Reflective Tutoring and International Presence of Graduate Students: Teacher Training Experiences

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Authors' contributions

The authors collaborated for the investigation. Author GGJ advised the design of the protocol. Authors GGJ, DCTP and CRH drafted the manuscript. Authors CRH, GPG, GJG processed the manuscript for publication. The authors CRH and DCTP collected and analyzed the data. All authors read and approved the final manuscript.

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ABSTRACT

Background: The criteria for assessing the impact of tutoring are descriptive and results-oriented to train graduate professionals and researchers. The voice of the actors is null and void to identify thoughtful practices that promote the presence of students in academic activities abroad.
Objective: To search the international experiences of teachers that enhance the international presence of the students of the master's degree in Nursing.
Methods: Qualitative research with descriptive design and oriented in tutor experiences to empower students to participate in international academic events. The study population was intentional according to their international track record, experience in tutoring and availability and five tutors from the Master of Nursing Program participated. An interview was conducted via virtual, during pandemic confinement, lasting an hour and a half on average. Interviews were transcribed and analysis categories identified using AtlasTi.

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Results: Tutoring experiences were systematized into five categories: tutoring perception, tutoring conditions, tutoring objective, relevant tutoring experiences, contribution to master's internationalization.

Discussion: Tutoring is a role of great complexity that does not stick to the elaboration of the thesis, it implies dissemination of academic work in international contexts, knowledge of students to plan the accompaniment, establishment of academic networks as results of the program's mobility actions.

Conclusions: Postgraduate tutoring involves assessing the significance of research and its scopes that are delimited by the characteristics of the students, the international experiences of teachers, but also of institutional support to support mobility and the linkage promoted by teachers.

1. INTRODUCTION

The postgraduate tutoring system of UNAM recognizes in the figures of the main "tutor or tutors, as members of the responsible academic staff of the management of academic activities of the student, and by a tutor committee to the collegiate body in charge of supervising the development of its work plan" [1].

The postgraduate programs of this institution, such as Master's in Nursing, are integrated through their General Guidelines and the Operation Rules. The Tutoring Teaching System contemplates the figure of the academic tutor in order to offer a follow-up to the thesis, and joins the student on his/her academic career from his/her entry to his/her exit or his/her graduation.

The tutoring is the academic activity made by the tutors and their assigned students in time and with training purposes. To join the staff of tutors of this program, it is required to be a full-time teacher staff in one of the participating academic entities, such as: Faculty of Higher Education, Iztacala Campus, Faculty of Higher Education, Zaragoza Campus, Institute of Anthropological Research and National School of Nursing and Midwifery, of UNAM. This figure is present since the entrance of the student to the program, in order to follow-up his/her academic career over four semesters, as well as the elaboration of the thesis [2].

Although is central in the accompaniment of the thesis, this is, in fact, a resulting product of a complex training process, requiring analysis in the postgraduate, especially for the context of nursing, which contains a dual formal *curriculum* that contemplates hours of theoretical and practical training that differs both in specialty and master's studies, not only for their training objectives but also for the duration of the studies.

The tutoring is a pedagogical link for the training of professionals and researchers, in nursing it is also a «pedagogical contract», in which "the central point is the identification of the directions, objectives and goals to be achieved by the student, being clearly defined the shared responsibility between the tutor and the mentee to reach the stablished purposes" [3-4].

1.1 Theoretical Framework: Reflective and Experiential Practice

Donald Schön (1992) takes up John Dewey's thinking to highlight his central idea of preparation or training in and for the practice, where the emphasis is located on the premise of learning by doing, the reflection over the action and what he calls the art of good tutoring [5].

The tutoring in nursing is an art structured on the basis of atypical traditions of training that are shared with medicine and, in general, with other health sciences where a dual *curriculum* is frequent to find, and is explained in the development of the medicine practicum:

When interns and residents work under the tutelage of veteran teachers with real patients in hospital wards, they learn something more than medical science taught in classes. the medicine practicum has to do with the acquisition of a quasi-autonomous art of the clinical practice, as well as the learning of the scientific theory application [5].

