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Heutagogic Praxis and Investigative Culture in the Construction of Transdisciplinary Knowledge

ABSTRACT

The university from its teaching, research and extension functions is obliged to train creative and independent professionals who are capable of responding to the problems of social reality. The general objective of the article is to communicate the results obtained in an investigation which was proposed to characterize the heutagogic praxis and the investigative culture in the construction of transdisciplinary knowledge in the students of the doctorate in Educational Sciences of the Romulo Gallegos National Experimental University territorial classroom. of the Easter Valley. From the methodological point of view, it is a quantitative field investigation, using the deductive method in which a questionnaire of 24 dichotomous questions was applied, with alternative answers Yes or No, to a total of eleven (11) students who gave as results most relevant: favorable averages in knowledge construction (93%), learning from research (89%) institution (80%), self-determination (80%), transdisciplinarity (80%) doctoral research (73%). It is concluded that the autonomy for learning in the doctorate is favorable, in addition to carrying out research, which promotes the construction of transdisciplinary knowledge. However, it is necessary to strengthen scientific dissemination.

Descriptors: Knowledge, Doctorate, Students, Heutagogy, Research, Transdisciplinarity

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