to be a teacher. And what specific tasks does it have? Explaining that the context in which the identity is constructed has a lot to do with it, in the case of the school, it constitutes a social reality, which is made up of various actors, processes, plans, programs, regulations, cycles, among others, which in turn contain regulations, actions, facts, and procedures that generate diverse meanings, interpretations, and conceptions of that reality, conceptions that may or may not be divergent, which is why tension, complexity, and diversity will arise at the university.

The author takes up the critical perspective, suggesting the incorporation of a reflective professional who promotes and facilitates

learning. She proposes a deconstruction of the teacher's identity because she considers it, returning to Gysling (1992), as a mechanism through which teachers recognize themselves and are recognized by other members of a certain social category, the category of teachers. Of the review that has been done, the majority agree on the importance of professional identity formation in teachers, however, they are left out. the functions assigned to him in his role as a teacher such as administrative work, advice, and tutoring, the latter being a factor that allows the constitution of another identity in the teacher, that of the tutor.

The construction of the teacher as a tutor, as well as his construction as a professional, requires an individual and collective process, with a dynamic nature that will be maintained during the period he works as a teacher, configuring subjective and collective representations of his role as a tutor, but how can a professional be conceived as a tutor if perhaps he does not yet conceive himself as a teacher? If the approach to university classrooms occurred in most cases due to the lack of opportunities in their professions of origin, tutoring is another addition to economic growth but not too professional growth since according to Serret (2001) collective identity refers to the imaginary feeling of belonging that a group builds, building itself around references that indicate belonging to groups defined by their opposition, exclusion or difference, that is, the tutor may or may not identify with the group of tutors and with the group of teachers to which it belongs in the school environment.

However, if there are oppositions, it is most likely that these meetings will not take place, therefore identity is constructed as an individual process, it stops seeing the collective to focus on its individuality, looking for its references of belonging to those groups and where the rupture exists, it may be ideological, religious or gender, so addressing the issue of the construction of the identity of the teacher as a tutor will mean thinking about the identity in a psychic, social way, as a support for one's historical structure, of a set of conscious and individual and unconscious and collective processes, which will allow the subject to recognize himself

as a unique person from the group that surrounds him, having to include himself in a reality that names him from which he can name himself.

If we venture into the field of sociology, Berger and Luckman (1989) place identity as a phenomenon that arises from the dialectic between the individual and society, because there are no identities outside of a specific social context and a socialization process that goes through various moments. For example, through primary socialization, the self is situated in the family, in school, in the community; It reflects the attitudes of others towards it, and becomes what the other signifiers consider it to be, and from here the basic meanings and the first norms appear. On the contrary, secondary socialization occurs in a second moment, it is through it that the individual acquires specific knowledge of the roles, and there is less internalization and emotional burden; There being more detachment and separation from reality, a basic result is also the interaction with others to maintain subjective reality, so the most important form of maintaining reality will be dialogue.

In this sense, authors such as Gewerc (2001) try to answer what the university is like and how it conditions professional practice and helps to configure a specific professional identity, suggesting that this type of research represents a challenge in which the researcher will become a whistleblower, by “revealing” what happens there, arguing that this is a reason why research in this area is scarce, the purposes of the research are aimed at describing and understanding the teaching staff, investigating how their professional identity is constituted. built in the organizational conditions of the institution where he carries out his work and in the set of professional practices he carries out, to understand what are the conditions and provisions that help determine his professional work.

That is to say, it attempts to construct from the idea of a professional practice historically configured in such a way that the members seek the solutions that history itself suggests for the difficulties and conflicts they face. The author tried to unravel how the identity of the university teacher is constituted around the meanings that teachers have about the reality they

live in, which are materialized in daily doing and thinking in the institution where it is developed. In addition, she was interested in discovering what weight the university has in that constitution and what issues of that history have left their visible traces on the professionals who work in it, and the methodology used for this research was the case study, because the interest in the construction of subjectivity can be considered an academic fashion, however, how subjectivity is formed turns out to be a privileged access route for the study of social relations.

The set of these investigations proposes a new perspective on the social: that of the individual who lives daily the rules that govern life in society. That is to say, recovering the concept of identity implies recovering the teaching subject, not from the pedagogical identity (Bernstein, 1998) established by the official (and legitimized) discourse but through his narrative, of what he says he is, because currently the concept has been used indiscriminately to account for multiple issues that refer to professionalism, without making the effort of a definition, of clarifying what is meant when talking about professional identity, therefore which on many occasions appears ambiguously. For example, on the one hand, it appears associated with the ideas found between modernity and postmodernity and how from them there has been a resurgence of the theoretical problem of the construction of the subject.

On the other hand, it is associated with issues of a psychological nature, which are closely related to personality, and from there it refers to personal and/or family issues. In addition, sociology or anthropology also refers to identity, fundamentally to particular cultural issues of nations or peoples. These traditions and customs give the individual identity, that is, a way of being based on the culture to which he or she belongs. However, the author had to take into account that several ideas are grouped under the term identity because it is linked to the notion of permanence, the maintenance of fixed reference points that escape the changes that may affect the subject or the object in the course of time as well as the relationships between two elements through which absolute similarity is established, thus allowing them to be recognized as equal, and to the

delimitation that ensures the existence in separate states, thus allowing the adjustment of unity, totalizing cohesion. indispensable to the capacity for distinction, as has been observed, it is related to constancy, unity, and recognition of the same.

Identity should not be taken as a simple concept because, if delved deeper into, various problems related to it are found, in particular research that has aimed at understanding the relationships between identity, time, and change, in others, how generational times produce identities that at the same time imply stability and change. From research with a socio-anthropological approach, identity derives from a socialization process, that is, it is always social or socialized identity (Abad, 1993), it is defined, therefore, in the set of relationships that the individual maintains with other social objects (people, groups, institutions, values, among others).

Gewerc (2001) takes up the construction of identity, from a perspective firmly linked to biographical processes and individual trajectories, in that sense, the forms and contents by which teachers acquire, maintain, and develop their identity throughout their career, are revealed to be of capital importance for the understanding of their practices. The construction of identity then begins – and from Giddens' perspective, according to the author – to be defined in the course of the initial training process, in the construction of a body of knowledge and know-how, which identify the teacher as a person constructed by a multiplicity of life experiences. Therefore, it can be deduced that the social construction of professional identity, in this case of the tutor, can favor not only the generation of critical groups committed to their professional being and doing, but also the emergence of more comprehensive professional proposals that respond to the challenges, functions and demands established for the teaching profession, so this process of identity construction would contribute to the transformation of the university and the revitalization of the teaching profession in its work as a tutor.

The objectives of their research revolved around knowing how a group of accompaniment tutors have lived and meant the tutorial action,

in addition to investigating how it is that from experience in the tutorial action, the role of tutor acquires meaning and identity. Methodologically, to answer the main question, the author considered it appropriate to use the semi-structured-open interview technique with a group of accompanying tutors because, according to her, the only ones who can account for the constitution of a collective identity, if there is one, are the tutors themselves, obtaining as a result that the UAM-Xochimilco program indicates that the tutor must establish a relationship of empathy, respect, and understanding with the tutor, to foster a bond of a preventive and guiding nature, in That relationship and link that is established is that both tutor and tutor agents provide meaning and context to the tutorial action, which is crossed by the areas of daily experience and it is there, at that intersection where identity is configured.

However, when analyzing the research, it does not take into account when the perception of other agents of the group takes into account the construction of identity, as the instruments are focused only on teachers and their development within the tutoring program; Therefore, we lose sight of the influence of the collective perceptions that the teachers may have had when configuring their identity as tutors, since it is assumed that they already have a preconfiguration to constitute themselves as university teachers. The above has made it possible to realize that identity studies have not delved into the influence of other agents on how they perceive themselves and how they are perceived.

The research work presented by Yocco et al. (2012) aims to share experiences that are developed in a technological university, focusing on the formation of the teacher's role as tutor, highlighting the contribution of tools available in a virtual environment, from a hermeneutic perspective, the authors make interpretations of various observations within laboratories, concluding that the virtual environment favored the construction of the tutor's role collaboratively, along with the negotiation of meanings and the construction of knowledge from an exchange of content, problems and shared tasks.

So the question would arise if the role was really constructed appropriately because the community and the interpretations that are built around that role are lost from sight, how does the teacher see himself in the role of tutor? And how is that role viewed externally? Eldestein and Coria (1995) propose that if the constitution of the identity of a subject supposes the presence of 'another' who names him, and by naming means assigning a place, the image that is returned in that case is that the practitioner is in a situation of lack concerning a position to which he aspires, that of teacher because the practicing subject is not constituted in solitude, but by the presence of other observers who return images that allow him to find himself in a place, this mirror functioning, where only that which refers to the observer's ideal is recognized, is experienced with many conflicts. How it was constructed was left aside, which is why it represents a new avenue of research, in addition to which a doubt arises about the paradigmatic approach, although observations, interviews, and interpretations of the same are made, revealing a hermeneutic cut, the theoretical support has a behaviorist cut so it reads positivist, in addition to the fact that virtual learning environments occur in the theory of instruction, so the study would have a mixed orientation, although not clear.

In another research carried out by Cacho Alfaro (2004) about teachers, trajectories, and identities, in the objective is to investigate the perception that teachers have of themselves as teachers, what type they consider themselves to be, how these perceptions affect or manifest themselves in practice, and the conceptions they have about what a good teacher is like, above all what is studied is how said conception is configured, that is, the configuration of the teacher's professional identity, in this sense the author takes identity as social construction that implies feelings of belonging, which generates inclusion of the individual personality in the collective, this inclusion occurring through processes of appropriation and internalization of the cultural symbolic complex. However, it is necessary to clarify that an individual can have multiple specific identities that can be adjusted depending on a socio-historical context susceptible to

transformation, so the research deals with the historical construction of the identity made by the teacher under a qualitative methodological approach, following the author Taylor and Bogdan (1990) who refer to it as how people see themselves and their world.

The author takes up Ortega y Gasset (1972) that in every present, at least three generations coexist: the young, the mature men and the old; That is to say that in every historical reality, the present involves three different times or dimensions, which coexist housed in it, whether they like it or not, linked to each other and, necessarily, being different, with a certain hostility. The present is for some twenty years, for another forty, for another sixty; And that, being three such different ways of life, they have to be the same present, amply declares the dynamic drama, the conflict and collision that constitutes the background of the historical matter, of all current coexistence.

However, it must be taken into account that an encounter between generations is much more complex than the simple transmission of an inheritance because it means an intertwining of identities, with all the conflicts and mutual dependencies that it represents. Taking into account that the assumptions that guide the research have to do with the fact that the teaching profession is a historical construction and that the professional identity is constituted from the school biography and daily teaching activity, within the qualitative approaches it was located in the biographical one, returning above all to the training and work trajectories. However, it is clear that the construction of the identity of the two generations analyzed focuses on the experience that the years of service has left them and not the professional training they have; They lack theoretical references because it is not clear as to what the function of primary school is - this study was done at a basic level -, its references being such as “first link” of the training chain, that is, this research leaves open assumptions for investigation about whether the construction of the teacher’s identity as such is the result of individualistic or collective practices, that is, the identity is constantly shaped, it is not a primordial center of the personality that already exists,

nor something that is acquired at a very specific moment; It is something that is constantly negotiated throughout life, so the socio-historical and collective elements account for it, this in a teacher with only the identity of a teacher, what conflicts will exist in a teacher whose construction as such is in process, if he adds a second construction as an advisor and a third as a tutor, if there are no theoretical references or understanding of his function.

For her part, Molina Bernal (2012) carried out state-of-the-art tutoring, having as a line of research the competencies of tutoring, presenting it in dimensions at the national level - the author is Colombian - where she found that the tutoring provided in the different universities in her country tend not only to improve the performance of the students but also seek to enhance the student both in their skills and in their knowledge, that is, the evidence found of tutoring is mostly given in response to the training. comprehensive, as a support strategy for the student during his university stay, being that the tutor will be characterized by having pedagogical, professional, and human conditions, he will be an expert in the fundamentals of the university so that he can develop in addition to listening and guiding the student.

Regarding its international findings, the experiences of countries such as Argentina, Mexico and Spain are described, mainly finding that academic tutoring responds to the interests of each institution; In that sense, they must originate from research projects; as well as providing support to the student, both personally and academically (attending to their weaknesses and enhancing their strengths) and their professional horizon, which is why, according to the fundamental author, it is to train tutors to respond to the objectives of training programs in universities by covering intrinsic needs.

Molina Bernal also highlights the lines that leave open for future research among which stand out, for example, if the figure of the tutor responds to institutional transformation, if the tutor can be an advisor, manager, teacher and researcher or it is necessary to identify the teaching identity. Regarding this last point, it is considered that if we know how teachers construct their identity as tutors, the previous two can be answered, because the degree of coherence and structuring of their

identity can be known, which will allow us to show if their training promotes the development and monitoring of tutoring.

Giner Tarrida (2012) for his part carries out research in which he considers it necessary to contextualize the social environment and the educational environment where the tutorial action is developed together with the tutorial needs under two axes, that of social analysis and that of the analysis of the school environment, regarding the first, the analysis he made of the society reflects a dynamism in permanent change - the author follows Bauman - because society is increasingly more complex, as Morín (2000) suggests, it is more difficult to conceive and with great dispersion, constant variability and uncertainty.

The most theoretically representative thing that the author rescues from this axis are the changes in values and social identities: the values that are shared socially change quickly, because a characteristic of today's young people is precisely the volatility of their identity, so having to opt for a profession that was not expected implies, together with the group, the constant modification of personal identity, with very rapid changes in values.

This author's research shows the need for psycho-pedagogical training that tutors need to respond to the tutorial needs of their students, which according to him can allow us to affirm that the tutor's competency categorization has been validated and provides a referential framework for future training in tutoring. However, if we consider the social complexity - which he mentions - in which tutors work forces them to address a great diversity of needs of students and institutions, but do tutors not have academic, or personal needs? or professionals? The tutor then requires taking an active attitude in his work as a counselor to accompany and help the student in his growth, both personal and academic or professional. This makes it essential that the teacher has to build his or her professional identity as a tutor to face the educational challenge presented by today's complex society.

