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Technological Innovations and Pedagogical Praxis in the University Context: Transteoreticos Contributions from a Transdisciplinary Worldview

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ABSTRACT

This research doctoral uncertainty of a complex educational fact, and systemic, it allowed to discover significant relations and special features. On the premise of confrontation and intersubjective reflection study focused on co-construir from a trans-disciplinary perspective, transteoreticos contributions about the pedagogical praxis in the technological innovation of teachers in the Area of systems of the Universidad Nacional Experimental "RómuloGallegos".Which made it necessary to address philosophical correlates of complex thought and the paradigmatic of Transdisciplinarity, and onto-epistemology of the General systems theory, the theory of the constant comparison method and the grounded theory. The research was conducted under the tenets of the paradigm Postpositivista-interpretativo, surrounding in the philosophy of complex thought and transdisciplinary perspective, from the qualitative approach. Methodical position was used the hermeneutica-dialectica, as the research subjects were three teachers in the Area of systems. The information was seized with the use of the depth interview and the hermeneutic circularity, the data were analyzed and processed with the techniques of categorization, triangulation and simultaneous contrast; and theorizing, through saturation, interpretation and reinterpretation categorical. Of the findings. Stands that the transdisciplinary correlation between the pedagogical praxis - technological innovation and the quality of education in the UNERG, as right and duty essential, in addition to being effective and efficient, should consider other criteria of quality, as the relevance, relevance and equity. Finally the grounded theory is conceived as one: transdisciplinary worldview of the technological innovations and the pedagogical Praxis in the University context.

Key words: Technological innovation, teacher training, pedagogical praxis and transdisciplinarity.

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