INPLASY

University Tutoring in Professional Practice: A Systematic Review

Corresponding author:
Stefany Cordero-Aliaga

scorderoaliaga@correo.ugr.es

Author Affiliation:
Universidad de Granada.

Saavedra-Solís, C; Cordero-Aliaga, S; Chávez, C; Cambil, M.

ADMINISTRATIVE INFORMATION

INTRODUCTION

Review question / Objective The aim of the research is to examine the current state of university mentoring in professional practice within initial teacher training. The research questions are as follows:
How is university mentoring characterized and implemented in professional practice?
How are the interactions between the university tutor, the school mentor, and the students in training developed and characterized within the formative triad?
How are new technologies used to support university mentoring practices in professional practice?

Rationale The university tutor in professional practice plays a key role in the formative process of initial teacher training, as they accompany, guide, and promote the reflective practice of trainee teachers, mobilizing didactic, disciplinary, and pedagogical knowledge that will enable the future teacher to perform in the school context (Gorichón et al., 2020; Sanjurjo, 2012).
In line with this, research on university mentoring highlights the need to develop a research agenda of international studies, which allows identifying how the process is approached in different contexts, environments, and countries with the purpose of sharing experiences, identifying good practices, and developing proposals for continuous improvement (Cochran-Smith, 2020).

Condition being studied Address the current situation of university mentoring in professional practice within initial teacher training, characterizing this process and investigating how new technologies are used in it.

METHODS

Search strategy The consulted databases will be: Web of Science (WOS) and SCOPUS.

The search terms will be use are "mentor teacher" "mentor education", "tutor" , "teacher", "pre service teacher", "Supervision process", "teacher mentoring", "tutoring", "mentoring", "instructional aids", educational aids", "teaching practicum", "practical training", "teaching practice" and "teacher agency", "teacher training" combined using Boolean operators "and" and "or."

Participant or population "tutor"; "teacher"; "pre service teacher"; "school mentor".

Intervention Interventions focused University Tutoring in Professional Practice.

Comparator There will be no comparison.

Study designs to be included Articles published in journals, with qualitative, quantitative or mixed-methods designs.

Eligibility criteria
1. Articles that develop the topic of university tutoring in professional practice in relation to teacher training.
2 Articles published in journals, with qualitative, quantitative or mixed-methods designs.
3. Studies that address at least one research question .
4. Publications from the year 2014 to 2023.
5. Spanish or English.
6. Full text availability.

Information sources An exhaustive and systematic computerized search of the electronic databases Scopus and Web of Science.

Main outcome(s) The main expected outcome is to describe the current state of research and practice in university tutoring of professional practice in relation to the research questions posed. The goal is to obtain results that allow for a diagnosis of the current situation, justify the relevance of university tutoring in professional practice for improving initial teacher training, and provide recommendations for its implementation from both theoretical and practical perspectives. Additionally, there is an expectation to advance research in the area and serve as a precedent for future investigations.

Quality assessment / Risk of bias analysis The risk of bias of the studies will be reviewed by reading their key components such as authorship, participants, disciplines involved, methodology, the way in which the surveys are applied and the context in which the intervention is administered.

Strategy of data synthesis This review will adhere to the PRISMA 2020 statement as a general strategy, explicitly stating keywords, the search strategy, Boolean operators used, and inclusion and exclusion criteria, aiming to fulfill all elements outlined in this protocol.

Subgroup analysis Nothing planned.

Sensitivity analysis All aspects related to research ethics will be respected when analyzing the data and writing the systematic review.

Language restriction The articles included will be in Spanish and English.

Country(ies) involved Spain and Chile.

Keywords Practicum; Initial teacher training; Teacher mentoring; Pre service teacher; Mentor teacher; Higher education.

Contributions of each author
Author 1 - Camila Saavedra Solis - Conceptualization, data curation, analysis, investigation, validation, writing original draft, and writing-review & editing.
Email: camilasaavedra@ugr.es
Author 2 - Stefany Cordero-Aliaga - Conceptualization, data curation, analysis, investigation, validation, writing original draft, and writing-review & editing.
Email: scorderoaliaga@correo.ugr.es
Author 3 - Carolina Chávez Preisler - Conceptualization, data curation, analysis, investigation, validation, writing original draft, and writing-review & editing.
Email: carolina.chavez@pucv.cl
Author 4 - Encarnación Cambil Hernández - Conceptualization, data curation, analysis, investigation, validation, writing original draft, and writing-review & editing.
Email: ncambil@ugr.es