



The Autonomous Learning And Tutoring

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ABSTRACT: *The tutor can expand its own possibilities of participation within the tutorship by motivating the tutored students in autonomous learning, with the purpose that the students in their classes may have real opportunities for creation and construction of knowledge. The tutors can apply their strategies to work continuously in the classroom in a traditional way, but when the tutor thinks of a learning process that supports and fundamentals the development of new skills that have to do with the type of knowledge corresponding to autonomous learning, this will generate new conditions, principles and processes within guided teaching. This also propitiates advantages that favor learning with the acceptance of new processes and methods where the student may learn through practice and their own and autonomous experience.*

KEY WORDS: *Autonomous, Knowledge, Learning, Attitude, Progress*

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I. INTRODUCTION

The opportunity that the tutor has in his first meeting with his students to lay the foundations of a successful tutorial experience related to autonomous learning is extremely important, and it is better if he prepares it in advance and leaves nothing to improvisation. The tutor must feel safe and confident in himself from the first day, as well as being very clear that his students want and need to learn for themselves and the example of the tutor. The tutor is required to prepare for this presentation according to the goals to be met and of course to have an appropriate attitude and vocabulary. As it is presented the first time it is the way in which your students will perceive your person and he must be accessible and friendly.

Tutor's attitude

The presentation and the personality of the tutor in the first meeting should be the opportunity for trust and empathy to facilitate the interaction of his students. The tutor's particular style of motivating autonomous learning should make this experience very enjoyable and interesting for all his students. The tutor must be persistent in the benefits of this type of learning, but kind and considerate at the same time, since he is responsible for the bonds that are achieved with the students. It is extremely important that students are motivated during the tutorial sessions to carry out the guide for autonomous learning and feel accompanied by the tutor even if they are not present so that they can achieve the learning objectives and goals for themselves.

The cautious and enthusiastic persistence of the tutor will enable him to respond correctly to the tutored student requirements to keep them interested in autonomous learning. Regardless of the disadvantages, the tutor who motivates autonomous learning should be positive and enjoy what he does with tutoring.

Promotion Of Autonomous Learning By The Tutor

What is learning? According to Jerome Bruner, "It is a dynamic process; it is the change that occurs in knowledge and mental structures throughout the interactive experience of them and what comes from outside the individual." **What is autonomous learning?** It is a series of steps or processes that provide the opportunity for the student to be the author and creator of his own development, being the one who chooses the paths, the strategies, the tools, the time and place to learn and independently implement what he wants to learn on his own, and in this case with the help and guidance of the tutor. The autonomous learning is cataloged within the general competences. Autonomous learning seeks, identifies, evaluates, extracts, acquires and uses effectively the

information contained in the various sources to meet a personal need for new knowledge. Autonomous learning within tutoring is very important, because the tutor knows that the student who also wants to apply autonomous learning will have new and better results of academic achievement at the end of each semester and their careers. In this case, tutors should encourage their students to have adequate autonomy to learn and at the same time promote roles, participation, activities and experiences that help them build their own knowledge (Joan Rué 2016).

It is of utmost importance that tutors foster a sense of responsibility in their students, as well as self-discipline, curiosity and research. The tutor can recommend that the students investigate certain topics previously taught in class, through the internet. He can also give them some online advice and help with specific videos to expand the information and recommend the learning or practice of the English language, since most of the information in both recent books, as in the internet comes in English, the tutor can also carry out his sessions in English when his students are of intermediate or advanced level and when the students are willing, even at the basic level.

The tutor can emphasize the use of Tics to obtain positive results in autonomous learning, as it provides the student with greater reading ability and consequently writing, because due to these activities it allows the student greater skills for autonomous learning, the tutor guides the students to research independently under their initiative and responsibility, and therefore collect valuable information and material that they can use to anticipate in the classes, to dispel doubts, share it with other students and teachers and to obtain a material that they can use at different times and purposes.

Autonomous learning also involves adaptation of tutors and students to complement the student's training process even outside the campus and academic school schedule, since through autonomous learning, purposes, goals and achievements are established. Learning is planned and then the student with the help and guidance of the tutor may evaluate what they have acquired through feedback with the tutor.

This autonomous learning has a good base for the future performance and insertion in the labor field of the now student, because there, he will also have to complement the necessary information for their professional and improvement, where they really will have to put into practice the: **learn to learn, learn to do, learn to be, and learn to live together**, because the educational processes are continuous and permanent, because they do not end when the university ends.

Because autonomous learning, is a competence that benefits personal formation, in the same way the tutor provides his students with an opportunity to achieve a better and deeper autonomous learning experience. The student in many occasions begins his autonomous education in higher education level, putting this competence into practice for real, because the information and knowledge is not a perishable product, but for the whole life coupled with their own experiences and training processes, their knowledge, skills, attitudes, way of thinking and values that will achieve an adequate performance in a personal, social and professional area.