In this way, the tutoring as a space of training in nursery seeks to strengthen the nursery practicum, which nurses face the development of broad competencies to intervene with theoretical

and practical training in different areas where they are inserted. Different psychoeducational and pedagogical interventions that demand interdisciplinary training, among others, and to those that this master's degree contributes.

The training in postgraduate nursery involves the tutor as the reference figure, in order to carry out the accompaniment of the students in the process to develop research and professional competences. Following Schön [5] the students learn through the practice of doing or execute what they seek to become experts at, and they are thus helped through other more veteran pilots who initiate them in the practice traditions. I.e., the student can be guided to be capable by himself/herself and, in his/her own way, to see the relationships between the means and methods employed in concordance with the obtained results. It is a task both personal and untransferable of the student, but his/her perception can be orientated in a manner that he/she can see it.

In Schön's perspective [5], the notion of the reflexive practicum is retrieved in two ways: it seeks to help the students to become capable in some kind of reflection in the action, which implies a dialogue between the tutor and the student, who adopts the form of a reflection in the reciprocal action. Thus, the tutor, through the tutoring, can contribute by showing to do what are considered the traditions of the profession [5].

In this category, it must be considered that the postgraduate students count, mostly, with professional experience in a nursery field, but certainly they require access to those of another field shared by this discipline, and which the interdisciplinary perspective contributes to the development of the nursery practicum in the training spaces for research that represent the postgraduate studies.

I.e., the reflexive practice implies an additional preparation in the training of theoretical, methodological and ethical aspects, among others of the knowledge and for the research in nursery. It implies a high order and metacognitive competition, in order to identify what is being done and how it can be improved, parallel to the contained knowledge in the formal *curriculum.*

The experiential and epistemological perspective of the reflection in the action, i.e., to think what is being done while it is being done, contributes in

the training of nurses to address emblematic situations, investigate while researching with the tutor and in his/her projects, and to develop the critic and reflexive thinking, thus, the tutoring is the succession of learnings with meaning and sense that contribute to participate actively on the own cultural and disciplinary tradition [6-7].

1.2 Research in Tutoring

The tutoring is a space where the teachers have an impact on the critical reflection, abilities and strategies for the didactic instrumentation, and of intellectual independence [8].

Research of tutoring in the nursery postgraduate shows that the conceptual and theoretical training in the postgraduate studies are essential, and the tutors are co-responsible in making the students not only capable of obtaining data in the research process, but to possess a profound theoretical and conceptual domain. All of these factors pose new requirements to the tutoring [9].

They claim that, on one side, we must train the students so they can dominate their field of knowledge, to make a research and to obtain valid and reliable data, in order to test various hypotheses, and to develop capabilities to obtain results in dynamic and complex environments. On the other hand, the work on collaboration nets and multidisciplinary teams must be encouraged. In all these respects the tutors must participate, therefore, it is urgent to overcome the narrow vision of the tutorial process that restricts it to the direction of the degree thesis [9].

The research related to the tutoring in higher education refers the same to the training process as to the figure that accompanies the student, that is, the tutor. This academic activity has changed since the presence of accrediting bodies for the postgraduate programs. The tutoring as a training process implies to recognize its relevance in the accompaniment for the development of socio-affective competences and not only cognitive or procedural [10, 3].

However, the accompaniment of the tutoring varies in the institutions; some of them are considered essential (mainly in postgraduate), even they count with institutionalized tutorial systems, while in other institutions is more tangential. In UNAM postgraduate, a study that relates the tutoring with the formation of researchers was reported by González (2015), and he submitted an analysis of the

postgraduates for each one of the four areas of knowledge of UNAM, namely, Physical, Mathematical and Engineering Sciences, Chemical, Biological and Health Sciences, Social Sciences, and Sciences, Humanities and Arts. Concerning the Master's in Nursery, from 2008 to 2011, it was considered as one of the most deficient Master's Degrees inside the Chemical, Biological and Health Sciences, which demonstrated that we have a great field of work inside the Master's Degree to strengthen the valued competences: a) to apply theoretical and methodological tools towards research problems; b) to apply knowledge towards the solution of professional problems; c) to analyze and synthetize specialized scientific articles, and d) to understand specialized articles and texts written in foreign languages, being this last one considered as one of the lowest competences reported in the triennium [11].

