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

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Abstract

With a specific focus on tutoring among future teachers this article proposes a model to 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 gain and beneficial transfers into the class will be possible. This approach with significant 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. 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 potential new understanding.

1. Introduction

When future and young teachers speak about their job usually they think in term 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: this is administrative, pedagogical and relational problem. At school they are engaged in many different situations not only inside the classroom but also in the global scholar 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 axis at different stages. The purpose is to develop a self-regulated learning for teachers and benefit transfer for actions into the class.

2. Background

Tutoring and affectivity: Support, accompaniment and ethics

With "Accompaniment" PAUL [1] suggests three acceptances: giving a direction, guiding with previous experiences and escorting for help or support. Different authors (FORESTIER, 2004; VIAL, 2007; BOUVY, 2010) 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 personal question, a part of self-evaluation to entry 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 learning process puts forward that results are more significant when people are explicitly informed of their role in the communication [2]. As verbal exchanges still relate to directive

learning model attempt of effective enlistment are superior. When tutors 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 [3] is a determining factor in regulating the cooperative interactions (listening – sharing – mutual aid). The students well formed to tutoring will develop much more interactions. The presence of the tutoring model could participate in an increasing metacognitive experience because learners become much more aware of their actual thinking [4].

Tutoring and cognition: Adaptability and know-how

Knowledge and evaluation are connected in the learning process. Knowledge gives sense and usable answer 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 social role expected. Tutoring 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 (VIAL M., 2005) 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 plan to long term, step by step. Magic thought protects the person, helps the person to feel save and secure, confident and totally fulfilled. In fact, recognition of similarities between people lessens the distance to dispose of anguishes during life and especially to deal with the learning process.

3. Model

Special aspects of the experiment

This study tries to develop an ARC model to prepare a possible Tutoring relationship and to guarantee good progress on both sides. The model will consider different functions: Affective, Reflexive and Cognitive. This ARC's model is a combination of several evident assertions that are underscored in PINTRICH [5] 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 [6] 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 [7][8] and tutoring [9].
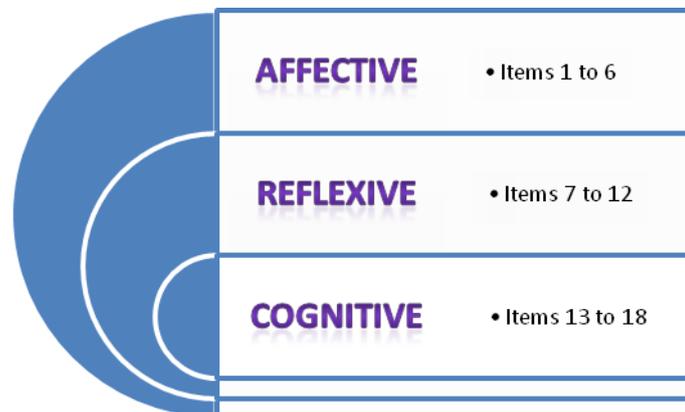

AFFECTIVE • Items 1 to 6

REFLEXIVE • Items 7 to 12

COGNITIVE • Items 13 to 18

Fig1. 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 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).

Table2. 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. *Table2.*
- 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. *Graph1.*

Graph1. Correlation Reflexive – Cognitive
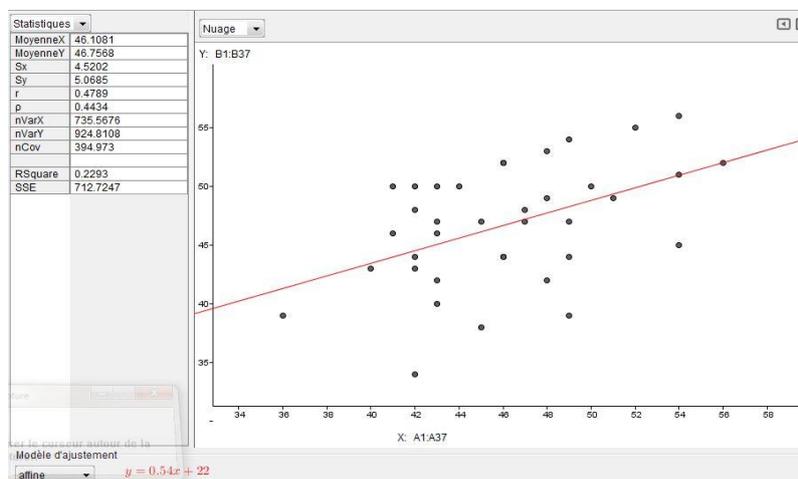
Finally, to lead a qualitative study two sets of explicit interviews were led to cross the results. These confirm the impact of a link between reflexive and cognitive indicators. Candidates express clearly that the entire stake in the success is situated in this combination between strategies and link between theory/practice. Obviously, 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.

4. 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. 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. Tutor's role needs to be prepared. Tutoring relationship is a nice opportunity 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 project.

5. Conclusion

Tutoring as a learning process represents a serious challenge for new visions in Education. The tutor's role needs to be recognized. Most of these specificities must be developed in the sense of a constructivism attitude which provides consistent transformation and not only immediate results or just functional attitude as many private associations propose on the market. 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 study shows the importance of explicit learning but also let's 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.

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