

A teaching accompaniment and development model: possibilities and challenges for teaching and learning centers

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We propose a 1-to-1 accompaniment and teaching development model emerging from the analysis and reflection of professional experience at a Teaching and Learning Center in a Chilean university. We highlight the relevance of the bond between professor and adviser and the establishment of a horizontal relationship, where both work collaboratively on the achievement of common objectives. This means breaking away from the classic view of the counseling process, where aspects of discipline and context are not necessarily considered. Despite size scalability issues, this model is flexible in its applicability and is adaptable to different university contexts. The implementation of this model is still under development, particularly in its evaluation phase.