The tutors' experiences at international level have been poorly addressed; however, Crose (2011) claims that, at a higher level, there are practices that modified the presence of students in national and international contexts, such as broad geographic distances between countries and cultures that have been declining through the use of technology, which has opened new relations and interactions worldwide [12].

The main challenges are the language barriers, different styles of learning, preconceived cultural treats and the development of methods to achieve an adequate counseling for the students in a culturally diverse classroom. As the world is turning into a more globalized society, the interactions between several cultures will rise [12-13].

Therefore, the objective was to analyze the international experiences of the Master's in Nursery tutors who retrieve to enhance the academic life among the students of the program.

2. METHODS

2.1 Study Design

The experience reported implied a qualitative research with a descriptive design to inquire experiences of tutoring, expressed in accordance with the tutors' experiences and based on them to find the ways to enhance it, to identify international criteria beyond those required by the accrediting bodies of quality in Mexico.

2.2 Participants

Intentional sampling. The informants were selected intentionally, considering their international career, tutoring experience, and availability. Five tutors of the master's Program in Nursing participated.

2.3 Collecting of the Information

The collection of information was made by a semi-structured interview, performed through the Zoom program, due to the pandemic conditions, and audios were recorded during the whole interviews. The interview is in annex Table 3.

2.4 Data Analysis

The analyses of the qualitative data were based on De Souza Minayo (2012) and Taylor and Bogdan (1994). The interviews of each participant were transcribed and cursive letters were used to account the textual expressions of the informants, and emergent categories were identified. The anonymity was kept using a coding with tutor (T), initial of profession and a consecutive number Nursery (E), thus obtaining the following codes: TE1, TE2. TE3, TE4, TE5 [14-15]

3. RESULTS

The objective of the interview was to identify the international experience that they contemplate for the training of nurses for professionalization or research in the master's degree in Nursing. The emerging categories reflect the international impact from the training experiences of researchers and professionals in Nursing. The participating professors belong to the staff of tutors of the Master's Degree in Nursing Table 1.

From the interviews made to the 5 tutors with international and academic experiences on the program, 5 categories emerged Table 2.

4. DISCUSSION

The findings of the research show that the actions to strengthen the academic experiences through tutoring, offered by the tutors of the Master's in Nursery, are crossed by sociocultural and economic variables of the students. The tutoring research in Nursery Postgraduate shows that this labor is part of a formal and an informal accompaniment, but also highlights that "it turns

out to be unsustainable to think that the simple contact, side by side, of the apprentice with his/her teacher during the research process, it promotes the development of abilities for the generation, innovation and transference of knowledge, which matches with that reported by Cruz et al. (2010), and with Category 1 Perception of the tutor over the tutoring, 1.1 Formal accompaniment in order to build and strengthen the academic and daily career of the student, 1.2 Complex academic activity over the nursery's view and research process, 1.3 Formal and informal complicity, which are exemplified with the following speeches [9]:

[ ] Tutoring is a continuous accompaniment which is made by the tutor towards a student in order to build and strengthen daily, all the way is a strengthening of what already the student has, of his/her academic career, it doesn't come from nothing, he/she has worked too, he/she brings a life history, a training, especially in our postgraduate… most of them work (have a job), if not 100% of them are working. Since they graduate they enter to a productive field, their learning is continuous, and what they seek at any given time, when entering graduate school, is to give the theoretical support to what their daily life is in the professional field, to become more assertive from a scientific point of view; but also they bring a whole baggage of knowledge and experiences, which sometimes those are empirical, because they are reacting to the event and they do it with an adaptation process, to the academic trajectory that is going to be carried out throughout the master's degree, it is only to give the pertinent formality to the training of that student… TE5

[ ] As a tutor, I consider myself as a support for them, an accomplice, we make a deal so we can both go out, to conclude their thesis, of course, but my job is to support it and boost it, thus I offer and say to them: "okay, you can count on me, and please you must count on me and tell me what is going on, even if it's negative, we'll seek a way out, and benefit the positive things. This means joining them all the time. TE1