CHAPTER 2

TUTORIAL ACTION AND TUTORING CONVERGENT POINTS OR DISTANT AXES

Tutorial action is an inherent component of university education. It shares its goals and contributes to their achievement, by facilitating adaptation to the university, academic learning and performance, curricular guidance, and professional guidance. The basic characteristics of university tutoring are specified below, according to Rodríguez Espinar (2012):

- It is a teaching orientation action aimed at promoting and facilitating the comprehensive development of students in their intellectual, emotional, personal, and social dimensions, in line with a quality approach from the student's perspective.
- Tutoring helps personalize university education. Teaching at the university aims for people to build and mature knowledge and attitudes. If we think that learning is a personal evolution of each student and that the fundamental characteristic of the 21st-century university is the increase in the heterogeneity of the student body (in terms of age, expectations, and work participation during studies...), tutoring must facilitate the individualized academic monitoring of students in the planning and development of their training itinerary.
- Student attention constitutes a key element of quality. The student ratio makes tutoring a key resource with no alternative. Thus, in countries where the model of only guidance services, independent of academic activity, has predominated, it is not possible to serve all students, so that its action is reduced to

more or less extensive information, or to intensive but minority counseling.

- Tutoring channels and energizes the students' relationships with the different segments of student care, both administrative (facilitating access and interpretation of information), teaching (contributing to the understanding of the training curriculum of the studies and the meaning and demands of the different subjects), organizational (favoring participation...) and services (guidance, cultural... by promoting their knowledge and the encounter between the two). It is, in this way, a guarantor of the proper use of the different curricular and extracurricular resources that the institution makes available to you.

By facilitating this last objective, tutoring allows the active integration of the student in the institution. Not only because it facilitates access to information, critically and constructively, but because it stimulates involvement and participation at all organizational levels. In short, the tutorial action must constitute a process framed in educational orientation, it is an activity that complements the teaching action and has the main objective of attending to the diversity of the students, however some of the characteristics that are proposed are only intentions, which are intended to be collective and coordinated, in reality involving every member of the educational community is more complex, if in rare cases they manage to integrate tutors - students, you can imagine the conflict of doing it with the parents, some Sometimes the intentions are there but the resources or disposition of those involved are not.

It is considered necessary to raise the objectives of the tutorial action, Albaladejo (2012) presents them as follows:

- a) Obtain the best knowledge from the tutor of the student's personal, family, and school reality.
- b) Help the student with those difficulties and/or problems that prevent or hinder his integral development as a person and concerning others.

- c) Achieve greater and better knowledge by the student of his tutor and other teachers.
- d) Make possible coordination between the tutor teacher and other teachers who influence the same group of students.
- e) Help the student and the class group to overcome the problems that prevent or hinder their adequate evolution towards personal maturity and democratic maturity as components of a group.
- f) Inform and train the student in creating appropriate study habits.
- g) Inform and train the student in the use of the necessary intellectual work techniques that facilitate and make their dedication to study more profitable.
- h) Guide and work together with parents, other teachers, and the student himself on the behavioral problems and learning difficulties that he presents.
- i) Interpersonal Communication: with teachers, with classmates, and friends.
- j) Provide academic and professional guidance to students at the end of compulsory schooling.
- k) Achieve greater knowledge of the student through adequate monitoring throughout schooling and the data provided by the psycho-pedagogical tests carried out.
- l) Divert cases that require it to the Guidance Departments, Psychopedagogical Teams, or other services.
- m) Inform and train the students on topics that interest them related to culture, science, sports, leisure and free time, and personality development.

From the above, it follows that the tutorial action is a process of help to the student, it is a task of the HEIs and can be seen as a right of the same, especially if it is based on the fact that learning in the classroom is a process of human interaction, where the tutor has the possibility of encouraging, promoting and motivating communication, in this way, the tutorial action takes importance in the learning processes of the university

student since it is translated as personalized attention for him, where his needs and academic difficulties are analyzed and they are also identified and attended to. Its strengths, the idea of tutoring as accompaniment for those students with low academic performance must be left aside, it must also be clear that tutoring at no time replaces classes but rather this modality involves the establishment of interpersonal relationships with the student to organize and plan the actions that allow improvement but, it does not always occur in the sweet and expected way in the Mexican HEIs, it becomes a more bureaucratic process, which is measured, yes, tutoring and good tutoring, the efficient one is the one that avoids dropout, therefore the expectations that are satisfied and covered are only administrative ones, having a large enrollment here only represents more resources.

It is pertinent to establish the concept of tutorial action taken up by Gairín et al (2004) in which he proposes it as a guiding process that is developed jointly by teacher and student, in academic, professional, and personal aspects, to establish a work program that favors the preparation and design of the most appropriate trajectory for the chosen university career, the author encompasses two fundamental aspects of the tutor's performance: academic aspects that are taken as quantitative and could include enrollment retention, the student's academic results and Aspects that allow him to integrate into the professional world in terms of the characteristics that the tutor must possess in his training can include communication, empathy, treatment and the experiences that arise in the process of accompaniment by the tutor teacher.

These aspects can allow the university student to reflect and analyze the problems that arise in their university life, such as integration and academic training, in addition to allowing them autonomy, competence, and criticality in the work environment.

Although the above covers the conception of the tutorial action, it is necessary to establish this as a very important responsibility of a university teacher who assumes the commitment to be the guide of the training process of the students under his tutelage, permanently linked to academic

activities. According to Romo López (2005), he is not the teacher who is regularly in the classroom, because he guides, advises, and accompanies the student during his teaching-learning process, with the vision of leading him toward his comprehensive training, for which he must stimulate in he the ability to take responsibility for his learning and his training, the author also adds, the teacher who acts as a tutor must demonstrate extensive knowledge of the educational philosophy, the educational cycle and modality in which the tutorial practice is carried out and highlights that it is convenient to have a teacher equipped with extensive academic experience, who enables an efficient and effective exercise of teaching or research and that these important functions are related to the area in which their tutors are enrolled. In 2010, Aguilera García presented in her doctoral thesis a series of parameters of teaching practice that justify the activity of tutors, indicating that tutoring is a sometimes continuous function of teaching, so the tutor must possess certain characteristics, such as communication and empathy for their tutees.

As can be seen, the exercise of tutoring falls on the teachers, influencing the training process of the students, but how can they focus on the comprehensive support of the students if there are a series of procedures and demands within the “tutoring”, or the tutor focuses on personalized attention or on avoiding failure, persecuting the students so that they do not leave, desertion is not avoided with tutoring, nor with social programs or scholarships, Dropout must be analyzed from the worldview of the students, investigating why school no longer means them.

Jiménez Rodríguez (2010) indicates that tutoring is considered a basic strategy for the orientation, individualization and monitoring of student learning in any model, but it is even more so when methodologies are proposed that grant greater autonomy to university students. It improves the public image and external projection of the university and provides students with stimuli for the development of reflection and autonomy in the academic field. However, tutoring at the Mexican university level has various shortcomings, for example, the European framework has legislation that

protects and regulates the tutorial process, and in Mexico the organization that promotes it is ANUIES, in a framework of proposal for higher education institutions to consolidate institutional models of tutoring.

In Spain, tutorial models vary according to the organization and planning of each institution, between individual, group, mandatory, or optional, they are presented according to different combinations between such variables, but in all cases, the teachers who are tutors are not only specialists in the area of knowledge of study, but they must also be adequately trained to perform this important and particular function, knowing the characteristics of the institution, the materials used and the psychology of the student in such a situation, although the university path requires a high degree of commitment and self-management by the students, they are not alone, but have a reference with which to interact, their tutor, capable of guiding, inducing and encouraging them in their conceptual, procedural and attitudinal learning.

According to Segovia and Fresco (2000), tutoring is linked to the guiding action that a teacher carries out with a group of students, in such a way that the teacher-tutor “is the one in charge of the development, maturation, orientation and learning of a group of students entrusted to him; he knows, and takes into account, the school, family and environmental environment in which they live, and seeks to enhance their integral development, the objective of the tutorial action being then to optimize the performance of teaching through appropriate help to the student, throughout his progress through the educational system, responding to the attention to diversity, thus constituting the tutorial action as inherent to the teaching activity if a comprehensive educational model is intended, where tutoring must be linked to the guiding action that a teacher carries out with a group of students, in such a way that the teacher-tutor according to Ortega (2001) is the one in charge of the development, maturation, orientation and learning of a group of students entrusted to him; knows, and takes into account, the school, family and environmental environment in which they live, and seeks to enhance their integral development.

It turns out then that tutoring is a broad notion in educational and training contexts, however when talking about tutorial action Lázaro Martínez (2004) refers to it as qualitative information of the attention process and teacher-student relationship, avoiding or overcoming procedures more to quantitative use, reduced to recording results, including the scope.

Tutoring in the context of universities in Mexico does not arise from a discussion of the academic actors themselves, but rather as an institutional problem based on the idea of academically compensating students with difficulties Sánchez (cited in Aguilar Nery, 2012) the tendency is to understand tutoring as an integral part of teaching and not as detached from it, however, this position must be contrasted with the concrete experiences and the training of the teacher, since there are no training institutions for university teachers, so it is You can observe resistance on the part of teachers in the sense of professionalization on the part of both the institutions that institute the tutorial action and the teachers in charge of being tutors when facing a function for which they do not have the necessary training or experience. With the above, it is clear that within the human and social sciences, research whose object of study is tutoring has pointed out the evolution of the postulates and conceptions of tutoring throughout the history of education itself.

Therefore, it is not seen as a process, but as a set of activities entirely aimed at academic training, leaving aside the intellectual, emotional, personal, and social aspects that truly promote comprehensive training, which is within the framework of the creation of the Polytechnic Universities. In addition, the objective of retention but not understanding that is proposed is clear. pose them as similar because they are dimensions of education and inherent functions of the teaching staff. On the contrary, tutoring must seek to ensure that all students receive guidance, directly involving the teachers.

Ferrer (2003) is another of the authors who shows that: University tutoring is a formative activity that affects the comprehensive development of students in their intellectual, academic, professional, and personal dimensions, while the university in Mexico has had a series of influences

from abroad with globalization and the creation of the knowledge society, so university students have new expectations, scope and problems than those they had for example ten years ago.

Sanz Oro (2005) recounts the main changing aspects of young university students in the last 30 years, in which he highlights the attitudes and values that changed throughout these three decades, among them the indifference to developing one's philosophy of life, which includes the satisfactory completion of university studies, obtaining a job according to their training upon completion, also highlighting the impact of technology, by mentioning in the choice of career, because students are becoming more interested in You take computer science degrees rather than humanities or arts, this only affects the social disintegration of the new university student, he is capable of pursuing a degree but wants to do it alone, without the process of support and socialization that the university requires, he seeks to distance himself due to this breakdown in family values, even distancing himself from the support that his peers can provide him.

Pantoja (2005) mentions that the tutor makes a great contribution to the comprehensive training of the students, intervention on information, training, counseling and guidance issues, influencing educational, personal, and professional aspects of the student. With the above, it can be concluded that tutoring at the university in Mexico has been characterized by being entirely oriented towards enrollment retention, leaving aside qualitative aspects that range from the empathy with which the tutorial action is developed to recognizing that tutoring is a strategic factor for improving the quality of the main service that universities provide to society: education.

Tutoring, from its beginnings, as discussed in previous sections, emerged as a process of accompaniment to the student addressing various problems. In this regard, Alain Baudrit (2000) points out various types or modalities of tutoring that, according to the author, satisfy the needs of students at various stages, although he emphasizes the care of choosing novice or expert tutors for these actions because there are marked differences between the approach to the process of each one, new tutors seem to understand more quickly and easily the problems of their tutors

who are in an analogous situation, while expert tutors tend to control the interactive situation, thus endangering the tutor's activity because they restrict it. The types of tutoring proposed by the author are presented below.

- Tutoring between grades: mobilizes students who go through different grades, the application trend is in basic and upper secondary education.
- Tutoring between schools: option that can be applied in schools that have enrollment at basic levels, so that secondary school students become novice tutors for primary school students, especially in academic advising processes.
- Tutoring in the same class: an accompaniment process that implies that pairs are formed within the same class group, usually advanced students with those who are slower.
- Informal tutoring: its character is dictated this way because a variety of activities can be given by the tutor of the same group of students or not.
- Reciprocal tutoring: it usually occurs between students whose needs for support or learning are corrected or complemented by others with the same or different academic deficiencies in which they could help the one being helped, that is, the role is modified according to the mastery of the content or the difficulty of the task.
- Alternate tutoring: it is similar to reciprocal tutoring, the roles alternate, however, it does not have the flexibility of reciprocal tutoring, the attraction of this type of tutoring lies in the possibility of the mode, regularity and duration of the task.
- Tutoring in shifts: these are teams of students from the same class, in each of these there are students with clearer knowledge than their classmates, that is, they are potential tutors, the attraction is that they do not remain, but rather circulate the classroom as a group of experts in various disciplines according to the doubts of the small groups.

- Consulting tutors or advisors: in charge of guiding the students during their time at the university – this model comes from the University of Texas.
- Study tutors: they allow the acquisition of teaching content by complementing the work of the teachers, it can be granted by a teacher or a peer.
- Complementary tutoring: tutors are advisors only in certain disciplines – they are specialists – the model is not comprehensive.
- Distance tutoring: there are no personal meetings, it is a correspondence system that occurs between students and teachers from various institutions.

Tutoring has been established as a flexible and practical field of intervention that contemplates the student in all its aspects, to the extent that it is capable - if the appropriate conditions are in place - of enhancing its development throughout its university career. Álvarez (2002) focuses the main objective of educational guidance on understanding all aspects related to higher education through actions such as: informing, training, preventing, and helping with decision-making, classifying the areas of tutorial intervention as follows:

- Academic: refers to an aspect of university life, such as study plans, the choice of subjects, the selection of specialization paths, university degrees, and professional practices, among others.
- Professional: related to the preparation and performance of a job. It involves advice and help in terms of socio-labor insertion, transition to active life, and study of job offers and demand.
- Social: intended for issues such as training on services from private or public foundations, national or international organizations, obtaining scholarships, stays abroad, and student mobility.
- Administrative: referring to topics such as information about administrative requirements, enrollment, academic revalidations, use of data banks, libraries, social services, and scholarships.

Sampascual, Navas, and Castejón (1999) allude to two more classifications, school tutoring, which aims to improve the quality of teaching by improving the teaching-learning processes, developing the students' abilities and academic performance, and vocational tutoring, which aims to help the student make effective vocational decisions. There are various approaches that have been proposed to understand tutoring, however, as will be read below, it presents frequent relationships or intersections, taking as an example the work of Sanz Oro (2001) who points out five approaches: Enfoque vocacional: Una de las primeras formas de concebir la orientación y se ocupaba de la elección e inserción ocupacional/profesional de los estudiantes.

