



Tutoring and Mentoring: An A.R.C. Model for Future Teachers: Affective, Reflexive and Cognitive Orientation to Self-regulated Learning

Philippe REMY

phremy.iesp@gmail.com

**(Haute Ecole Paul-Henri SPAAK Teacher Training Department,
Brussels, Belgium)**

Received: 10.06.2015; Accepted: 30.10.2015

Abstract: *With a specific focus on tutoring among future teachers this article proposes a model of self-regulated learning. The focus on different mechanisms inherent to the tutoring relationship will consider Affective impacts or motivation, Reflexive or metacognitive and Cognitive resolutions. The ARC combination proposes that personal skills will be gained and beneficial transfers into the class will be possible. This approach with a model considers explicit learning as a part of tutoring relationship successes. A prospective study on a short scale provides a few indicators in this direction and will be followed by a mentoring study. As private companies also present services in the shadow of the official educational system some recommendations will illustrate the tutoring original pedagogical relation with specific limits and the potential for new understanding.*

Keywords: education, teaching, mentoring, tutoring

Introduction. When future and young teachers speak about their job usually they think in terms of identity to deal with students and adults, affectivity in the sense of appropriate communication and skills developments in the learning process. In general, they feel relatively alone in front of a lot of charges: these are administrative, pedagogical and relational problems. At school they are engaged in many different situations not only inside the classroom but also in the global school environment. For candidates this period is very critical and tutoring as an accompaniment or support could be a serious issue to build affiliation and integration into pedagogical projects. The question is how to conduct the relationship between «tutor and tutoree» with respect on both sides and with methodological transfers for dynamic investment. This article

proposes a new view on tutoring with a model articulated on three axes at different stages. The purpose is to develop a self-regulated learning for teachers and benefit transfer for actions into the class.

Background

Tutoring and affectivity: Support, accompaniment and ethics

With “Accompaniment” Paul (2004) suggests three acceptances: giving a direction, guiding with previous experiences and escorting for help or support. Different authors add a sense of otherness as the personal dimension because we are in human relationships. As soon as human beings are involved in a common process, moral aspects, ethics principles and professional codes appear. In this sense, a model could be a model based on four verbs: conducting, showing, leading and revealing in three different phases: understanding to fix the problems, meeting to change and experiences to learn. Without forgetting ethics principles based on: respect and confidence, listening and proximity in the relationship, interest and conviction to succeed. Respect for people, convictions, cultural references but with a part of destabilization just to open the way of change. In the professional context, deontology sets up limits and activates self-control in this process to fix legality. Ethics is more directed to the personal question, a part of self-evaluation to enter in legitimacy. A model questioning these aspects must lay the foundation of a relationship based on integrity.

Tutoring and reflexivity: Communication and tacit theory

The tacit theory of the learning process puts forward that results are more significant when people are explicitly informed of their role in the communication (Berzin, 2012). As verbal exchanges still relate to directive learning model attempts of effective enlistment are superior. When tutors and mentors are invested in their function as real partners in learning, they enter into a better understanding of the resolution of the problem instead of just finding effective answers. In this direction, the teacher’s effect (Gillies, 2004) is a determining factor in regulating the cooperative interactions (listening – sharing – mutual aid). The presence of the tutoring model could allow for an increased metacognitive experience because learners become much more aware of their actual thinking (Berger & Büchel, 2012).

Tutoring and cognition: Adaptability and know-how

Knowledge and evaluation are connected in the learning process. Knowledge gives sense and usable answers in life, to check effectiveness. Evaluation brings sense through control to guide the person and obtain results. It is a part of the universe’s interpretation around us. It is the way to find judicious meaning, support and self-construction. Two directions

can be taken: “instrumental” track with vision focused on production, present action to be done and “symbolic” modality to open the mind, to put words on things, to give sense, to create a relation between human being and fact, life and objects. Selection and strategy are adapted in function of the social role expected. Tutoring and mentoring values are questioning the relation with a person, the dynamic process to promote access to divergence or regulation. Two logics enter in dialectic, assessment to consider the results or consequences, development to push potential issues or create possibilities. Ethnological surveys conducted on professional behaviour identified different attitudes based on thinking and *values*: Humanism thought / *respect and self-consideration*, Objective thought / *Effectiveness and dynamism*, Strategic thought / *Autonomy and motivation*, Magic thought / *Quality and well-being*, Pragmatic thought / *Change and plasticity*. Strategy is to be used to command, to manage, day by day. On the opposite side, Objective thought plans long term action, step by step. Magic thought protects the person, helps the person to feel safe and secure, confident and totally fulfilled. In fact, recognition of similarities between people lessens the distance to dispose of worries during life and especially to deal with the learning process.