Autonomous learning guided by the tutor leads the student to the ability and development of observation and judgment; it is a strengthening of the ability to analyze and choose which projects, subjects or topics or simply doubts he wants to clarify. It generates a sense of ability in the student that develops gradually, because it means studying to solve a task with the help or specific support of his tutor but the student seeks for himself the information and answers. Autonomous learning is also considered to be one that takes place outside the conditions of an institutional or even curricular formality. Autonomous learning will reflect a behavior of the student oriented fundamentally to achievements, answers and specific demands of knowledge, which are formulated by the tutor or professors and are granted respect to the conditions or demands, such as the time dedicated to them, the place of study, or the Information sources or TICS, but never about the result or answer of the learning product.

The tutor can make use of social networks to communicate and share information with his students, the tutor may include messages, emails, blogs, forums and galleries to send and certain teaching material, images, videos and files. The tutor can even make use of the cloud where he can make available to the tutors some applications, storage and processing so that they can store information on the internet and have access from wherever they want and when they want, according to the necessary requisitions of the web.

The tutor's attitude should encourage students to make them capable of transcending a traditional educational system and that they can increase their knowledge outside the classroom with guidance and supervision on their part and that it should be carefully reviewed by both parties. The tutor can emphasize the advantages that the student acquires with autonomous learning, since a student with the ability to learn autonomously will be more competitive in any area. It should be stated that they are able to face new learning opportunities and highlight the relevance of adapting to this changing context and seriously consider the benefits of learning for oneself **throughout life. In the field of education, autonomous learning can be considered like homework, research projects, or any tasks that the students can solve for themselves.** New problems are considered autonomous, maybe discussing a report or a topic, investigation projects or any other activity

outside the classroom environment and without the direct participation of the teacher. The tutor is always willing to create and provide experiences for students to build their own knowledge.

Autonomous learning works directly on a specific set of training activities such as laboratory practices, classes and conferences, situations of teamwork and collaborative work, problem-based learning, field work, etc. Through these activities students confront certain experiences and intellectual challenges that allow them to interact and participate with environments, teachers and tutors. These are carried out in a specific field of action and relationships; in this case the tutor gives certain opportunities for participation, which allows specific achievements (Appia p.103).

A potential in the student is then generated as agents of their own learning, nevertheless certain conditions of quality in the proposals of the tutor are required that really allow the development of the autonomous learning. The advance in the practice of autonomous learning and its development, will be conditioned to the participation of the tutor and the practical opportunities for the student, and this progressively requires a lower dependency of the teacher and tutor that must be replaced with a continuous advance and mastery of available resources such as assignments, facts, dates, information, concepts and procedures, which, in the face of the offer of autonomous learning, must be known and need a certain domain so that the tutor can take out autonomous learning. It is necessary to enhance the intellectual and personal autonomy of the student in every possible situation.

It Is Important That The Tutor Make You Know The Following:

- What it has to do?
- How will it take place?
- With what sources of information?
- What does the student need to know beforehand?
- What time do you have to do it and complete it?
- How to plan your activities?
- How to organize your time and materials?
- How do you document your progress?
- Is it checked periodically with your tutor?
- Is there periodicity in your presentations?
- Are you aware of the evaluation criteria of the tutor and teachers?
- Do you consider that the coordination between the tutor and the teacher is necessary and indispensable?
- Are the results assessed jointly by the student, teacher and the tutor?
- Is there feedback from the tutor?
- Does the tutor generate opportunities to discuss, and compare the results?
- Does the tutor provide the possibility to choose which topic to research or develop?
- Does the tutor clarify the objective purposes and requirements that favor the understanding of a subject or topic?
- Does the tutor motivate you to give a positive meaning to what you are learning?
- Does it guide you to relate the different ideas and relate them to other previous experiences?
- Does it motivate you to be positive in relation to your autonomous learning?

Each time an autonomous learning is carried out, it is anticipated that a certain quality can be achieved and for this, three fundamental components are required: 1) **attitude, interest and perseverance** 2) **strategic resources** and 3) **direction of the action**. For autonomous learning it is important to assume or exercise a willing attitude to face the determined challenge according to one's own expectations; constancy, patience and self-confidence in the future result of learning. It also means to test one's willingness to carry out and complete previous learning, and to know what skills and resources the students must employ, that is, to have prior knowledge of what they want to do and the possibility of reporting and monitoring their own progress, obtaining a clear idea about their own learning process and how to improve it.

The tutor is the main source for autonomous learning because it generates the initial conditions such as the development of a topic, a problem to solve or entrust a brief investigation. The student on his own has to understand the meaning of such training proposals as for example, what kind of problem or what difficulty is proposed, and why?, with what subject is related to? How to execute it? etc.

II. CONCLUSIONS

In general, traditional teaching resources provide the tutor with guidelines and criteria to plan and make decisions that are sometimes characterized by the limited participation of the tutor, the work of the tutor has been associated with only a support provided when filling out formats, apply questionnaires or expose a class so that their tutored students elaborate tasks with traditional materials and topics, attached to a teaching model based on a tutorial or expository teaching focused on the review of contents with very little participation and

interaction for the tutor and students. The application of autonomous learning strengthens the tutorial activity and this allows the student and the tutor to participate actively, using the resource of communication, interaction and Tics, the internet offers virtual learning environments such as Moodle- Blackboard, or Cloud between others and there are multiple technological tools that enrich face-to-face and virtual environments supported by innovative ways to acquire and exchange information and knowledge, but above all, to generate forms of communication under the perspective of autonomous learning and participation between the tutor and the students.

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