- Educational approach: this dates back to its beginnings in guidance as a discipline and still remains in force, based on the precept that guidance is a function of the teaching exercise, carried out during the development of classes. This approach correctly assumes that teachers serve as counselors; however, according to current conceptions that will be taken up in the following pages, it does not recognize the needs such as specific space and the teacher trained to respond to problems that students present in reality.
- Counseling approach: this applies the working model of clinical psychology to guidance in educational institutions, that is, it has more of an individual or group counseling aspect – according to the author, the principles of this approach are more psychological than educational.
- Personal adjustment approach: this conceives the work of guidance as offering attention and help to students who present problems or abnormal behaviors. This approach maintains that only those students who need guidance on personal adjustment problems should be assisted - in this approach, the author also highlights that it comes from adjustment psychology.

- Service approach: this has its origin at university levels and in a second moment extends to secondary education, suggesting that various specialists are needed who collaborate to help students with urgent problems and, being specialized, it can only be provided to a few.

As can be seen, some of these approaches are focused on problems, providing help in an individual and remedial manner, with this result it is evident that guidance only has the character of a service that is not merely necessary and unrelated to the educational process, leaving aside students who present problems, difficulties and needs that are not very evident. Given this, a development-oriented approach emerged in the 70s - the most modern conception of educational guidance - this is oriented towards the integral development of the student, promoting it in a proactive and preventive manner and not only remediation, an important approach in that it focuses on the student's development process, an approach that nourishes the conception of tutoring that is proposed in the following pages. Ravello Bravo (2007) proposes a series of principles that guide tutoring under this approach:

- It is formative: Because through tutoring students are helped to acquire competencies, capacities, skills, values , and attitudes that allow them to face the demands that are presented to them throughout their development process, in this sense comprehensive development is promoted, this occurs based on the tutor-student relationship, which is taken up as a key aspect of the formative quality of tutoring. The greatest benefit of establishing relationships characterized by trust, acceptance, dialogue, affection, and respect is that students internalize these relationship models in their lives.
- It is preventive: because it seeks to promote protective factors and minimize risk factors. In this sense, it is not expected that students will have problems working on useful topics for students when tutoring, such as knowing themselves, learning to communicate

assertively with others, and assuming responsibility for their lives. These aspects are contributed through specific actions and the tutor-student relationship itself, which has a preventive nature, since by accompanying the student and listening to him, the foundations are laid to guide his development and thus avoid later difficulties.

- It is permanent: because the student must receive, throughout their educational journey, support and tools that allow them to handle situations that occur as a consequence of their development process, also because especially in tutoring, the achievements and progress of the students are achieved largely thanks to how the relationships with the tutor and among themselves develop.
- It is personalized: the development of people is a complex process, in which although there are common and predictable patterns, there are countless hereditary, environmental, social, and cultural factors, that configure the individual in a unique and particular way, in this way there are many possibilities or paths of development for each person, which is why tutoring provides personalized attention to each student and is interested in them as a person, as well as their particular characteristics.
- It is comprehensive: because tutoring promotes the comprehensive formation of students as people, therefore attending to them in all their aspects: physical, cognitive, affective, emotional, and social.
- It is inclusive: because tutoring ensures that all students receive guidance and support, since all actions are attended to by having each of them with a tutor.
- It is restorative because if difficulties arise in students, the relationship of support and support provided by the tutor makes it possible to minimize their impact, in addition to detecting them early, to intervene promptly, and reduce the risk of major complications.

- The success and effectiveness of tutoring will depend largely on having a clear conception of it, as well as the implications that the various approaches have provided throughout its evolution. However, it must be taken into account that tutoring is not only the responsibility of the university professor in this case, but of the community, of all the members who participate and are actively involved in the student's career, it is the responsibility of everyone and only a service provided by the tutors

University tutoring is a formative activity that affects the comprehensive development of students in their intellectual, academic, professional, and personal dimensions. The conceptualization of tutoring provided by Ferrer (2003) allows a qualitative approach regarding the personal dimension of the university student, an aspect that is neglected due to lack of time, lack of empathy with students, work saturation on the part of the tutor or inadequate profiles that cover this key task in their training.

Aguilera García (2010) in his doctoral thesis makes a construction of the main areas that a university tutor must address with their respective functions, which are often not carried out because they are not even known, for example, the tutor does not participate in the development, relevance and scope of the study plan of any of the subjects he teaches. Below are the main areas and functions that this author highlights:

AREA: KNOWLEDGE

- Promote the construction of scientific knowledge, through processes of reflection and critical analysis of precedents.
- Facilitate and contribute to the development of research processes.

ACADEMIC AREA

- Analysis of learning difficulties.
- Help build a realistic study plan, based on the student's interests, and monitor it.
- Motivate and encourage study and effort to deepen knowledge.

- Stimulate the critical sense of the knowledge presented in the subjects.
- Promote interest in science and research.
- Help relate different knowledge.

PERSONAL AREA

- Know the student and the development of their qualities.
- Help in problem-solving through appropriate decision-making processes.
- Promote autonomy and uniqueness.
- Promote personal development in the field of professions.
- Promote the construction of solutions for unforeseen events that may arise.
- Develop self-esteem.
- Promote university integration

PROFESSIONAL AREA

- Promote the development of job placement skills.
- Help build solutions to the demands of your profession.
- Promote the construction of professional itineraries, coherent and adapted to Social needs.
- Help find information about the professional development of your career, and critically analyze it.

Young people today show indifference to developing their philosophy of life, which includes the satisfactory completion of university studies and have changed substantially in the last 30 years in the following areas Sanz Oro (2005):

- a) Changing attitudes and values: Compared to students in the late 1960s, today's students are more conservative; less interested in developing a philosophy of life with a deeper meaning; more interested in making money; more concerned about obtaining a job after completing their university studies; more interested in the field of business, computing and engineering; and less interested in the humanities, arts and social sciences.

- b) Changing family dynamics: Implication of family situations in the types of students we have in higher education institutions (divorced families, life experience with a single parent, students who are themselves divorced or are single parents, situations of family violence, sexual abuse, and drug problems, etc...). These situations cause certain imbalances that significantly affect student learning.
- c) Changes in academic preparation: Dysfunction in the levels of preparation of secondary education and its impact on university performance. The complaint of university professors regarding the poor preparation of their students to the point of designing curricular subjects aimed at achieving the “required level” in certain degrees is now a classic discourse.

The same author, after reaching the previous items, questions: What do we know about our students? We often hear expressions like: “We don’t use surveys or group analysis to find out what our students need. “We know what they want.” Or: “We have the schedule in our office and the students do not use the tutoring.” The aspect that is considered most relevant to successfully carrying out the tutoring process is training. Tutors have at least postgraduate training in the disciplinary area to which they are assigned; however, they lack training in the field of tutoring, pedagogy, psychopedagogy, didactics, etc. In a recent course, 30 tutors participated, of which only one had significant training and/or training – this last term is used because the university has granted training to tutors on multiple occasions, however, this is only in terms of the preparation of the tutorial action plan, the implementation of an institutional model, etc.

Mas Torello (2011) realized that university professors work in the highest level training institution in existence and, curiously, the vast majority of them have not been trained to perform this function since they joined this teaching body after extensive training in the contents of their area (with a more or less brilliant record that does not guarantee any teaching competence) in higher training institutions and without receiving any type of

pedagogical training since the majority have not felt this training need, nor has the institution required no pedagogical training before the development of said teaching function.

Tutoring is considered a basic strategy for orientation, individualization, and monitoring of student learning in any model, but it is even more so when methodologies are proposed that grant greater autonomy to university students. It improves the public image and external projection of the university and provides students with stimuli for the development of reflection and autonomy in the academic field. It is important to emphasize that tutoring fosters a different pedagogical relationship from that proposed by teaching when it is carried out in front of large groups. In that case, the teacher takes on the role of a counselor or an “older companion.” There, the atmosphere is much more relaxed and friendly. Furthermore, the conditions of the physical space, where the pedagogical relationship takes place must be more welcoming (Latapi Sarre, 1988).

Tutoring as a support for the immaturity of university students. They consider that university students begin their studies without having achieved sufficient autonomy to function by the demands of the university organization and, without sufficient development of those qualities that allow them to successfully organize the effort required to complete higher education, the time of dedication and the procedures that help them understand the knowledge shown by teachers and to generate and manifest the knowledge constructed from them (Zabalza, 2006).

Zabalza (2006) rescues psycho-pedagogical aspects that the university tutor must know to carry out the process, from social and affective cognitive aspects that allow him to satisfactorily face this transition, he faces problems with reading-writing, comprehension, analysis, and synthesis, he does not present criteria or reflection, on some occasions a group of 30 students all prepare an essay, they do not question what it is or what parameters it should contain, they finish it and no one knew it was an essay, no one asked...

Regarding the training of teachers, this has constantly been highlighted by the particularity of “being”, according to Ferry (1990) it

constitutes a double training, that is, it includes scientific, literary, or artistic aspects, which would constitute the basis for which teachers are hired to teach and professional aspects linked to the work of teaching, however, it must be taken into account that teachers have the basic or scientific knowledge, but not the pedagogical preparation necessary to teach these contents, in the words of a teacher with tutoring functions, “they trained us at the beginning regarding competency-based education, but I still don’t understand that, I only teach what the manual indicates, I take exams and ask for assignments.” The criticism that can be read between the lines of the training and training that the institution provides is notorious for being excessively abstract and somewhat distant from the real needs that the practices demand of teachers.

The training of teachers refers to some training courses in terms of pedagogical practices, such as incorporation into the competency-based education model, in terms of tutoring, the training is given in terms of emotional management, coaching, teamwork, leadership among others, which although they are part of the repertoire to exercise the tutorial action, the constant questioning of the tutors refers to a need for tools that tell them: what? and how? Make and solve problems with your groups. The training of teachers and the research carried out have allowed them to belong to the PRODEP (Program for the Improvement of Teachers) and to enter the SNI (National System of Researchers), however, there are deficiencies in terms of their pedagogical and didactic training to work as teachers and as tutors.

To close with the conceptions and whys of university tutoring, it will be necessary to first consider whether the curricular aspect involved in the career for which one is a tutor is known in depth. For example, ideals or conceptions cannot be proposed without frameworks for action and knowledge of the institution’s environment. Tutoring for some universities is a means of support, for others an instrument to reduce dropout, and simply for some, extra resources to fill the academic load of the teachers.

CHAPTER 3

THE CRISIS IN THE CONSTRUCTION OF IDENTITY

In Mexico, the current context has been characterized by the diversity of implications that globalization has brought, the concept of identity is a term used more frequently not only in the language of sociologists, this term is being transferred to the educational context. Research in which the identity issue is addressed has increased significantly, in the field of public policies and various national and global organizations, referring to the need to strengthen identity, because this in teacher constitutes a mechanism through which teachers recognize themselves and are recognized by others as members of a certain social category, the category of teachers (Gysling, 1992:12). However, the conception of identity is not always precise as it is a multifaceted term, which in many investigations prevents the understanding of this phenomenon in its proper dimension.

The reasons are many and diverse, one of which has to do with the specific context in which the identity is developed: the university. This constitutes an intricate social reality composed of diverse actors, complex training processes, prescriptive plans and programs, degrees, cycles, and regulations, among many other aspects. These have, in turn, regulations, actions, procedures, and facts, which generate various explanations, meanings, interpretations, and conceptions about the school reality at the university, which sometimes appear contradictory. That is, the school is constituted as a reality with diverse actors and elements, conflicts, and pressures that arise from its complexity and diversity that strongly stress it.

In the context narrated above, it is where the teacher as a tutor must respond to various work demands aimed at training people, establish

connections with the different knowledge that converges in his knowledge, and assume the responsibility of building relationships between the different actors committed to the common task of training people. It must also be constituted and reconstructed as a professional with disciplinary, technical and specialized knowledge, who promotes and facilitates learning, who understands the culture and local reality, who detects social, emotional and learning problems among its students; who manages large, complex and diverse groups of students, masters and appropriately uses new information and communication technologies, among other attributes and tasks. That is to say, their work is crossed by such a variety of aspects that the quantity and quality of the defined tasks become varied and of increasing complexity.

In the context narrated above, it is where the teacher as a tutor must respond to various work demands aimed at training people, establish connections with the different knowledge that converges in his knowledge, and assume the responsibility of building relationships between the different actors committed to the common task of training people. It must also be constituted and reconstructed as a professional with disciplinary, technical, and specialized knowledge who promotes and facilitates learning, who understands the culture and local reality, who detects social, emotional and learning problems among its students; who manages large, complex and diverse groups of students, masters and appropriately uses new information and communication technologies, among other attributes and tasks. That is to say, their work is crossed by such a variety of aspects that the quantity and quality of the defined tasks become varied and of increasing complexity.

The construction of identity is a collective process because it requires intersubjective reflection on various representations, experiences, and specialized knowledge. This reflection allows them to exercise their intellectual autonomy, describe their experiences, and discover together what is common to them and what differentiates them, what they expect from their profession, and what they do. In this way, it is from this process of intersubjective reflection that critical groups are generated that articulate the subjective processes about their representations, and the professional identity of the teacher as a tutor is socially constructed (Prieto, 2004).

Identity can be built from singularity, so its function from the collective would be to preserve the heritage of the past (Bartolomé Pina, 2002), it must be considered in addition to this position of the author that identity must be built in the collectivity, that is, it does not exist without the other, it must be built in the dialectic of the other, although it represents the conservation of the heritage, it would not be ideal to maintain a mistaken tutorial tradition, lacking significance. Identity is actively constructed and, returning to Almudena (2002), its construction consists of developing various cognitive mechanisms that allow one to have a feeling of sufficient control over reality, regardless of the actual control that the individual possesses. How is the selection of reality and the interpretation of the world carried out?

Following Almudena, there are two factors, the order attributed to the phenomena of nature and the mode of representation that uses that ordering, the first because the mind needs to impose order on reality through time and space, because these establish positional relationships between observable facts, place them about the disordered facts of experience, so that it becomes an ordered, coherent and meaningful set, time, chooses references characterized by a recurring movement, serves as an element of order and reference of a disordered reality.

The second factor would imply the connection that is established between the human mind and the world through the representation that is made of it; As has been seen, the construction of identity is complex for each human being in the roles they play. If a teacher is added that of a tutor, he or she has to go through the processes of apprehension, organization, and representation of reality for its construction.