The tutoring as a training process implies to recognize its relevance in the accompaniment for the development of socio-affective competences, and not just cognitive or procedurals, as reported by González (2013). Nevertheless, it is far more complex than that reported by Rodríguez and Rodríguez (2020), who assume that the figure of the tutor is essential for the training in postgraduate, for he/she provides the knowing how to do and knowing how to be, and addressing the problems associated with the postgraduate thesis Rodríguez and Rodríguez (2020), which matches with Category 2 Necessary conditions for a tutoring and its subcategories, 2.1 Conditions for a tutoring: Interest and love for the research subject of the students' thesis, 2.2 To combine the interests of the tutor and the student, 2.3 To consider the student as a person with necessities, 2.4 Awareness of the commitment with ethics, represented with the following speeches [3, 16]:

[ ] To give a tutoring it is very important to be able to communicate with the student, it goes beyond that accompaniment, it is to know, for example, what are the aspirations that the student has? What are their interests? your expectations? ... because the tutoring is not circumstantial, it is a planned meeting between the tutor and the student, and if there is not a tie between them, the objective will practically not be achieved, then you have to feel what the student wants, what you feel and the first meeting is essential, it is the key. TE2

[ ] Knowing what their interests are, incorporating them into my research group, into my research projects, I try to ensure that this student, if he/she has some particular interests, manages to combine them with a more formal research project that is already being developed. In this sense, you have to do an interview, find out the particular interests of the student and make them aware of the projects that are currently being developed by the tutor and carry out the planning process, foreseeing that you have two years, let's say, to specify this process and be very careful with the establishment of the objectives, of the study that is going to be proposed, the students have to commit to follow a plan with systematic and permanent support, because you really become a company for them, a figure that is very attentive to them. To see the student as a person with other necessities more than being just a teacher or a student, there are personal experiences that conducts them, in some way or in general terms, to try to find an answer, a sense, to go beyond… they have linked it with some experience of their

lives, at a professional, scholar, friendship and job level. I'm very interested to know everything, if they are married, they have children, and especially with women, these are very important aspects, why women have children? TE4

Nursing has been a women's profession and today challenges that it has posed for women to complete postgraduate studies in addition to working and being at the forefront of homes.

[ ] I also consider the functions made by women in a society like ours, in my particular experience in Nursery, I see a lot of students of the Program who make an extraordinary effort to achieve their degree, and I want them to be aware of that, because we go in

with enthusiasm and desire, but when we start to walk on this new path, this new career, and then suddenly it exhausts us having the availability, to manage their times and after that, not having emotional conflicts. TE1

Conducting research involves a strong ethical component of the researcher and its scopes. The transfer of work is essential for some tutors.

[ ] To have a transcendence in the thesis manner, especially I consider the people that will make their works and with themselves as an ethical kind, we have to repay them and the minimum that you must do to repay them is to disseminate your work, your results in

Table 1. Sociodemographic characteristics of the tutors

Characteristics	n	%
Sex		
Female	3	60
Male	2	40
Age (years)		
51-60	2	40
+60	3	60
Academic degree		
Doctorate	5	100

Source: Professors belonging to the staff of tutors of the Master's Degree in Nursing, UNAM.

Table 2. Emerging categories

Categories	Subcategories
Category 1 Perception of the tutor over the tutoring	1.1 Formal accompaniment in order to build and strengthen the academic and daily career of the student 1.2 Complex academic activity over the nursery's view and research process 1.3 Formal and informal complicity
Category 2 Necessary conditions for a tutoring	2.1 Conditions for a tutoring: Interest and love for the research subject of the students' thesis 2.2 To combine the interests of the tutor and the student 2.3 To consider the student as a person with necessities 2.4 Awareness of the commitment with ethics
Category 3 Objective as a tutor	without subcategories
Category 4 Relevant experiences as a tutor	4.1 Positive experiences as a tutor 4.2 Negative experiences as a tutor
Category 5 Contribution to the internationalization of the master's	5.1 Prestige of the tutors abroad 5.2 Student encouragement to participate on international activities

Source: Professors belonging to the list of tutors of the master's degree in nursing, UNAM. 2020

a journal with a broad dissemination and recognized, with the idea that a lot of people, your readers find out what is happening with your informants. It is a professional, scientific and ethical commitment, so as not to take advantage of the people and, on the contrary, to support and help them to disseminate it, to make known the problems that exist within them and you're doing a social type of work. TE1