Model

Special aspects of the experiment

This first part of the study tries to develop an ARC model to prepare a possible Tutoring relationship between future teachers and to guarantee good progress on both sides (Tutor/tutoree). The model will consider different functions: Affective, Reflexive and Cognitive. This ARC model is a combination of several evident assertions that are underscored in Pintrich (2000) self-regulated learning model: participants in action, potential personal control, used for reference of goals and skills, motivation and contextual adjustments and Wouters model's (Wouters, De Theux & Braibant, 2006) based on four functions CQFD: C= Conducting or «navigating», Q= Questioning, F= Facilitating, D= Diagnosing. Items are selected from preview studies on support of trainees in education (Raucent, Verzat & Villeneuve, 2010; Boutet, 2008) and tutoring (Remy, 2013).

Figure 1. The model

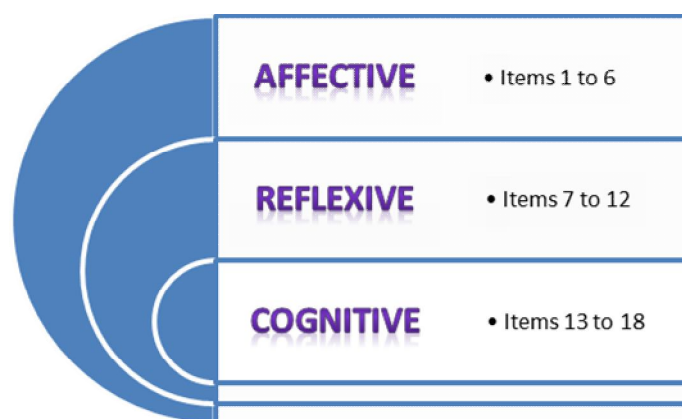


Table1. The items

Affective		Reflexive		Cognitive	
1	Contact	7	Comments	13	Link Theory and Practice
2	Non Verbal Communication	8	Suggestions	14	Experience
3	Planned Self Image	9	Representations	15	Common language
4	Successful Self Image	10	Stages to be exceeded	16	Method of work
5	Listening	11	Strategies	17	Changes in current practices
6	Management of feelings	12	Perspectives of Changes	18	Changes in future practices

For the quantitative study, each candidate was invited to answer an on-line questionnaire. Every item (1 to 18) was estimated by ascending importance (from 1 to 10) at the end of every session.

Strong Points, Failings and Critical Issues

As a prospective study the ARC Model was submitted to Tutors and tutoree candidates (Tn = 25).

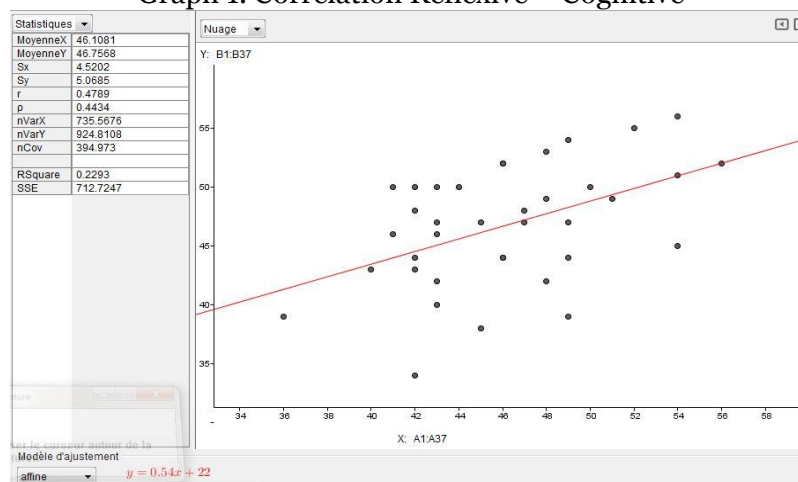
Table 2. The results

		ITEM 5	ITEM 11	ITEM 13
Tutors : Tn=8	Mode	10	10	10
	Mean	10	8,5	7,5
	SD	0	1,7	3,3
Tutoree : tn=17	Mode	10	8	9
	Mean	9	8,1	8,5
	SD	1	1,4	1,4