The conception of identity was incorporated into the field of social sciences from the works of Erickson in the mid-20th century because he used the term “egoidentity” in the studies he carried out on the problems faced by adolescents and how they can overcome the crises typical of their age. Erickson conceives identity as “a feeling of sameness and continuity that an individual experiences as such (Erickson, 1977: 586); which translates into the perception that the individual has of himself and that arises when he

questions: who am I? Identity will then involve an exercise in self-reflection, through which the individual ponders his or her capabilities and potential is aware of what he or she is as a person. However, since the individual is not alone, but lives in society, self-knowledge implies recognizing oneself as a member of a group; which, in turn, allows it to differentiate itself from members of other groups. Therefore, the concept of identity appears related to the individual, with philosophical and psychological perspectives being the ones that predominate in the first works on social identity.

Collective identity can then be conceived as the component that articulates and gives firmness to social movements in the works of Touraine and Melucci (1995); As an element of communicative action in Habermas (1988), and as an attribute of social actors in Gilberto Giménez (2000), collective identity has been one of the central axes of social – and now educational – research, first under the essentialist approach, according to which identity is a set of characteristic properties and attributes of a group in the works of Friedlander (1977) and De Vos (1961). If taken from a more dynamic perspective, collective identity is built in a particular historical context, throughout a process of interaction, where subjects rework the cultural elements of the group in: Barth, Barabas, Cucó, Gilberto Giménez, José Manuel Valenzuela (Portal, 1991: 3-5; Giménez, 2000: 45-78).

However, how the different groups that are part of the collective identity are valued is an important element - not to say decisive - in the construction of identity, because identity is the representation they have of the positions of the groups and the differences in positions in society, which is manifested in the processes of social interaction, with a selective nature. Therefore, also

[...] "One can have a negative representation of one's own identity, either because it has stopped providing the minimum of advantages and gratifications required for it to be expressed with moderate success in a given social space, or because the social actor has introjected the stereotypes and stigmas attributed to him – in the course of the "symbolic struggles" for social classifications – by the actors (individuals or groups) who occupy the dominant position" (Paris Pombo, 1990: 67).

In this regard, Goffman (1967) stated that “stigma does not have to do with attributes but with relationships, because an attribute is neither worthy of credit, nor is it creditable, as a thing in itself.” Stigmatized people learn to manage this situation by cultivating categories of “the sympathetic other,” in whose presence they can be sure of being accepted. Thus, being accepted by society depends on the stigmatized individual learning to accommodate their condition with society’s stereotypes.

With the above it can be determined that the conception of individual or collective identity continues to be dispersed, however for the purposes of this work it can be said that the process of identity construction in the teacher is influenced by the social context in which the group develops, in this case the university context; For this reason, the level of identification cannot be the same at the different levels of collective identity because this is then a subjective perception that the members of the community construct on the cultural elements that constitute the specificity of the group; these traits have been called identity referents. The result is that if we intend to talk about a process of identity construction - it is more complicated than it seems, but not impossible - it will not be enough for the subjects - in this case the tutors - to join a group for them to identify with it, nor is it enough for them to know the cultural symbolic complex that defines the group.

It will be necessary for them to apprehend and assume it, that is, to internalize it, and this action will have a direct relationship with the social context that constitutes the environment of group diversity, since the support of identity, in modern societies, goes from being an obligation to becoming a choice for social subjects, and in that sense, a categorization process will proceed, through which the subjects will assign a value to the groups and classify them according to the traits they consider relevant, to justify their choice by certain groups and, in turn, to differentiate themselves from others in their individual and collective identity.

Although, as has been said, identity is the person’s ability to be an object of oneself, this identity is forged in the course of daily life, it is

the constant performance of roles; These roles we play, the experiences we live, the images we receive from others and even from ourselves are multiple and complex; Identity is what organizes and integrates a whole, it is an endless process and it is what gives meaning to the experience. Taylor (1993) states that Identity is designated as something equivalent to a person's interpretation of who they are and their fundamental defining characteristics as a human being; our identity is shaped in part by recognition or lack thereof; often also due to the false recognition of others.

Personal identity is a continuous situation and conservation of something, the form of itself and its content varies historically and culturally; It is a social construction of identity. This is how Valenzuela (2000) handles it in his four identity configurations:

- Segregated identity, when the actor identifies and affirms his difference independent of any recognition by others.
- Heterodirected identity, when the actor is identified and recognized as different by others, but he has a weak capacity for autonomous recognition.
- Labeled identity, when the actor identifies himself autonomously, although his diversity has been established by others.
- Deviant identity, in which case —there is a complete adherence to the norms and models of behavior that come from outside, from others: but the impossibility of putting them into practice leads to rejecting them through the exasperation of diversity.

Understanding who the guardians are involves trying to understand, from the category of identity, how each of them sees themselves, the interpretation they make of their person, modeled through the permanent dialogue between themselves and society. That is to say, the action and life of people is understood to be shaped daily as they see that their behavior is a reflection of the actions of those around them. For Taylor (1993) “identity is formed by social processes. Once crystallized, it is maintained, modified or even reformed by social relations... reciprocally, the identities produced by the interplay of the organism, individual consciousness and social

structure react on the given social structure, maintaining it, modifying it or even reforming it.

Meaning, according to Berger and Luckmann (2001), is constituted within human consciousness: in the consciousness of the individual, who is individuated in a body and has been socialized as a person. Consciousness, individuation, the specificity of the body, society, and the historical-social constitution of personal identity are characteristics of our species. Consciousness in itself is nothing, it is always awareness of something, it exists only to the extent that it directs its attention toward an object, towards a purpose. Consciousness does not exist independently and meaning is a more complex form of consciousness because there is a mutual dependence. Identity is a social process of individual construction of personalities, where there must be respect for group membership, recognition of aspirations and potential within each social group, and reinforcing cohesion and collective identity. Identity as such is formed personally, in dialogue of experiences with the special society, with the social groups of which the individual lives and feels part. The notion of situational identity leads to the idea that there are spaces, scenarios, and social places that introject each actor or subject and reflect to us an idea of who they are, who they have been, and what their objective possibilities are. Thus, every one of the individuals who live together within a common society plays a very important role, and our way of getting involved in the development of the community is very decisive because this has consequences, positive or negative, for those around us.

There are degrees of collective coherence where conscience acts in people with actions, which is why the most important condition for personal identity to develop without disturbance is the same group cohesion. If this requirement is not met, the likelihood of crises of a sense of belonging to the group increases.

Crises of meaning are often subjective as well as intersubjective, which in turn lead to considerable consequences of structural characteristics within modern societies. Of a crisis of identity, it is perfectly exemplified by the rising figures in divorce statistics, confirming what was previously said,

referring to this as a consequence of a crisis of meaning in marriage. Social identity is what Reguillo (1995) refers to, which is built in the interaction with other subjects who participate in common characteristics based on their social positioning, us women, us workers, us young people, etc. They are constructed cuts that attend to the modes of relationship in the social system of production and organization.

Due to the above, it is explainable that the structures of modern societies are based on the sense of belonging, values, and conditions of the individuals who are immersed in them, for the same reason there is congruence between the subjects and the society in common. Socially, the formation of personal identity is guaranteed and there is a high percentage of shared meanings in communities of life.

Addressing the concept of teaching identity is not easy, both due to its theme and for reasons of general context, because at an international and also national level a series of transformations have been developed as a result of changes in the new development model organized around financial capital, a phenomenon that has meant the emergence of the so-called Globalization, which has negatively influenced all collective identities, one of them being the teaching identity.

The construction of identity involves two levels, the individual and the collective, identity cannot be configured independently and in isolation, but rather in a personal scenario in which the actor develops and in a social context that is broader and implies that the subject acts in the collective, that is, the actor moves in fields that range from the personal and the professional between the private and the public. What is interesting in this work is the discovery and analysis of the aspects that allow the confluence of both levels - individual and collective - in the construction of the tutor's identity, such as the reasons why they decided - and if they could decide - to be tutors, which actors have been or are significant in their performance as tutors - something like the significant others -, the previous professional and work choices and those they plan for the future, the training they have, the instance of the tutoring practice, their experience as a tutor, the socio

context. personal history, among others, elements that are considered to allow the analysis of the construction of the tutor's identity.

The conception of teacher identity belongs to a type of collective identity, which is developed on the one hand from "an individual construction referring to the teacher's history and social characteristics, but also from a collective construction linked to the context in which the teacher works" (Valliant, 2007). From this perspective, teacher identity can be understood as a dynamic and continuous construction process, which is not built and concludes exclusively with obtaining a professional degree, it is associated with the development of the teacher's career, which links the individual action associated with life stories, with the collective action that is developed according to the particular characteristics of their work reality.

Then the importance of valuing the context, characterized today by processes of disarticulation, where many actors stop seeing themselves in terms of the traditional collective contexts that gave them a sense of identity, such as the profession, and begin to see themselves in terms of other collective contexts (Lavin, 2000). This phenomenon contributes to the destructuring of collective identities, which even leads to the educational inhibition of socialization agents such as families and communities (Reyes, Cornejo et al., 2010). From this reality, society questions the educational system, the school, and the teachers, seeking in them the answers to the dizzying changes posed by postmodernity. The school itself as an organization and its teachers are at an intersection of the meanings and meanings of pedagogical action. Once this reality is recognized and delving even further into the teacher's own Identity, it is recognized in a profession marked by uncertainty and questioning from the identity point of view. *Teachers are faced with the confusion and difficulties of changing demands, and with continuous social criticism for failing to meet these new demands. To avoid this diffuse feeling of discomfort, the teacher needs to rethink the role he or she represents; And for its part, society must increase the training and support it provides to its teachers, before turning education into an impossible profession. (Esteve, 1994:21).*

Therefore, it must be recognized that addressing the issue of identity is not easy, however, it is considered necessary to refer to it, if it is actually intended to be addressed as a process of meaning to pedagogical practices and, therefore, of systematic review of them. Conducting a systematic review of researchers (who have addressed the issue of teacher identity), it has been found, for example, that the consideration of school teaching as a professional activity implies looking more closely at initial teacher training, since this is what enables the exercise of the profession, such as Martínez (2001), Gómez (2004) Veiravè et al (2005) maintaining that in contemporary societies teaching implies a professional exercise that necessarily requires specialized and socially certified training, theoretically returning to Bourdieu in that the title of teacher is a certificate of cultural competence that confers on its bearer a lasting and legally guaranteed conventional value (Bourdieu, 1997) that allows the teacher to participate in the “game” of the educational field. However, the initial training of teachers is a process of socialization, and a process of secondary socialization more precisely.

From this point of view, the training process of future teachers is the internalization of institutional “underworlds”, that is, “the acquisition of role-specific knowledge” (Berger and Luckmann, 2001: 175). Now, as a process of secondary socialization it presupposes a process of primary socialization, a process in which an “I” and a world have been constituted. Theoretical conceptions taken up by Schneuwly (1998) and Moro (1998), whose research refers to pragmatic and semiotic mediation in the construction of identity. Brousseau (2002) and Margolinas (2004) maintain that in the study of teacher identity, the didactic formats of the joint teaching-learning activity must be taken into account, as well as the fundamental role that cultural objects and artifacts play in the evolution of the didactic medium and the appropriation of identities; Finally, Rickenmann (2007) particularly shows the dynamics of the transformations of the didactic environment, where teachers and students develop a joint activity of construction of meanings.

The research reviewed above also highlights the constant coming and going from the past to the present, from the private and intimate of personal life to the public and socially shared in the school and the community in which it is inserted. This dialectical perspective, which is manifested in the interaction between teachers and researchers, at the same time is the content of the works, forming part of the particular characteristic of the methodology: biographies, as a life story (Bertaux, 1980), are constructed from the constraints of the social system but are not determined by it, that is, they move in the articulation between the social and the individual. They also rescue – according to them due to the narrative biographical method – Bourdieu’s (1986) concept of trajectory, framed in that of habitus, because it takes into account this relationship: individual and field of force and social interactions that he goes through in his biographical journey.

For Bourdieu (1997), future teachers were born in a specific social field with a defined capital, and in their social and professional careers, they have incorporated a habitus; the latter, as a structured and structuring structure that guides its practice, providing important stability, specifically in those aspects that come from the primary habitus. Being that its journey through the educational system, which is a process of secondary socialization, has incorporated, based on the previous (primary) structures, others that correspond to the school habitus, of the secondary socialization by the school system. It must be remembered that for Bourdieu the different individual habitus, systems of dispositions, are “a structural variant of the others, in which the singularity of the position within a class and of the trajectory is expressed” (Bourdieu, 1997).

Going deeper into the need to build an identity means delving into the depths of “being a teacher” for those most important purposes that generate a necessary commitment to pedagogical action. An element that can be considered significant in the constitution of the teacher’s identity is that he or she possesses “something” that he or she can give, from information and experiences to a transmission of knowledge. His or her identity must be

signified by the need for continuous acquisition of knowledge, that is, the teacher gradually constructs and deconstructs himself with the meaning he gives to this acquisition, assimilation, or imitation.

Due to the above, it is contradictory that university teachers train students without having any training. They attribute this acquisition to their self-taught behavior and attitude. As for imitation, this occurs when one remembers the best teacher or the best learning strategy with which one learned “something” during the school journey. Remedi (2007), Esteve (2010), Tarrés I Picas (2004), and Edwards (2004), proposed that these contradictions can be corrected with policies. institutional quality improvement in the training of their teachers and therefore a refinement in the quality of the educational process itself, however the construction of professional identity begins without a doubt in the initial training of the teacher - be it a lawyer, doctor, engineer - and will continue throughout their professional practice, the identity we are talking about does not automatically emerge with the professional title, on the contrary, it must be built. This construction requires an individual and collective process of a complex and dynamic nature, which leads to a representation of subjectivities about the teaching profession, that is, when talking about teaching identity in this research, reference will be made to how teachers subjectively experience their work, as well as the relationship with the diversity of their professional identities, their perception of their profession and the collective perception of their work.