This perspective favors technical knowledge that is also part of tutoring from the tutors' perspective, but is also a context of opportunity for the development of reflective practice that implies superior competence, and accompanies critical thinking of the nursing practicum, which implies attitudes of participation, critical reflection, intellectual independence, and in the skills and strategies for the didactic instrumentation that place the tutor in a role of the teacher [8]. Which supports Category 3 Objective as a tutor, and Category 4 Relevant experiences as a tutor, as shown in the following speeches:

[ ] To achieve a professional and personal development of the student. I need to acknowledge that more and more we have had, especially in the last two or three years, students with a very good level of English. All my students graduated from the Master's Degree have graduated in a timely manner, but I think it has to do, on the one hand, with the characteristics, enthusiasm and motivation they have, their abilities, and on the other hand, that we also have a systematic process for conducting tutoring. The truth in general I can say that I have had excellent students and that this is the other very important component, they are motivated, although some work, although they have difficulties, we are finally solving it and they all finish in a timely manner until the graduation process, I think most of them had graduated with honors. TE4

[ ] There are many times that the student does not take responsibility for what he/she has to do, it is very important to delimit the work, since the student says: 'I am going to go to study this thing, which is very complex'. And one knows that in the time that he/she has, he/she will not do it, he/she is not going to achieve it and the only thing that is going to cause is frustration, then one has with his experience to know how to define,

demarcate and establish those scopes of the study, that has to be very clear to the student, to try to get the student to be with his feet on earth, that he/she is a dreamer, but that he/she knows the reality, that he/she has limits, that there are stages of work in the mastery. TE2

The tutoring is a pedagogical and reflexive link that grows with the diffusion of the advances of the students' researches, with colleagues from other latitudes, for the students get rich with their participations on international events, and the feedback received by experts. It integrates the learning by doing from other colleagues in different latitudes of the world. The tutoring implies a dialogue between the tutor and his/her students to define the structural potentialities of the accomplishment of international activities, the nursery practicum for the training of researchers contemplates different activities where they can practice what they learned in postgraduate, through the presentation of their works in events where the scientific community is gathered and it can contribute to the reflection, in a critical sense, and a judgement through experience [8, 9].

The international experiences of the students, are reported in academic events of diffusion, but it is necessary to foment the work in collaboration nets and multidisciplinary teams to amplify the perspective of the postgraduate students relating the tutoring that restrict the direction of the degree thesis, which was a finding of [9]. The prestige of the tutors at international level, constitutes definitely an anchor for the presence of the students and the formative potential, which matches with the Category 5 Contribution to the internationalization of the master's, and subcategory 5.1 Prestige of the tutors abroad, 5.2 Student encouragement to participate on international activities, as shown in the following speech:

[ ] Surely the fact that I've spent 8 years as President of the Latin American Association of Schools and Faculties of Nursery (ALADEFE), I think that, directly or indirectly, has brought benefits to my students and their thesis, if we're talking about the tutoring plan, but also for the program; actually, from the beginning, when we gestated the Master's Degree in Nursing, I had the opportunity to be at that moment of the curriculum design, the approval process and the first start-up of the program, since all those connections that

I have had, even that I was still President of ALADEFE, but I had a relationship with people from abroad, even as a member of Sigma Theta Tau, where I have been able to move and communicate to work with people from other countries and other languages, and that ultimately has repercussions in what one can work with our students. TE4

The presence of the program's tutors implies different experiences, both evaluation and training for the realization of doctoral studies.

