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University-Community Dialogic Approach: A Theoretical Approach to Social Learning

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ABSTRACT

The purpose of this research was to carry out the construction of an approximate discourse of university-community social learning and the initiatives for the gestation of learning communities. The study focused on the qualitative paradigm, subscribed under the epistemic matrix of complexity. Theories that supported the research are focused on complex thinking, learning theories, education and everyday life, and learning communities. The socio-educational actors corresponded to members of the university community and members of the communities located in the vicinity of the Rómulo Gallegos University, where various methods such as phenomenological-hermeneutic, hermeneutic-dialectical and configurational logic were applied, applying techniques such as observation participatory and in-depth interviews that were later categorized and triangulated to give rise to the theoretical approach. Among the findings and reflections that emerged from the heart of the research, it can be pointed out that the type of relationship established between the university and the community has been of a welfare nature and that they can transcend to more constant and solid relationships through daily, informal sharing, where they converge. aspects of life itself, of collective action, taking as a starting point the sense of the human, the individual, the shared values, towards the formation of the sociocultural, collective sense, ternary relationship (species-individual-society) that lead to the formation of networks of Learning Communities, physical and virtual, in harmony with the systemic reality, supported by the theoretical approach: Common Universe, from a trans-complex perspective.

Descriptors: Social Learning. University-Organized Communities, Learning Communities, Everyday

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