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### Andragogical Perspective Binding To Research Learning In Master's Studies

**Author:** Dr. Roberth Francisco Morea Camacho

Doctor of Education Sciences, Ordinary Teacher Added to Exclusive Dedication

**Email:** [morearoberth@hotmail.com](mailto:morearoberth@hotmail.com)

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#### ABSTRACT

The purpose of the research was to interpret the research learning experiences from an andragogical perspective that are reported by participants and seminarians - tutors of the Master of Public Health Management in the context of the Universidad Nacional Experimental de los Llanos Centrales Rómulo Gallegos. Paradigmatically, it was located in the vision of postmodernism with a qualitative approach and interpretative orientation using the hermeneutical method. The study scenario was represented in five territorial classrooms where studies of the Master's Degree in Public Health Management are being studied, of which three research teachers acting as seminarians and at the same time tutors of work of seminars were taken as key informants degree within the aforementioned program, as well as six graduates of the same master's program. The information was collected through an in-depth interview, to which the systemic interpretation phases were subsequently applied: categorization, structuring, contrast and theorization. From the interpretive process, it was generated as a central finding that research learning is an experience that is systematically constructed through the exercise of research and its processes. In the same way, the research allowed to express that the learning of the research is assumed in the experience of the teacher, who is an adult and as such has particular needs that he wishes to satisfy through the training experience he lives in the master's degree. In this same thread, it is summarized that the learning of the research processes is an experience that is built in a shared way between tutor and participant, who take advantage of the unique knowledge that each one possesses to strengthen their scaffolding of both theoretical and practical knowledge.

**Keywords:** Andragogy, Learning, Research, Postgraduate Studies.

**Biographical Overview:** TSU. Business Administration. Bachelor of Administration. Master in Education: Educational Research. Doctor of Educational Sciences (UNERG). Postdoctoral in Educational Research, Postdoctoral in Philosophy of Science and Transdisciplinarity. Attached Ordinary Teacher Exclusive Dedication (UNERG) National Training Programs. Pre and postgraduate teacher at: UNEFA, UNESR, UPEL and CUAM. Director of Public Relations (UNERG) Director of Interinstitutional Relations (UNERG), Director of the Rector's Office Secretary (UNERG), Coordinator of PNF Historia, UNERG Representative before the Technical Table of the MPPEU of the PNF Project in Nutrition and Dietetics.