[ ] I am an external evaluator of the Mexican Council for Nursery Accreditation, I had the chance to go to and accredit a lot of programs in the country, and in 2017 I had the chance to go to accredit the Accreditation System of Chile, I'm also an international creditor. TE2

[ ] It seems to me that being abroad gave me the possibility of having a wider field of nursery given the training that I received, my training is very focused on the social aspects, over the anthropological, historical and social parts, and it gave me the possibility to see a more social than a clinical nursery, which allows to have a vision from what the social medicine is, of the social determinants, all this part in the addressing of research problems, and obviously the vision of addressing has changed more in a qualitative way. TE3

This presence is not only professional, it relates mainly with the academic production of the tutors, which are made available for the students as a training input. Learning by doing may imply products that are produced that are analyzed in the light of a tutorial training process

[ ] When they see my publications, I think that gives them confidence. TE1

As it can be seen, the Master's Program in Nursery has a very important presence through the diffusion of the students' work in conferences made in other countries. Also, it counts with the participation of symposia with international experts who pay for their research projects, with both general and specific topics in the field of nursery and foreign guests. In lesser cases, but with financing from the postgraduate course of UNAM, they carry out research stays.

[ ] Having foreign guests on research, either as advisers, since the financing of our projects allows us to have foreign guests, these guests always work with the research group, not only with me as leader of the group or project, we develop a work schedule which all the participants have the chance to be and take part, to meet the teachers and to develop a schedule of activities which, undoubtedly, will teach them a lot of things, not only the power to alternate with very prepared people on their fields, on their grounds, on their themes, but also they have the power to meet other forms of cultures, different cultures, etc. TE4

[ ] Master's tutors consider not only aspects of research advances as well as aspects such as the ability to synthesize them, we have promoted that our students participate in international activities to present the progress of their work, that they live the experience of having a work evaluated, that they are accepted or rejected, that they have been accepted, how are we going to submit them? And if they only have 15 or 20 minutes, how are you going to do that? This whole process of participating on international events will leave a mark on them and motivates them, like: "I was already in one, now I want to be in another, and now I want to be in another", and so on to keep growing up. TE4

A fundamental aspect of training is the ethics for the use of author instruments that favor responsible practices and potential networks to take an interest in lines, and authors of the topics they develop in their postgraduate theses, and at the same time they broaden your perspective as researchers in training.

[ ] The Master's students can be scholars and they can move and be a part of these international activities. Even I motivate them to request documentation made in other countries, I ask them to communicate directly in the author's language so they authorize the use of their instrument to apply it on the research, and I think that, for them, this is a very interesting experience, though it might seem easy, but actually they make the effort to communicate in another language, the effort to contact the author of the instruments of research, and that leaves a very important mark on them, but I think this has to do, on one side, with the experiences that I, myself, have promoted, or else, with the experiences

that at the time a Director of the school promoted, that I had a lot that contact with people from abroad, thinking a little about the Master's Degree and the Doctorate that we had visualized for decades, and that since then we began to look for, like: How to connect? Who to do it with? What kind of experiences might be useful for our Master's schedule? Who can we invite of international characters to benefit our students? And also that knows three different languages: Portuguese, French and English, without being a 100% expert in languages, but I believe that this has also enabled me to establish communication with many people from abroad, and that our students benefit from that. TE4

The tutoring seeks to generate institutional and local experiences, for there are structural aspects of the students' life, the tutoring to live international experiences is influenced by the economic solvency, personal commitments, abilities in foreign languages and professional commitments. According to the perspective of the tutors, there are also elements of the personality and the idealization of research and its scopes [17].

The role of the tutor in motivating international academic activities is a nodal axis. This socio-affective dimension of the training in tutoring has different nuances on the perspective of the tutors, as is appreciated in the speeches delivered.

> *[ ] Encourage academics and researchers to know the culture of the country they go to, under the principle that learning about a culture of the people enriches us as persons, and it allows us to see and understand the problem that we are addressing with other kind of elements, eat at least once or twice the typical dishes of that place, appreciate the flavors, how it is cooked and from there begin to unravel, interact with colleagues from other places, from other countries based on the interest of academic exchange, approach with them, show interest in their work and offer yours, talk about it to arouse interest, it has to do with studying abroad and going to do the Doctorate, or stays, or a research stay or studying a Postgraduate semester in another country.* TE1

Motivation in its broadest sense for the formal accompaniment that tutoring represents, as is shown in the following speech:

