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Management of Virtual Environments and Academic Strengthening in the Framework Of Theological Education

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ABSTRACT

It was advocated as a scientific intention to build a theoretical approach to the management of virtual environments and academic strengthening within the framework of theological education. Among the theories that support the study, the Theory of Learning for the Digital Age stands out: Siemens Connectivism (2004), Theory of Didactics of Educational Informatics, Campos (2005), Theory of Guided Didactic Conversation, Holmberg (1985), among other. The study was approached through the Postpositivist paradigm, framed in the qualitative approach, based on the hermeneutic phenomenological method. The stage was made up of the Alpha and Omega Theological Faculty, San Fernando Apure State. The informant actors were three (03) teachers and three (03) students. For the collection of information, participant observation, in-depth interview, field diary and interview script were used. The validity and credibility was appreciated in the permanent contrast with reality and the level of consensus among the different key informants. In relation to the information analysis techniques used, categorization, contrast, structuring, triangulation and theorization were assumed. In light of the investigative connotation, a vision of transcendence was glimpsed, entwining the consolidation of technological skills supported by a communication process, connectivity, appropriation and content management, thus allowing to maintain the highest levels of academic strengthening by building an episteme of societal and spiritual connotation.

Descriptors: Management, virtual environments, strengthening, academic, education, theological.

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