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Technological Rationality as an Ontological Foundation for the Deployment of Research Intelligence at the University

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ABSTRACT

This research work is integrated in the field of study of Human Interaction - Information and Communication Technologies (ICT) in education. The purpose of the research is to generate a hermeneutical phenomenological theory about Technological Rationality as an ontological Foundation for the deployment of investigative intelligence in the University. Having reviewed the concept of technological rationality and investigative intelligence and explained the need to carry out research in this field to improve the development of learning and teaching, we proceed to review the current theoretical-technological-knowledge state, as well as the teacher university homo sapiens cyber, theories of multiple intelligences, the critical theory of technological rationality. This review makes it easier to identify the topics and aspects of interest most studied around this theory, the epistemic and methodological expectation contains that the assumed paradigm is the interpretative one, the method to be used is the phenomenological hermeneutic, the selected scenario UNERG Radiodiagnosis Program, the informants keys are two (2) teachers and three (3) students of the 3rd year of the degree, the research techniques are participant observation and the in-depth interview, the analysis and interpretation of the findings was carried out the categorization emptied into matrices, the which in turn were represented on mental maps; The current and future validity of this theory was made through Confirmability and Transferability regarding the arguments presented by the researcher, they were confronted and interpreted until reaching an understanding and consensus, respecting the different points of view and theories. The theory is based on four fundamental aspects: the university curriculum by competence, formative research as a training process, investigative intelligence from a humanistic phenomenological perspective and info-communicative competences in the university student.

Key words: curriculum, formative research, investigative intelligence, info-communication skills.

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