[ ] is that it has to be committed with the dissemination of the progress made by its thesis and this can be of various magnitudes, it can be from the publication of a literature review, the presentation of some advances of their thesis in national events, but also that they visualize that there are other spheres at the international level in which they have to confront each other, because really what is going to be done is: I make a presentation to a scientific community to talk about what I am doing, what I am advancing, and then I also expose my tutor because finally it is a work that is a product of both and then they have to learn to defend and argue their approaches in other communities, not necessarily the student communities but in communities already at another level, in other areas of greater importance complexity. TE4

The activities that frame the tutoring for international experiences are circumscribed to the development of the thesis, articulated to the interests of the student regarding their training as a researcher. They promote the presence of the students in events of international dissemination, they promote the conducting of doctorate studies abroad and they contribute to the professional development. The practice of the tutoring implies the transformation of the tutor, and to understand the personal situations of the students. The international experience of the tutor in other countries define much of the way to enhance these activities, for research lines are secured and the academic collaboration nets are strengthened, which benefit both the projects and their participants [17].

> *[ ] I've been in several countries, and my longest stay was in Brazil, and for instance, the language topic is very important, when you have a meeting with a student it is important to tell him/her that when you are in another country, you're opening a window to a giant culture, like discipline, meeting new people, and there are students that want to go back to their country, and that's a very important part… He talked about the possibility that UNAM gives of having support programs for exchange and stays. It's not only about the wish of going, the family business is very important for the students that have a family, the students that have children, the language of the place they're going, and that's why they want to go to Spain or other Hispanic countries,*

because unfortunately we have also the language problem, the language is essential, one creates in the student the idea of leaving, that they must prepare and study the language required so they can go to another country, and also we talk about the economic issues, because the Program gives a support, but it's not enough, where is the student going to obtain the other part of the support? It's not the same a male student or a female student that are single, than a student that has a family and other responsibilities, this is very important. The academic part must not lose the orientation, the sense, the main objective. TE2

Carrying out international academic activities require planning and confidence between the tutor and his/her students. With emphasis on the level of professional development, the international experiences transform the tutor, and it is possible to transmit that interest to the tutors. The tutoring requires an empathetic approach between the tutor and his/her students, for it implies also a process of comprehension of the situation of the aspects and the situation that they live, and guide the career of participation in academic events at international level. An essential structure of tutoring and its impact on training is related also with the tutors' possibility of going to another country, which also requires to analyze professional and personal conditions of the academic cloister of the program.

[ ] It must be indispensable for every tutor to come out and submit their thesis progress, the best way to contribute and to enhance is that they could be present in every dissemination events, any international scientific event will be a great opportunity to live that experience and it has huge advantages, first, it will allow you to acquire a lot of experience on the organization of the information that owns, about the work in progress, about how a sequence is given to the presentation of a thesis, about facing a stage with a lot of people who are not their classmates nor their teachers, they come from other disciplines with other postgraduates and who also will make questions, every time he or she can make it through these experiences, these are gigantic learnings. TE5

For some tutors a fundamental aspect of tutoring is the question, not only of the thesis but one that guides the development of metacognitive

competencies to achieve self-regulation and that contribute to students being able to develop autonomy with respect to the tutor but also to feel confident in advancing their training as a researcher.

[ ] every time he or she defends the question 'Why did he/she do it?', this will perfect his/her methodology, because he/she is able to find holes, because he/she finds that for what she sees so clear, for other people it is not so clear, so he/she seeks the way to reply, he/she seeks how to sustain it theoretically, that he/she doesn't fall in empiric situations and all of this strengthens the construction of his/her thesis making it more solid, then the product is guaranteed with excellence. To me that part of enhance the international presence is through international scientific events, and the tutor must experience them as a part of the training. These are essays for their final test, every time a thesis is submitted and the tutor watches the reactions, then he/she realizes who is passing, who is failing and that they are over the moment, he gets stronger and says "Yes I did well and I am still doing well" ... the moment I took his exam he will have great tools to live in the moment of reply and defense. TE5

An element recognized by the tutors of the program is, when attending international events, they have the purpose of generating nets of collaboration with academic peers who share common interests and can contribute to strengthen the training of researchers in nursery and the research lines of the program. Other elements that have an impact on tutoring are the adequate feedback of the project and institutional assessments which, though they are less mentioned, they are essential in order to reach the terminal efficiency of the program and its impact as graduates to nourish the discipline from the research lines fostered in the Master's in Nursery. The tutoring with international experiences for the students require a trusted platform with the tutor, to make a work according to the circumstances and possibilities of each student, as well as planning and achieve an order on the stages where the thesis and the research is in development.