Due to the above, reference can be made to teaching identity as a personal experience – individual identity – as well as to the role that is recognized and given in society – collective identity. For Vaillant (2007), teaching identities can be conceived as a complex set of professional representations, and as a mode of response to differentiation or identification with other professional groups. That is, for Huberman et al (1989) multiple identities depend on work or personal contexts and professional life trajectories. The professional identity of the teacher can be exhibited with a part common to all teachers - from the collective of reality - and

a specific part - from the individual of their identity -, partly individual and partly linked to the differential work contexts. Individual construction when it is represented by the teacher's history and his social characteristics and collective construction when it is linked to the teacher's work reality. Their identity is part of their social identity and is conceived as the meaning that the teacher makes of himself. This identity entails a specificity referred to the field of teaching activity that is common to the members of the "teaching professional group" and allows them to recognize themselves and be recognized in a relationship of identification and differentiation - with the "non-teachers", returning to Tenti Fanfani (1995).

For Dubar (1991), a professional identity represents a more or less stable social construction depending on temporality, which arises from both a historical legacy and a transaction. That is, it is the identity that results from the system of relationships between participants of the same system of action and according to Dubar (1991) from a historical process of generational transmission, institutional recognition and individual internalization of the social conditions that organize each biography. Then the teaching identity is a dynamic and continuous construction, social and individual, resulting from various socialization processes such as biographical and relational, subject to a reality - socio-historical and professional. This individual and collective identity refers to a socialization process linked to the notion of profession, as will be explained below.

What does the teaching profession consist of? What is your specific role? Can teaching be considered a profession? They are questions that invariably invite a broad debate about professions, their meaning, and their terminological scope (profession, professionalization, professionalism). The topic is somewhat complex, and its analysis necessarily involves studying its origins, evolution, and organizations, among others, in a specific context and time. The conception of the profession is the result of social, cultural, and ideological contexts that influence a work practice, this is because professions are legitimized by the social context in which they are developed. Thus, the profession is a socially constructed concept, which

is transformed according to the relationships with the social and historical conditions of its employment.

Performing an analysis from a sociological perspective of recent decades, one can find a series of mainly Anglo-Saxon theorists such as Turner and Hodge (1970) and Wilensky (1974), who have theorized about professions and the process of professionalization, who also maintain that any profession that claims legitimacy must have sufficient technical foundations to support said claim. In addition, it must have a well-defined scope, have requirements for the training of its members, and convince the “public” that its services are especially reliable. Blankenship (1977) synthesizes the characteristics of professions from the writings of nine sociologists and identifies the following common features: an ethical code; diplomas and certificates training centers; specialized knowledge, self-regulation; public service value; and colleagues as the main reference group. Then answer the question posed at the beginning: what does the profession consist of and what is its specific task? It is relatively easy for many professions. However, in the case of the teaching profession, the answers are complex, diverse, and dispersed. The school constitutes an intricate social reality composed of various actors, complex training processes, prescriptive plans, and programs, grades, cycles, and regulations, among many other aspects. These in turn, generate various explanations, meanings, interpretations, and conceptions about school reality (Prieto-Parra, 2004).

That is to say, unlike what happens in other professional fields, the authors who study teacher professionalization from various fields, such as the Sociology of the professions, the Psychology of the profession, the History of the profession, Economic development, and professional market, among others, show that the requirements of professionalism are multiple and vary significantly. Hoyle (1982) questions to what extent teaching is a profession or not, in turn, Fernández Pérez (1995) points out that every profession should be characterized by the possession of specific, non-trivial knowledge of a certain complexity and difficulty of mastery, which distinguishes and separates the members of the profession from those

who are not. Furthermore, the self-perception of teachers and professors is essential, identifying themselves clearly and with a certain degree of satisfaction as professionals. The above necessarily implies a certain level of institutionalization in terms of the standards required for the exercise of the profession. The result of contrasting teaching with various socially practical teaching professions is a recurring process that is particular and not systematically attended to; as a result of the above characteristics, the barriers between members and non-members of the profession are weak or non-existent; the financial remuneration and often the social prestige are not comparable with those found in other professions.

That is to say, according to Marcelo (1995), unlike what has happened in teaching, the occupations that have become true professions have adopted modalities of professional control to replace bureaucratic ones, which involves the application of rigorous criteria, determined by the task itself for initiation into the profession - to ensure competence for professional practice - and, in addition, professional control over the structure and content of the work.

For Avalos (1996), in the 1990s, there was a revitalization of the “professional” concept of the teacher, different from what was stated in the literature referring to the sociology of professions in the 1960s: “The emphasis today is placed not on the defense of teaching as a profession but on the function of the construction of the profession by the teacher himself, carried out through the knowledge that his experience gives him and the opportunities to expand his vision to those he has access...”. Hence the importance that the concepts of “professional development” and “professional autonomy” acquire. The first has practically replaced the term “in-service training” in the international arena. Thus, the training process is defined as a continuum and emphasis is placed on the needs that occur at different stages of professional life - with the classic distinction between new and experienced teachers - or according to different types of experiences.

Who are the teachers? And how do they value themselves? constitutes an important topic of research and policy concern. And this is closely

related to the conceptualization of the teacher's professional identity since according to Gysling (1992) "mechanism through which teachers recognize themselves and are recognized by others as members of a certain social category, the category of teachers"

Currently, teaching has become a social category that does not attract the best candidates. Those who enter teaching at the university have, on average, a worse educational history than those who enter other more socially valued areas of work. But this is only part of the issue since there is a serious problem of retention of the teaching staff, a frequent behavior that, logically, does not affect the worst but the best teachers, who are the ones who have more opportunities to opt for better-paid positions in other areas. Furthermore, it would seem that in many cases, those who enter teaching do so for reasons ranging from not having any other option to access higher-level studies to holding a position temporarily to change occupations as soon as this is possible.

Society is a modern system in a regulated conflict, returning to Gellner's (1994) conception of society, which considers it to be the articulation of a national culture, a sovereign autonomous political system in the nation, and a national economy directed by a bourgeoisie and its State. Regarding social action, the order can be explained as the fact that the behavior of the actors and their subjectivity comes from the internalization of values, norms, and restrictions of the system. In this category that Dubet (2010) rescues, the question could be asked of whether the actors - in this case, the teachers - really adhere to the roles designed by society, in this case, an institution, because if they do not do so for Dubet then a subjective distance with the institution would be produced or, rather, with the system and the autonomy - in a very relative way - that the actors possess. In such a way that, if the social experience is structured in the logic of which the author speaks, it will also be necessary to define the type of social relations that teachers have individually since these could give meaning to their actions and at the same time attribute and attribute status to themselves - in this case, is the tutor considered to have status or rather as a teacher?

Simplifying, the identity of a tutor from this social perspective constitutes a somewhat stable social construction and deconstruction - not in its entirety - in a period, for example, the university career, the professional and work career, acquiring it as a historical legacy as a result of tradition, for example, the professional or the institutional, the transmission and appropriation of models - from pedagogical to personal - in addition to the transactions that develop in the relationships established by the actors of the institution, in this way the planes of identity, the individual internalization of the professional path, the social plane of reproduction – the institution – and the social production of the actor concerning the role and status conferred.

In this way, it is considered that understanding identity will offer the possibility of an explanation of its construction from the individual and the collective, in addition to being able to base it on the indivisible relationship subject - context, the tutors build their identity in shared spaces and sharing an endless number of roles, ideas, feelings and values inherent to their profession, which would represent their individuality and their tutorial work built from the collective, the actors produce, transmit and modify the social interaction, in such a way that it will constitute the product and determination of the own actor.

Interest in the study of identity has arisen due to the tension between the ideal tutor and the real tutor, between what he is expected to be and do and what he is and can do, To try to respond to the new demands that educational systems have today, teachers continue to be formed who are required to have increasingly complex skills, competencies and commitments, without the corresponding compensation in terms of training, motivation or salary. Here is a paradox; Therefore, the contrast between the identity crisis of the teacher as a tutor will reveal whether the new demands and social knowledge affect the demand for a redefinition of the teacher's work in this case for the field of tutoring, their training, and their professional development. If a search is made of the influences that higher education has had in the Mexican context, it will be found that the conceptions of

postmodernity, globalization and virtual acculturation (Zaccagnini, 2002) are crucial to understanding the processes of sociocultural transformation that are being experienced. Postmodernity implies, from a paradigmatic perspective, the appearance of new social and cultural conditions that cause a process of crisis through individual and social identities and the different dimensions that make up the sphere of ideologies; this is how postmodernity has pushed a redefinition of the entire system of values that configured the conceptions of the modern world.

On the other hand, new technologies have launched processes that have had a decisive impact on the lives of subjects, giving rise to the so-called “information society”. However, various institutional spaces continue to be structured under the categories of the outdated sociocultural order; for example, educational practices at the university, including tutoring. It will only be enough to review the pedagogical dimension of tutoring, in which the school pedagogical device conceived and limited its knowledge to the teacher’s experience. Currently, it is known that it is not even one of the possible versions and that the tutorial context available is much more complex than the typical social model founding school culture.

If we reflect on the scenes that unfold in the daily life of the university, it is possible to observe a series of characteristic codes and procedures that immediately refer to their analysis based on the concept of social representation. If they are conceived as true symbolic constructions, structurally and dynamically framed in the historical development of society, these elements constitute what is commonly called social systems of values, ideas, and procedures. It is, therefore, imperative to talk about the teaching habitus when carefully observing the school’s institutional reality: it is enough to only listen to the phrases, notions, and conceptions that are developed in the teaching talks to realize this. These discursive elements will be responsible for allowing the subject members of an organization, such as in this case the university, to share a corpus composed of images and explanatory models, from which the events, facts, and circumstances of daily life are decoded and interpreted: the practical thinking they have about tutoring from its conceptualization to action.

To finish this section, it is considered necessary to rescue mentoring and identity to try to open the next section; the trend follows Bourdieu, for example, Hernández, Betancourt, and Escalona (2007) carry out a search, analysis, and recognition of a central category worked on by Bourdieu – again – called habitus. Which is located in a field of action (tutoring system) and combined with several capitals, allows us to identify some of the components that occur in the subject's actions. Another author with this tendency is Colina (2002), who analyzes teachers and researchers immersed in tutorial action with symbolic capital, concluding that this is a result of the accumulation of cultural and social capital achieved, they are leaders who form work teams through which they structure the practices of those who make them up. However, it is considered that in the process of tutorial action, the willingness to organize time and spaces for the performance of academic functions can only be assimilated, meaningful, and restructured through practice. The accumulation of knowledge regarding it only constitutes the base, which must be reflected on by the various actors constantly in the task of the tutorial action.

In Mexico, the State has conferred a role on the teacher at all levels. In terms of the university, when bodies of professionals are formed, this role and the prescribed curriculum in which they participate and collaborate serve as identity-shaping elements by assigning the actor a mission as a teacher and tutor. This historical development has not escaped various tensions that arise between the missions assigned to them and the roles that the teaching body truly performs and assumes. The tension can be perceived from two sides: the institutional context regulated by the State -SEP- due because it conditions the group or the individual tutor to the position to which they will belong within the structure; The second aspect is manifested in the social constructions that constantly shape your profession and current position.

In this case, Juana is a newly admitted subject teacher to whom she was granted tutoring hours and the role of tutor. The institution, in addition to providing her with the status of the teacher, immediately gives her the

status of tutor; ...they have just given me the group... I have not been a tutor, what do you do? How do I know what they do? The students told me that I told the previous tutor that he would tell me what to do... as can be seen, the questioning of the new teacher to the students triggered them to assign her a status from the beginning, clearly seen as “new tutor” I asked the previous one. How does Juana internalize this fact? And how will the tutor then be conceived by the students?

A large part of the teaching population accepts and/or is forced to accept an educational model that is foreign to their true experiences and the way in which these can be taught by its actors. This social process confers the sector a “structural identity” that denies all possible subjectivity. That is, in Castoriadis’s terms, the teaching subject is instituted apart from himself; thus becoming an alienated identity in a double structural and epistemological sense: there is no control over the means, processes, and products of their work, in addition to their being no critical construction of knowledge. An uncritical consumption of the curriculum is the totalitarian nourishment of this reproductive process. Therefore, if another identity is possible it must be from the will to want to be subjects; and subjects, says Boaventura de Souza Santos (2003), are all those who refuse to be objects.

Clandinin and Connelly (2000) maintain that there is no better way to study the curriculum than to “study ourselves.” This statement could appear with much greater force when the reflection is placed on teachers. It can be said in this context that there is no better way to study the curriculum and teacher training than to study the teachers themselves. That is, stop considering the definition of curriculum in its substantive, static form, therefore, of a course of study, and begin to think of it as a course of life, as *currere*, the verbal form, therefore dynamic, of the noun curriculum.

Pinar (1975) suggested the use of the concept of *currere*, to think of the curriculum as people’s educational experience. An introduction to the biographical and autobiographical perspective in curricular studies is then achieved and is linked from the first moment to teacher training. William Pinar (1975) and Madeleine Grumet (1990) construct *currere* methods

through which students and teachers could study the relationships between school knowledge, life history, and subjective meanings so that they could self-transform. This allowed the beginning of currents that incorporated the currere itself and the effort to understand the experience of teachers biographically and autobiographically, among them collaborative autobiography (Butt 1990, 1991; Butt and Raymond 1992), personal practical knowledge of teachers (Clandinin and Connelly 1987, 1988, 1992, 2000;), a corpus of traditional beliefs of teachers (Schubert and Ayers 1992), biographical studies of the teacher's life (Goodson 1991, 1992) and autobiographical interviews focused but considered as personal biographies (Torres, 1998). This personal identity constituted through primary and secondary socialization to which Berger and Luckman (2001) refer have incorporated certain ways of understanding what it means to be a teacher, along with a series of conceptualizations or personal theories about the teaching role, what teaching is, how to develop it, etc. So it can be said that with these constructed mental structures, the future teacher faces his initial teacher training process that regularly occurs during his journey. Diverse structures due to their origin, due to the diversity of worlds – professionally speaking – from which the teachers who enter the university come. In this way, it is possible to know and recognize that teachers have ideas, attitudes, and behaviors about teaching, due to a long environmental training during the process in which they were students.

These prior conceptions have also been called implicit theories or personal theories. These personal theories have been formulated in the experience of daily life at home and school and, therefore, constitute a stable structure that has integrity, evidence that makes any process that involves abandoning these structures difficult. From this category of identity -primary and secondary-, the social experience of teachers, whose construction of their identity as tutors is analyzed in this case, will give rise to a great diversity of not only individual but cultural principles that organize behaviors, that is, their identity is put into play daily with factors such as the profession in which they were trained, institutional regulations, their roles

within the institution and what is collectively expected of these actors. Factors that are the accumulation of individual and collective experience that agents possess, as well as the notions of function, norm, and status that agents possess.

