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Ict And Theater: A Pedagogical Ajimez In Regional History Learning

ABSTRACT

The formative epicenter of this research was to build a pedagogical mullion that links ICT and theater in learning about regional history; In this sense, the theoretical conceptions consulted were: Toglia's Multicontextual Model (1998), Vygotsky's Sociocultural Theory (1979) and Bandura's Social Learning Theory (1999); then the methodological scaffolding was addressed citing the post-positivist paradigm of Martínez (2004), guided by the qualitative approach as expressed by Hurtado and Toro (2005), all under the investigative method of phenomenology with support in hermeneutics according to the postulates from Husserl (1994). Likewise, five social actors were considered: three teachers and two students from the Nazareno Bolivarian High School of the Achaguas Municipality of Apure State; For the rigorous processing of the information, the following was applied: categorization, structuring, triangulation, and theorizing based on the meanings provided by the informants. In this way, in the interwoven hermeneusis of the findings, it is established that the interwoven edges between information and communication technologies, theater and performing arts converge as a symbolic and representative means in the pedagogical task that allows creativity and innovation. about regional history. Finally, the construction of a mullion on the teaching of regional geohistory; it consolidates a path that contrasts the events that occurred with the current reality, developing creative and innovative elements on heuristics in learning processes.

Descriptors: Tic, Theater, Performing Arts, Pedagogical Ajimez, Learning Process, Regional History.

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