[ ] I inform the students of teachers and nurses at international level so they seek to stablish a contact and they can meet them. I think that stablishing links with institutions of

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a recognized prestige would help us a lot for the students can make wider progresses. Going to international training programs also allows you to see yourself in terms of what you are as a nurse, in this case a Mexican nurse, and of all the possibilities when you compare yourself with another culture you have the possibility of seeing how much Mexican nursing has made progress in relation to other infirmaries in other countries. Going to a program abroad was essential to have a broader vision of care and also of what our country needs in relation to the training of nurses, of those opportunities in which nurses could improve a lot, why knowing the problems in a global way allows you to have more focused visions on what is required for the attention of these problems, which despite being common have their differences and we have to consider their differences in order to address them. TE3

Tutors recognize that the international presence of the students require consolidated research groups, where the students are able to add and generate new opportunities of relations with the students, seizing the virtual spaces to participate in events with the tutors, as well as the search of financing in order to stablish a national and international linkage interdisciplinary character [18].

The tutoring is an activity which implies communication abilities from the tutor, as well as availability, experience and effective support capacity, and is recognized as an activity that promotes situations of learning and personal growth. We agree with Crose (2011), who reported that among the main challenges are language barriers, different styles of learning, preconceived cultural treats, and the development of methods to achieve an adequate assessment for the students in a classroom that is culturally diverse. As the world is turning into a more globalized society, the interactions between several cultures will rise. Additionally, also in the necessity of exploring the use of technology for the opening of new relationships and interactions worldwide [12, 19-20].

5. CONCLUSION

The objective was to analyze the international experiences of the tutors that are part of the Master's in Nursery, in order to enhance the academic life of the program.

Most of the academic experiences of the students are supported partially by the Master's program; however, one part has to be paid by the students themselves. In case that the tutors have financed projects there is a chance to support them, for the tutor can participate also with his/her own resources, which is why the experiences reported by the participants represent huge efforts and achievements of the Master's in Nursery community.

It is concluded that tutoring is a very complex role that does not stick to the preparation of the thesis, it goes further, like dissemination of academic work in international contexts, knowledge of the students for planning the accompaniment, stablishing the academic nets as a result of the actions, program mobility, and to become a tutor in order to encourage on the students the perspective to present themselves in countries where other languages are spoken.

The presence of the research projects funded by the tutoring plant can enhance the international presence of the students, and the support provided by the academic-administrative management of the Master's in Nursing program can enhance a more advanced level of interactions that contributes to letters of intention, short research stays, collaboration networks and linking of international practices of and for care research.

CONSENT AND ETHICAL APPROVAL

The ethical and legal aspects were based on the Declaration of Helsinki principles, point 9 "It is the duty of physicians who are involved in medical research to protect the life, health, dignity, integrity, right to self-determination, privacy, and confidentiality of personal information of research subjects. The responsibility for the protection of research subjects must always rest with the physician or other health care professionals and never with the research subjects, even though they have given consent" Each participant signed an informed consent letter according to Nüremberg code and local law [21].

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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ANNEX

Table 3. Interview script

Question	
1. Describe, in a general sense, a tutoring session: it can be considered any of the following: 2. In which way you contribute through the tutoring, in order to potentiate the international presence of your students?	• Development of the thesis • Participation on research projects • Presence on dissemination events • Professional development • Foreign guests • Bilingual seminars • Symposia with international experts (in person or remotely) • International meetings with health professionals from other countries • International congresses • International conferences • Research stays
3. What challenges or difficulties have you faced in tutoring, in order to promote the internationalization of the students?	
4. Which consider the most satisfactory international experience and why?	
5. In which way the international experiences lived have transformed the tutoring that you offer?	
6. What actions of the tutoring favor the graduation on time of the students that participate on international activities?	
7. What do you recommend to other tutors of the program that are seeking to promote the internationalization of the students?	
8. Finally, something you'd like to add?	