That is to say, the majority of teachers are influenced by this incidental training because it responds to repeated experiences and is acquired in a non-reflective way as something natural, “obvious”, of common sense, thus escaping criticism and becoming a real obstacle. From this point of view, the first approach to teaching and the profession in which one was trained appears as a more distant and less effective process.

Incorporation into the world of education as a professional also implies a new socialization process, since it is an institutional order that controls the exercise of teaching. In this sense, for Rodríguez Bulnes (2001), contemporary research has called a clash with reality the situation that professionals go through in their first year of teaching. On the other hand, the first experiences have been described as a period of tensions and intensive learning, in generally unknown contexts, in which one is forced to acquire knowledge of teaching, but also strive to maintain a certain personal balance; After all, subjective reality must be related to a socially defined objective reality (Berger and Luckmann, 2001).

The power of the environment then seems to have a high impact, through language, material organization, and social interaction, managing to alter what Giroux (1987) calls the “propositional knowledge” of its initial formation. Subjective precariousness is felt in this case, as the maintenance mechanisms organized in the formal training process disappear, which on the one hand, can make the implicit theories before said process and latent during it reappear and on the other, the resignification of their conceptions in the interaction with their new peers. The teaching action, then conceived personally by the debutant teacher, is reformulated and redefined in the interaction with the “other” professionals from the perspective of symbolic interactionists. However, it is essential not to forget what Blumer (1969) says that the human being can be an object of his action that acts towards

himself and that guides his actions towards others based on the type of object that he is for himself.

For Dubet (2007) the crisis is not only in the school and therefore in the teachers but in all the socialization apparatuses, there is a transformation of the socialization processes, the subjects are increasingly autonomous, and ethical and begin to optimize their interests. The actor is fully social although he can live without escaping the social, while the system is the product of action, actors cannot measure the effects of their practices. The subject is more transcendent than immanent; therefore, it would be society as a system of domination, which opposes the self-realization of the actors. So, if the institution is in crisis, the actor must be, because the identity of the actor and the social relations that are at stake encourage subjectivity to be constructed based on a resource, but not integration. Referring to resources from Bourdieu's point of view, society is a field that concerns various exchanges in social activities. They are in crisis because the Self that Dubet (2007) speaks of will not only be integrative but also take up Bourdieu from the author in terms of Habitus as a being, as a strategic resource and capital; which causes the logic of action of each actor, in this case each teacher, to be diverse, due to rivalries and interests from the individual and collective levels.

For Dubet (2007) each actor within an institution then positions itself in a somewhat strategic logic in defending its objectives, which may be similar to those of others, the crisis would be institutionally situated in the guardian's capacity for power, to be able to influence others and in the clash of interests and powers of the collective with similar status and role. Dubet (2007) already stated that the institution to which the actor joins or belongs precedes him, he does not choose the norms, the values, the roles that are assigned to him or those that are thought of before arrival. Is the identity of the actors thought out or preconceived? Is it a control factor built for appropriation? The social actor for this author is never a real subject but is defined by his desire to be the subject of his life even if he never fully achieves it.

Identity for this research will be conceptualized as commitment, from the logic of subjectivation, because tutors tend to define themselves by their convictions and commitments, the latter not only those acquired individually but also those instituted by the social and institutional; Here are two of the first categories that will allow us to study the analysis of the construction of the tutor's identity, both individually and collectively.

Individual: actors do not enter an institution without a prior identity, they bring with them an autobiographical burden of identity constructs, from their structural construction, their self-concept, their history, and their profession, it is considered of utmost importance that the individual construction is analyzed to determine how it combines and constructs these priors with the new assigned role.

Collective: Actors participate in a process of identity construction, where roles and status are assigned from the social perspective, from the approval of others, from the regulatory and institutional framework of which they are part, from interactions with their work peers, from their tutored students, from how they assimilate the configurations that the collective grants them.

Within both categories, subcategories would emerge that would allow a deeper analysis.

Self-concept: how they have built and assimilated this independent construction of themselves as an individual and social actor, as a teacher, and as a tutor.

Profession: As a key axis for the interpretation of their adoption, acceptance, and vision of the role of tutor, how the profession in which they were trained influences them, they consider that they must have an ideal profile to be tutors.

Subjectification: He identifies with what he is – tutor – or with what he is supposed to be, he wants to be a tutor, or he does it out of demand, the status of his being. In what way is he subjective within his social relationships – institutional or not – in power relations – in which his status as a guardian allows him to exercise – or that are mobilized in the scenarios where he operates?

Finally, a theoretical construct is provided that resides in the macro and micro social, to point out the identity construction in contemporary sociological thought, highlighting the emergence of modern currents in the study and analysis of identity, not only individual or collective but also from the identification, acceptance, and labeling of subjects to new professional roles. The strength of the proposal is the multidisciplinary integrated theoretical bases, the lack lies and is accepted in the subjectivity of the identity and in the complexity of establishing a concept that pays tribute to everything that surrounds the construction process of this, although it is considered to have a theoretical framework that allows the broad interpretation of the identity construction process, it is perhaps necessary to delve into the social experience and intersubjectivity of those involved in the study, to perhaps develop from deeper and personal narratives, which allow giving account of the logics of identity.

The primary contribution is the psychosocial and educational view towards the construction of the professional identity of the tutors, not as teachers but as counselors in charge of the tutorial work, accounting for the professional identity constructive process from the individual and the collective, from views involved in the process, from experiential experiences that allow daily construction and deconstruction: identity is a subjective construct.

Being is becoming,
identity is building...

REFERENCES

Abric J.C. (2004) *Prácticas sociales y representaciones*, Ediciones Coyoacán, México.

Aguilar Nery, J. (2012) "La configuración de la tutoría en la Universidad Tecnológica de Tijuana: Narrativas Docentes", *Revista de Educación Superior*, Vol. XLI, N° 164, México, pp. 99-121.

Aguilera García J.L. (2010) *La tutoría en la universidad: selección, formación y práctica de los tutores: ajustes para la UCM desde el espacio europeo de educación superior*, Universidad Complutense de Madrid, España.

Albaladejo N. J. J. (2012) *La Acción Tutorial*, Alicante, España editorial Disgrafos.

Almudena H. (2002) *Arqueología de la Identidad*, Madrid, Akal.

Alvarado Hernández V. M., Romero Escalona R. (2004) "Los aspectos cualitativos de la tutoría en educación superior", UNAM, México. Disponible en: <http://148.213.1.36/Documentos/Encuentro/PDF/82.pdf>

Álvarez P. P. (2002) *La función tutorial en la universidad: una apuesta por la mejora de la calidad de la enseñanza*, EOS, Madrid.

Arnais P., y S Isús. (1995) *La tutoría, organización y tareas*, Cuarta edición. Editorial GRAÖ. Barcelona España.

Arnuch L. (2012) *Identidades, sujetos y subjetividades*. Buenos Aires: Prometeo.

Avalos, B. (1996) "Caminando hacia el Siglo XXI: docentes y procesos educativos en la región de Latinoamérica y el Caribe", *Boletín Proyecto Principal de Educación*, N° 41. Santiago UNESCO-OREALC.

Ayala Aguirre F. G. (2010) *La función del profesor como asesor*, México, Trillas, ITESM.

Bartolomé Pinar M. (2002) *Identidad y ciudadanía: un reto a la educación intercultural*, Madrid, Narcea.

Barnacle, R. (2004) "Reflection on Lived Experience in Educational Research". *Educational Philosophy and Theory*, 36 (1), 57-67.

Baudrit A. (2000) *El tutor: procesos de tutela entre alumnos*, Paidós, Barcelona.

Baudrit A. (2000). "Le tutorat: un enjeu por une pratique pédagogique devenue objet scientifique?" *Revue Française de Pédagogie*, 132, 125-153.

Berger, P., Luckmann T. (1989) (2001) *La construcción social de la realidad*, Buenos Aires, Amorrortu.

Bernstein, B. (1998) *Pedagogía Control simbólico e identidad*. Madrid, Morata.

Bertaux, D. (1980) "El enfoque biográfico: su validez metodológica, sus potencialidades", en: *Cahiers Internationaux de Sociologie*, vol. LXIX, París.

Blankeship, R. (1977) "Colleagues in organization: The social construction of work. New York: Wiley and Sons".

Blumer, H. (1982) *Interaccionismo simbólico: Perspectiva y método*, Barcelona: Hora.

Bolívar B., A., Domingo Segovia, J., Fernández Cruz, M. (2001) *La investigación biográfico-narrativa en educación. Enfoque y metodología*. Madrid: La Muralla.

Boronat Mundina J., Castaño Pombo N, Ruiz Ruiz, E. (2005) "La docencia y la tutoría en el nuevo marco universitario", *Revista Electrónica Ínter universitaria de Formación del Profesorado*, Madrid. pp. 69-74.

Boudec, G. Le (2001) *L'Accompagnement en Éducation et Formation. Un projet impossible?* Paris: L'Harmattan.

Bourdieu, P. (1997) *Razones prácticas: sobre la teoría de la acción*. Madrid: Anagrama.

Bourdieu, P. (1986) *La distinction. Critique sociale du jugement*. Paris: Éditions de Minuit.

Bricall, M., J., (2000) "Informe Universidad 2000", *Conferencia de Rectores de las Universidades Españolas*, Barcelona, España, Disponible en: <http://www.oei.es/oeivirt/bricall.htm>

Brousseau, G. (1989) *Utilidad e interés de la didáctica para un profesor*, París: Suma.

Buendía, E.L., Dolás, B. P., Fuensanta, H. P. (1998) *Métodos de investigación en psicopedagogía*. México: Ed. McGrawHill.

Buendía E., L. (2010) "Metodologías de investigación para el desarrollo del conocimiento en un contexto multicultural". In A. Boza Carreño, J. M. Méndez Garrido, M. Monescillo Palomo & M. Toscano Cruz (Eds.), *Educación, investigación y desarrollo social* (pp. 15-30). Madrid: Narcea.

Butt, R. (1990) "The Ilucidatory Potential of Autobiography and Biography in Understanding Teachers' Thoughts and Actions". Paper presented to the *Bergamo Conference (Ohio, USA) and to the First International Symposium of the International Study Association on Teacher Thinking*, Tilburg University, Holland.

Butt, R. (1991) "Arguments for Using Biography in Understanding Teacher Thinking". In R. Halkes and J. Olson (Eds.) *Teacher Thinking: A new Perspective on Persisting Problems in Education* (95 -103). Lisse, Holland: Swets and Zeitlinger.

Butt, R., Raymond D. (1992) "Studying the Nature and Development of Teacher's Knowledge Using Collaborative Autobiography". *International Journal of Educational Research*, pp. 402 - 449.

Cacho Alfaro, M., (2004) "Profesores, trayectoria e identidades", *Revista Latinoamericana se Estudios Educativos*, Vol. XXXIV, México, pp. 69-112.

Castoriadis, C. (1985) *La institución imaginaria de la sociedad*. Vol.I. Barcelona, Tusquets.

Castro, R. (1996) "En búsqueda del significado. Supuestos, alcances y limitaciones de los métodos cualitativos", en Ivonne Szasz y Susana Lerner, *Para comprender la subjetividad. Investigación cualitativa en salud reproductiva y sexualidad*. México, El Colegio de México, pp. 57-85.

Chehaybar K., E. De la Cruz, F. G. Abreu L. (2011) "Tutoría en educación superior: una revisión analítica de la literatura", *Revista de la Educación superior*, ANUIES Vol. XL, núm. 157, México pp.189-209.

Clandinin, D. & Connelly, F. (2000) *Narrative inquiry: experience and story in qualitative research*. Jossey-Bass. San Francisco.

Clandinin, D. & Connelly, F. (1992) "Teacher as Curriculum Maker." In P. Jackson (ED.), *Handbook of Research on Curriculum*. New York: Mc Millan. . 363-341.

Clandinin, D. & Connelly, F. (1987) "Teachers' Personal Practical Knowledge: What Counts as 'Personal' is Studies of the Personal." *Journal of Curriculum Studies*, pp. 487 - 500.

Clandinin, D. & Connelly, F. (1988) "Studying Teachers' Knowledge of Classrooms: Collaborative Research, Ethics, and the Negotiation of Narrative." *The Journal of Educational Thought*, pp. 269 - 282.

Clandinin (2000) "On Narrative Method, Biography and Narrative Unities in the Study of Teaching." *The Journal of Educational Thought*, 21(3), 130 - 139.

Chaliès, S. Durand, M. (2000) "L'utilité initiale des enseignants". *Recherche et Formation*, 35, 145-180.

Colina E., (2002) *Los agentes de la investigación educativa en México. Capitales y Hábitus*. Tlaxcala, México. U.A.T. 296p.

Constitución Política de los Estados Unidos Mexicanos (Diario Oficial de la Federación 5 de febrero de 1917).

Corcuff, P. (1998) *Las nuevas sociologías*, Madrid, Alianza.

Cruz Flores G., Abreu Hernández, L.F. (2006) *Competencias docentes para la tutoría en la educación superior* Disponible en: www.comie.org.mx/congreso/memoriaelectronica/v11/.../0438.pdf

Cruz, Abreu de la (2008) "Tutoría en la educación superior: transitando desde las aulas hacia la sociedad del conocimiento", *Revista de Educación Superior*, Vol. XXXVII N° 17, México, pp. 107-124.

Cruz de la, García, Abreu, (2011) "Modelo integrador de la tutoría de la dirección de tesis a la sociedad del conocimiento", *Artículo RMIE*, octubre-diciembre 2006, VOL. 11, NÚM. 31, PP. 1363-1388 Disponible: <http://www.comie.org.mx/v1/revista/portal.php?idm=es&sec=SC03&sub=SBB>

Dèlivrè, F. (2002) *Le métier de coach*. Paris: Editions d'Organisation.

Deutsch, M.; Krauss, R. M. (2001) *Teorías en psicología social*. México: Paidós.

Dubar, C. (1991) *La socialisation. Construction des identités sociales et professionnelles*. Paris. A. Colin.

Dubet, F. y D. Martuccelli (1998) *En la escuela. Sociología de la experiencia escolar*, Buenos Aires: Losada.

Dubet, F. (2007) *La experiencia sociológica*, Barcelona, Gedisa.

Dubet, F. (2010) *Sociología de la experiencia*. DCM, España, Editorial Complutense.

Ducoing P. (2005) *Tutoría y mediación I*, IISUE-UNAM, México, pp. 57-140.

Ducoing P. (2009) *¿Tutoría y/o acompañamiento en educación?*, México: IISUE-UNAM.