After statistical treatment, we can consider the most significant results as:

- Affective = Emotional criterion is focused on listening as essential element. Reflexive = Strategies represent the most important investment. Cognitive = link between theory and practice confirms the fixation of the subject to be studied on both sides: Tutor and tutoree (Table 2.).
- The correlation between indicators taken back under the criterions reflexive and cognitive is obvious and deserves particular attention. It will be the object of new investigations (Graph 1).

Graph 1. Correlation Reflexive – Cognitive



Finally, to lead a qualitative study two sets of explicit interviews were led to cross the results. These confirm the impact of a link between reflexive and cognitive indicators. Candidates express clearly that the entire stake in the success is situated in this combination between strategies and link between theory/practice. Obviously, the affective impact is really important with listening skills, empathy and availability. Tutor's initial knowledge is valuable; strategies are developed with a view to results and improvement in the situation; context creates a construction of sense to deal with appropriated answers.

Future research directions

With the same particularities: pragmatism, simplicity, functional but with a real personal transformation, the following part of the study will be developed in the future. These remarks are based in study between future teachers. Some additional research and comments must be provided on self-regulated learning. More explicit indicators connected to the different functions (Affective – Reflexive – Cognitive) will develop these aspects: learning by oneself, self-assessment, self-questioning, self-explanation. The tutor's and mentor's role needs to be studied to be well prepared.

The next research will be oriented to mentor characteristics; especially on communication skills to create a real constructive learning process. New questionnaires will be established with consideration on how to

develop the motivation, what opens the transmission channels and how to inhibit disturbance agents.

Tutoring relationships and mentoring experiences are certainly real opportunities to questioning the way of doing. It is a chance to enter into new strategies. It is time to build up affiliation and integration into pedagogical projects.

Conclusion

Tutoring and mentoring as a learning process represent a serious challenge for new visions in Education. The tutor's role needs to be recognized. The mentor's role must be supported. Most of these specificities must be developed in the sense of a constructive attitude which provides consistent transformation. It is more important than just an immediate result or just functional attitude as many private associations propose on the market. The ARC Model suggests a few developments directed towards self-regulated learning with consideration to support and ethics, communication, adaptability and know-how during the process. This first study shows the importance of explicit learning but also lets open the appropriate answer to reflexive attitude. Cognition is certainly the favourite reward and success but the way to get it is the concern and the privilege of human dignity.

References

- Berger, J-L., & Büchel, F. (2012). Métacognition et croyances motivationnelles: un mariage de raison. *Revue française de pédagogie*, 179, 95-128.
- Berzin, Ch. (2012). Tutorat entre pairs et théorie implicite d'enseignement. *Revue française de pédagogie*, 179, 73-82.
- Boutet, M. (2008). *L'accompagnement concerté des stagiaires en enseignement*. Québec : Presses de l'Université du Québec.
- Gillies, R. (2004). The effects of communication training on teachers' and students' verbal behaviors during cooperative learning. *International Journal of Educational Research*, 41 (3), 257-279.
- Paul, M. (2004). *L'accompagnement: une posture professionnelle spécifique*. Paris: L'Harmattan.
- Pintrich, P. (2000). The role of goal orientation in self-regulated learning. In Boekaerts, M., Pintrich, P., & Zeidner, M. (Eds.), *Handbook of self-regulation* (pp. 451-502). San Diego: Academic Press.
- Raucent, B., Verzat, C., & Villeneuve, L. (Eds.) (2010). *Accompagner des étudiants*. De Boeck, Bruxelles.
- Remy, Ph. (2013). Tutoring between future teachers stakes and perspective in a potential learning process. In Pumilia-Gnarini, P., et al. (Eds.), *Handbook of research on didactic strategies and technologies for education: Incorporating advancements*, Vol. 1. (pp. 646-653). Hershey: IGI Global.
- Wouters, P., De Theux, M., & Braibant, J. M. (2006). Comment former des tuteurs. In Raucent, B., & Vander Borcht, C. (Eds.), *Etre enseignant. Magister? Metteur en scène?* (pp. 342-349). Bruxelles: De Boeck.