Escudero Muñoz, J. M. y Gómez, A. L. (2006) *La formación del profesorado y la mejora de la educación*, Barcelona, Octaedro.

Edelstein, G. y Coria, A. (1995). *Imágenes e imaginación. Iniciación a la docencia*. Buenos Aires: Kapeluz.

Edwadrs V. (2004) "Hacia la construcción del perfeccionamiento docente". En: *Cómo aprende y cómo enseña el docente: debates sobre perfeccionamiento*, Instituto de Cooperación Iberoamericana, Santiago de Chile.

Eliasson, M., Berggren, H. Y Bondestam, F. (2000) "Mentor programmes—a shortcut for women's academic careers?" en *Higher Education in Europe*, Vol. 25, núm. 2, pp. 173-179.

Erickson, F. (1977), "La identidad psicosocial", en *Enciclopedia Internacional de las Ciencias Sociales*, tomo V, España: Aguilar.

Erickson, F. (1989) "Métodos cualitativos de investigación sobre la enseñanza" en: Wittock Merlin C. *La investigación de la enseñanza II*, Barcelona: Paidós, pp. 195-302.

Esteve J. (1994) *El malestar docente*, España, Paidós.

Esteve J. (2010) "Identidad y desafíos de la profesión docente" en: *El oficio de ser docente: Vocación, trabajo y profesión*, en siglo XXI, México, Siglo XXI.

Fernández Pérez, M. (1995) *La profesionalización del docente. Perfeccionamiento, investigación en el aula, análisis de la práctica*, Madrid: Siglo XXI.

Ferrer, J. (2003) "La acción tutorial en la universidad". En Michavila, F.; García Delago, J. (Ed.) *La tutoría y los nuevos modos de aprendizaje en la universidad*. Madrid: Comunidad de Madrid. Dirección General de Universidades pp. 67-84.

Ferry, G. (1990) *El trayecto de la formación*, México: Paidós.

Friedlander J. (1977) *Ser indio en Hueyapan*, Fondo de Cultura Económica, México.

Gadamer, H. (1975) *Verdad y Método*, España: Ediciones Sígueme.

Gairín, J., Feixas, M., Guillamón, C. y Quinquer, D. (2004) "La tutoría académica en el escenario europeo de la educación superior". *Revista Interuniversitaria de Formación del Profesorado*, núm.181 pp. 61-77.

García Antelo, B., (2010) *La tutoría en la Universidad de Santiago de Compostela: percepción y valoración de alumnado y profesorado*, USC, España.

García, E., Gil, J., y Rodríguez, G. (2000) *Análisis factorial*. Madrid, La Muralla.

García Fernández, R. (2008) "Inmigración e identidad", *Eikasía, Revista de Filosofía* Año III N°16, España.

García Ferrado, M. (1998) *Socioestadística. Introducción a la estadística en sociología*. Madrid: Alianza.

García López R., Cuevas Salazar O., (2012) *Impacto de la tutoría presencial y virtual en el desempeño académico de alumnos universitarios*, Instituto Tecnológico de Sonora, Revista Iberoamericana de Educación, México.

García Ramos, J.M. y Gálvez Hernández, M. (1996). "Un modelo tutorial universitario". *Revista Complutense de Educación*, 7, 51-66.

Gellner, E. (1994) *Conditions of Liberty, Civil Society and its Rivals*. London, Hamish Hamilton.

Gewerc A. (2001) "Identidad profesional y trayectoria en la universidad", *Revista de Curriculum y formación del profesorado*, Vol. 5, Nº 2, Universidad de Granada, España.

Giménez, G. (2000) "Materiales para una teoría de las identidades sociales", en Valenzuela Arce, José Manuel [coord.], *Decadencia y auge de las identidades*, México: El Colegio de la Frontera Norte, Plaza y Valdés.

George, D. & Mallery, P. (2003) *SPPS for Windows step by step: A Simple Guide and Reference*. 11.0 Update (4.ª ed.). Boston: Allyn & Bacon.

Giner Tarrida A. (2012) "Perfil competencial del tutor o la tutora de enseñanza" secundaria, *REOP*, Vol. 23, Nº2, Universidad de Barcelona, España.

Girola, L. (1992) "Teoría sociológica y fin de siglo". *Revista Mexicana de Ciencias Políticas y Sociales*, Vol. 37, Nº148, PP. 125-135.

Giroux, H. (1987) *Curriculum, multiculturalism, and the politics of identity*. NASSP Bulletin, December, pp. 1-11.

Goffman E. (1967) *Estigma: la identidad deteriorada*, Madrid-Buenos Aires, Amorrortu.

Gómez G. E. (2004) *Ingreso a la docencia y construcción de la identidad*, Revista Educación y Desarrollo, ITESO.

González Maura V. (2006) "El profesor tutor, una necesidad para la universidades del Siglo XXI", *Revista Cubana de Educación Superior*, Núm. 26, Cuba, pp. 23-36.

Goodson, I. (1991) *Historias de vida del profesorado*. Octaedro. Barcelona.

Goodson, I. (1992) "Sponsoring the Teacher's Voice: Teachers Lives and teacher Development." In A. Hargreaves and M. Fullan (Eds.), *Understanding Teacher Development*. New York: Teachers College Press. pp. 110-121.

Gorosito Kramer, A. (1997) "Identidad, cultura y nacionalidad". En R. Bayardo y M. Lacarriru (Comps.) *Globalización e Identidad Cultural*, Circus, Buenos Aires, pp. 101-111.

Grumet, M. (1990) "Retrospective: Autobiography and the Analysis of Educational Experience." *Cambridge Journal of Education*, pp. 277-282.

Guzmán, C. (2004) "Experiencia e identidad de los estudiantes del nivel superior que estudian y trabajan" en: Carlota Guzmán y Caludia Saucedo (coor.) *La voz de los Estudiantes: experiencias en torno a la escuela*, México, Centro de Investigaciones Multidisciplinarias, CRIM.

Gysling J. (1992) *Profesores: un análisis de su identidad social*. CIDE. Santiago. Chile.

Habermas, J. (1977) "A Review of Gadamer's truth and Method", en: F. Dallmayr y Th. McCarthy, *Understanding and Social Inquiry*, University of Notre Dame Press.

Habermas, J. (1988) *La Teoría de la Acción Comunicativa*, Madrid, Taurus.

Haksever, A., Manisali, E. (2000) "Assessing supervision requirements of PhD students: the case of construction management and engineering in the UK" en: *European Journal of Engineering Education*, Vol. 25, núm. 1, pp. 19-32.

Hamui-sutton A., Varela Ruiz, M. (2012) "La técnica de grupos focales", *ELSEVIER*, UNAM, México.

Hassman, C.A. (2002) *Critical perspectives on Mentoring: trends and issues*. Columbus: The Ohio State University.

Hernández A., Betancourt M., Escalona R. (2007) *La estructura simbólica de la acción tutorial: una visión de la formación para la investigación*, UNAM, México.

Heidegger, M. (1971) *El ser y el tiempo*, Traducción de José Gaos, México, Fondo de Cultura Económica.

Honigman, I. (1982) *Ethnography and Acculturation*, New Haven, Connecticut, Yale University Publications in Anthropology.

Hoyle, E. (1982). "The professionalization of teachers: a paradox". *British Journal of Educational Studies* N° 30, Londres.

Huberman, M. et al. (1989) *La vie des enseignants. Évolution et bilan d'une profession*. Neuchâtel: Nestlé.

Jiménez Rodríguez J., (2010) "Hacia un nuevo proyecto de tutoría universitaria en el espacio europeo de educación superior", *Revista Española de Orientación y Psicopedagogía*, Madrid pp. 37-44.

Kerlinger, F. N. y Le, H. B. (2002) *Investigación del comportamiento: Métodos de investigación en Ciencias Sociales*, México: McGraw Hill.

Kitzinger J. (2001) *Qualitative Research: introducing focus group, en Developing Focus Group Research: Politics, Theory and Practice Glasgow University*, SAGE Publications, USA, disponible en: <http://books.google.com.mx/books?hl=es&lr=&id=fyvOGT2A-o3MC&oi=fnd&pg=PR9&dq=Kitzinger+J.+Qualitative+Research:+introducing+focus+group&ots=5taQlnHORu&sig=3iWT41XS3ZTgcWmqPvencAUVo#v=onepage&q=Kitzinger%20J.%20Qualitative%20Research%3A%20introducing%20focus%20group&f=false> Consultado: noviembre 18, 2013.

Knowles, G. (2004) "Modelos para la comprensión de las biografías del profesorado en formación y en sus primeros años de docencia: ilustración a partir de estudios de caso." En: I. F. Goodson (Ed.), *Historias de vida del profesorado* (pp. 149-205). Barcelona: Octaedro.

Kornblit, A., L., (2007) "Entrevista en profundidad: una herramienta clave en metodologías cualitativas", en Ana Lía Kornblit (coordinadora) *Metodologías Cualitativas en Ciencias Sociales. Modelos y procedimientos de análisis*, Buenos Aires, Editorial Biblos.

Lacruz, Miguel (2002) *Nuevas tecnologías para futuros docentes*. España: Universidad de Castilla-La Mancha.

Latapi Sarre, P. (1988) "La enseñanza tutorial: elementos para una propuesta orientada a elevar la calidad", artículo, ANUIES, México, disponible en: <http://publicaciones.anui.es.mx/revista/68/1/1/es/la-ensenanza-tutorial-elementos-para-una-propuesta-orientada->

Lázaro Martínez A.J (2004) "Perspectivas y propuestas de la función tutorial universitaria" en: *Docencia Universitaria: Orientaciones para la formación del profesorado*, Documentos ICE, Universidad de Oviedo, España, pp. 153-189.

Lavín, S. (2000) *El Proyecto Educativo Institucional como herramienta de transformación de la vida escolar, Enfoques pedagógicos*, LOM, PIIE.

Levine, J.; M., Moreland, R. L., y Ryan, C. S. (1998) "Group socialization and intergroup realtions", En: *Intergroup Congnition and Intergroup Behavior* (págs. 283-308) Lawrence Erlbaum Associates, USA.

Ley General de Educación (Diario Oficial de la Federación, 13 de julio de 1993).

Lobato, C.; Arbizu, F.; Del Castillo, L. (2004) "Las representaciones de la tutoría universitaria en profesores y estudiantes: estudio de un caso" en: *Educación XXI*, 7, pp. 135- 168.

López Ortega A. (2003) "La tutoría en la Universidad", *Primer Foro Institucional de Tutorías Académica*, UAG, México.

Lucas, U. (1998) "Accounting for the world" and "the world of accounting": *Phenomenographic research in accounting education*.

Lyons, W. y Scroggins, D. (1990). "The mentor in graduate education", en *Studies in Higher Education*, Vol. 15, núm. 3, pp. 277-288.

Marcelo García, C., (1995) *Formación del Profesorado para el cambio educativo*. Barcelona: EUB-Poblagrafic S.L.

Marcuse, H. (1969) *El hombre unidimensional*. Barcelona, Seix Barral.

Margolinas C. (2004) "Elementos para un análisis del rol del docente: fases de construcción", *Grenobles, a Pensée Sauvage*, París.

Martínez D. (2001) "Abriendo el presente de una modernidad inconclusa: treinta años de estudio de trabajo docente" En: *LASA, Latin American Studyes Association*, XXIII, Washington DC: LASA.

Martínez Migueles (1999) *La investigación cualitativa etnográfica en educación*, Trillas, México.

Mas Torelló O., (2011) *El profesor universitario: sus competencias y formación*, *Profesorado, revista de currículum y formación del profesorado*, Universidad Autónoma de Barcelona, España, Disponible en: <http://www.ugr.es/local/recfpro/rev153COL1.pdf> Consultado: abril 28, 2013.

Melucci A. (1995) "El proceso de la identidad colectiva", en Hank Johnston y Bert Klandermas, *Movimientos Sociales y Cultura*, Minneapolis, University of Minnesota Press, pp. 41-63.

Mohanty, J. N. (1994) "Capas de Yoidad". En: *La identidad personal y la colectiva*, México: UNAM.

Molina Bernal I., A. (2012) *Estado del artes sobre tutorías en Civilizar ciencias sociales y humanas*, Vol. 12, N°22, Universidad Sergio Arboleda, Bogotá Colombia, pp. 167-195.

Mora, J. A. (2004) *Acción tutorial y orientación educativa*, Madrid, Narcea.

Morín, E. (2000) *La mente bien ordenada*. Barcelona: Seix Barral.

Moro C. (1998) *Situación educativa y significantes*, Bruxelles, París.

Moscovici S. (1969) *Psicología Social II*, Paidós, Barcelona.

Muntañola, N. et al (2014) *Representación cultural y audiovisual en la sociedad contemporánea*, Madrid, Editorial OEC.

Ortega Jiménez M.J. (2011) *La representación social de tutorados y tutores sobre el PIT en la Benemérita Universidad Autónoma de Puebla*, BUAP, México.

Ortega, M. A. (2001). *Tutorías: qué son, qué hacen, cómo funcionan*. Ediciones Popular Madrid.

Ortega y Gasset, J. (1972) ¿Qué es la filosofía?, Madrid, Revista de Occidente.

Pantoja (2005). *La acción tutorial en la universidad*. Propuesta para el cambio. En Revista C & E: Cultura y Educación, 17(1), pp. 67-82.

Pantoja Vallejo A., Campoy Aranda T., Cañas Calles, A. (2003) "Un estudio multidimensional sobre la orientación y la acción tutorial en las diferentes etapas del sistema educativo". *Revista de Investigación Educativa*, Madrid pp.67-91.

Paris Pombo, M. (1990) *Crisis e identidades colectivas en América Latina*, México: Plaza y Valdés, Universidad Autónoma Metropolitana, Unidad Xochimilco.

Plan Nacional de Desarrollo 2013-2018, Gobierno de México.

Pedicchio, M.C. Y Fontana, I. (2000) *Tutoring in European Universities*. Trieste: Servizio Tipografico Editoriale d'Ateneo.

Pérez Colunga, B., (2009) *La construcción de la identidad del tutor de acompañamiento: Los tutores de la UAM-Xochimilco, Departamento de Investigaciones Educativas, CINVESTAV-IPN*.

Pérez Gómez, A. (2008) "Enseñanza para la comprensión". En J. Gimeno Sacristán & A. Pérez Gómez (Eds.), *Comprender y transformar la enseñanza* (pp. 78-114). Madrid: Morata.

Pérez Gómez, A. (1996) "Comprender la enseñanza en la escuela. Modelos meteorológicos de investigación educativa" En: *Comprender y transformar la enseñanza*. Madrid, España, Morata.

Perna, F. Y Lerner, B. (1995). "Mentoring and career development among university faculty", en *Journal of Education*, Vol. 177, núm. 2, pp. 31-46.

Peyton, A. (2001). "Mentoring in gerontology education: new graduate student perspectives", en *Educational Gerontology*, Vol. 27, núm. 5, pp. 347-359.

Pinar, W. (1975) "The method of "currere". *Paper presented at the anual meeting of the American Research Association*, Washington.

Platón (1971) "La apología de Sócrates", En: *Platón: Obras completas*, Edición de Patricio de Azcàrate, Madrid.

Platón (1971) "Menón", En: *Platón: Obras completas*, Edición de Patricio de Azcàrate, Madrid.

Portal, M. (1991) "Diversas perspectivas en la construcción teórica de la identidad: una bibliografía básica", en *Alteridades*, revista del Departamento de Antropología de la Universidad Autónoma Metropolitana, Unidad Iztapalapa, núm. 2.

Prieto P. (2004) "La investigación educativa: ¿fundamento para la construcción de la identidad profesional?". En: Andy Hargreaves et al. (eds), *Os Professores: Identidades (Re)construidas*. Ediciones Universitarias Lusófonas. Lisboa.

Prieto-parra, M. (2004) "La construcción de la identidad profesional del docente. Un Desafío permanente". *Revista Enfoques Educativos*, pp. 29-49.

Ragins, B. (1997) "Antecedents of diversified mentoring relationships", en: *Journal of Vocational Behavior*, Vol. 51 Disponible en: http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_Search

Ravello Bravo C. M. (2007) *Tutoría y orientación educativa en la educación básica alternativa*, Documento de trabajo, década de la educación inclusiva 2003-2012, Ministerio de Educación, Editorial Diskcopy, Perú.

Reguillo, R. (1995) *En la calle otra vez. Las bandas: identidad urbana y usos de la comunicación*, México: ITESO.

Remedi E. (2007) "Formas de interpelación en construcción de una identidad: Algunas propuestas de formación docente en la últimas décadas". En: *Racionalidad y Curriculum: deconstrucción de una lógica*, D.I.E, México.

Reyes L., Cornejo R., Arévalo A.& Sánchez R. (2010) "Ser docente y subjetividad histórica en el Chile actual: discursos, prácticas y resistencias". En *Polis, Revista de la Universidad Bolivariana*, Volumen 9, Nº 27, 2010, p. 269-292 Disponible en <http://www.scielo.cl/pdf/polis/v9n27/art12.pdf>

Rickenmann R. (2007) "Semiótica de la acción educativa", En Baudoquin J. (Ed.) *Teorías de la acción en educación*, pp. 225-284, Caractères, Francia.

Rikard, G.L. (1990) *Student teaching supervision: A dyadic approach. Journal of Physical Education, Recreation and Dance*, 61, 85-87.

Rodríguez Bulnes M.G (2001) *La tutoría como propuesta de cambio en el proceso formativo universitario: sus representaciones entre los estudiantes*, UAEM, México.

Rodríguez Espinar (2004) *Sobre la tutoría universitaria: algo nuevo o, ¿redescubriendo lo antiguo?*, Universidad de Barcelona. Disponible en: www.udc.es/.../TutoriaUniversitaria/Sobre%20la%20tutoria%20universita

Rodríguez Espinar (2006) "De la prehistoria de los planes de evaluación de la calidad de las universidades españolas. Reflexiones de futuro". En: *ANECA. 10 años de la evaluación de la calidad de las universidades (1996-2006)*. Madrid: Autor (pp. 175-181).

Rodríguez Espinar (2012) Coordinador, *Manual de Tutoría Universitaria: Recursos para la Acción*, Ed. Octaedro, Barcelona.

Rodríguez Fernández, Noemi (2014) *Evaluación de las necesidades formativas del tutor a distancia. Un estudio de casos: La UNED- Centros Asociados de Ponferrada y Asturias, y la UOC*. Tesis doctoral Universidad de Oviedo.

Romo López, A. (2005) *La tutoría en el nivel de licenciatura y su institucionalización, en Educación Superior y Programa Nacional de Educación 2001-2006: Aportes para una discusión*, ANUIES, México.

Romo López, A. (2010a) *La percepción del estudiante sobre la acción tutorial: Modelos para su evolución*, Colección Documentos, ANUIES, México.

Romo López, A.(2010b) *Sistemas de acompañamiento en el nivel medio superior: modelo para su construcción*, Colección Documentos, ANUIES, México.

Romo López, A. (2011) "La tutoría: una estrategia innovadora en el marco de los programas de atención a estudiantes". En: *Cuadernos de la casa ANUIES*, México.

- Ruiz, J. (2003) *Metodología de la investigación cualitativa*. Bilbao, Universidad de Deusto.
- Sampascual G., Navas L., Castejón J.L. (1999) *Funciones del orientador en primaria y secundaria*, Editorial Alianza, Madrid.
- Sandín Estevan M. P. (2003) *Investigación Cualitativa en Educación*, Fundamentos y Tradiciones, Mc Graw Hill, México.
- Santiago P. (2003) *Teacher demand and supply. Omproving teaching quality and addressing shortages. A literature review and a conceptual framework for the future work*. Paris OCDE.
- Santos Boaventura de Souza. (2003) *El desperdicio de la experiencia. Crítica de la razón indolente*. Bilbao, Desclee.
- Schubert, W., Ayers W. (1992) *Teacher Lore: Learning from Our Own Experience*. New York: Longman.
- Schütz, A. (1993) *La construcción significativa del mundo social. Introducción a la sociología comprensiva*. Barcelona: Paidós.
- SCHNEUWLY B. (1998) *Signos, señales y perspectivas de la identidad en el docente*, Berne, París.
- Sanz Oro R. (2001) *Orientación psicopedagógica y calidad educativa*, Ed. Pirámide, Madrid.
- Sanz Oro R. (2005) "Integración del estudiante al sistema universitario", en: *Cuadernos de Integración Europea*, pp.69-95.
- Sanz Oro R. (2006) *Programa de formación de tutores para la ESO (educación secundaria obligatoria)* Ed. Grupo Universitario, España.
- Segovia L. A., Fresco C.E. (2000) "La acción tutorial en el marco docente", *Seminario Galego de Educación para la Paz*, España, disponible en: <http://webs.uvigo.es/ageps/crasga/Accituto.pdf>
- Secretaría de Educación Pública (2013) *Yo no abandono: Manual para ser un mejor tutor*, SEP, México.
- Serret, E. (2001). *El género y lo simbólico. La constitución imaginaria de la identidad femenina*. México: UAM-Azcapotzalco.
- Silva Laya M. (2011) "El primer año universitario: un tramo crítico para el éxito académico", *Artículo Revista Perfiles Educativos*, vol. XXXIII, número especial, 2011, UNAM, México, pp. 102-114.
- Stake R. E. (2005) *Investigación con estudio de casos*, Ediciones Morata, Madrid.

Stevens R. y Shenker L. (1992) "To succeed in high school" En: *Multidimensional treatment program for adolescents with learning disabilities*. Montreal: The Learning Center of Quebec.

Strauss A. y Corbin, J. (2002) *Bases de la investigación cualitativa. Técnicas y procedimientos para desarrollar la Teoría Fundamentada*. Medellín: Universidad de Antioquia.

Tap, P., (1986) *Identités collectives et changements sociaux*, París: Craing Calhoun.

Tarrés I Picas M. (2004) "Perfeccionamiento docente y calidad de la educación". En: *Cómo aprende y cómo enseña el docente: debates sobre perfeccionamiento*, Instituto de Cooperación Iberoamericana, Santiago de Chile.

Tarrés, M. L. (2008) *Observar, escuchar y comprender. Sobre la tradición cualitativa en la investigación social*, México, El Colegio de México y Facultad Latinoamericana de Ciencias Sociales sede México.

Taylor, S. & Bogdan, R. (1990) *Introducción a los métodos cualitativos de investigación*. Barcelona: Paidós.

Taylor C. (1993) *El multiculturalismo y la "política del reconocimiento*, México: Fondo de Cultural Económica.

Tenti Fanfani, E. (1995) "Una carrera con obstáculos: la profesionalización docente". En: *Revista IICE No7*. Buenos Aires: Miño y Dávila Editores.

Torres, M. (1998) *La profesión docente en la era de la información y la lucha contra la pobreza*. UNESCO. Buenos Aires.

Touraine, Alain. (1969) *Sociología de la acción*. Ariel, Barcelona.

Turner, J. C. (1990) *Redescubrir el grupo social, Una teoría de la categorización del Yo*. Madrid, Morata.

Turner, C., y Hodge, M.N. (1970) "Occupations and professions". En: J.A. Jackson (Ed.), *Professions and professionalization*, London: Cambridge University Press pp. 17-50.

UNESCO (1998) *La educación superior del Siglo XXI Visión y Acción*, Conferencia Mundial Sobre la Educación Superior, París: UNESCO.

Valcarcel, M. (2005) (Coord.) *La preparación del profesorado universitario para la convergencia europea en educación superior*, Informe Investigación, Proyecto EA2003-0040.

Valenzuela Arce J.M. (2000) *Decadencia y Auge de las Identidades*. Tijuana: Colegio de la Frontera Norte/ Plaza y Valdez, México.

Vaillant, D. (2004) "Construcción de la profesión docente en América Latina". *Tendencias, temas y debates*. Serie Documentos N° 31. PREAL.

Vaillant, D. (2007) "La Construcción de la Profesión Docente" en *MINEDUC, Centro de perfeccionamiento e Investigaciones Pedagógicas, C.P.E.I.P.*, (2010) Carrera Profesional Docente, Salesianos Impresores.

Van Manem, M. (2003) *Investigación Educativa y Experiencia vivida. Ciencia humana para una pedagogía de la acción y de la sensibilidad*. Barcelona: Idea Books.

Vasilachis de Galdino I. (2003) *Pobres, pobreza, identidad y representaciones sociales*, Barcelona: Gedisa.

Veiravé, D., Ojeda, M., Núñez, M., Delgado, P. (2006) "La construcción de la identidad de Los profesores de enseñanza media. Biografías de profesores". En: *Revista Iberoamericana de Educación* (ISSN: 1681-5653) 40/3 – 25 de octubre de 2006 EDITA: Organización de Estados Iberoamericanos.

Vos de G. (1961) *Symbolic Analysis in the Cross-cultural Study of Personality Cross-culturally*, Row Peterson & Co., Illinois.

Villers, D. (1998) "Du maître d'application à l'instituteur maître formateur: des conceptions différentes?" En D. Raymond y Y. Lénor (Ed.), *Enseignants de métier et formation initiale* (pp. 223-244). Bruxelles: De Boeck Université.

Weber, M. (1976) *La ética protestante y el espíritu del capitalismo*, Buenos Aires: Diez.

Webster – Straton y Herber (1993) "Promoción de estrategias de autorregulación en estudiantes de secundaria". En: Ayala M., Hernández A., Guzmán Y., García B., Flores R., (2002), *Integración: Desarrollo Psicológico y Educación*. pp. 48 – 56.

Welch, S. & Corner J. (1988) *Quantitative Methods for Public Administrations: Techniques and Applications*, Chicago: Dorsey.

Wilensky B., (1964) "The professionalization of everyone?" *The American Journal of Sociology*, pp. 137-158.

Yocco G, Parga M., Conti G., Curti F., Ratner D. (2012) *La construcción del rol de tutor en entornos tecnológicos*, Universidad Nacional de la Plata, Argentina.

Zabalza, M. A. (2003) *Competencias docentes del profesorado universitario. Calidad y desarrollo profesional*, Madrid: Narcea.

Zabalza, M.A.; CID SABUCEDO, A. (2006) "La tutoría en la universidad desde el punto de vista del profesorado". En: *Bordón*, 58 (2) pp. 247-267.

Zaccagnini, M. (2002) *"Las representaciones sociales en la construcción del rol docente"*. México, ITESO.

ABOUT THE AUTHOR

Jennifer Quiroz Fragoso

Graduate in Educational Sciences, Specialist in Teaching, Master's in Educational Sciences, and doctor in Social Sciences from the Autonomous University of the State of Hidalgo (UAEH). Author of various book chapters and articles in Mexico, Argentina, Cuba, the Dominican Republic, and Spain, such as *Three Horizons in Research on Tutoring at the University*, *The Conceptual Anguish of the Term Sociocultural Factors*, *Theoretical Landscapes: self-identity, the Identity of others and the approaches of individuation*, among others.

Jennifer's main contribution allows us to thoroughly visualize the tutorial practice of the tutors in a university context by constructing a gnoseological table of the concept of identity. The gnoseological ordering of the idea of identity occurred when certain authors who developed a concept were studied, which allowed these "ideal relations" of an increasingly complicated -concept- and observed and experimented on the logical operations of the same, an increasingly ordered process is executed through the "categories," it is part of Aristotle's categorical table, but manifest in the process of questioning since the concept itself has categories, which show a real nature. or material, which also allows a methodological contribution, the elaboration of the gnoseological table for the analysis of some of the theoretical conceptions of identity through two axes, the first from the worlds of Popper (philosophical, perception, and abstraction) and from the linguistic, semantic, syntactic and pragmatic axes, from the physicalist to the ontological, placing each concept found in the different boxes, which represents a theoretical and methodological contribution by using a classificatory scheme, which allowed apply it to each concept and visualize the reductions it makes to the different axes as well as its shortcomings in their extension, identity was studied, in its subjective construction, to then estimate the importance of the role of sociocultural factors in it. The research pays tribute to central elements of the internal and external sociocultural factors that were constitutive of the identity of the tutors.

Her work provides a conception of identity for the study carried out, as well as the proposal of the notion of sociocultural factors, which, as is known, is a difficult category, which allowed us to account for the subjective construction of identity and the presence of some sociocultural factors during it. It was found that these factors (traits, qualities, and artifacts) are not present in their entirety in practice, that is, only the presence of some of them was detected (culture, religion, profession, social class, and status, among others), that is, the incidence of sociocultural factors in the construction of identity.

Derived from the above, she proposes the use of epistemological tables as a theoretical framework in doctoral theses, derived from the fact that new theoretical knowledge is produced when they are used and not just citations to provide support.