



Universidad Nacional Experimental de los Llanos
Centrales
Rómulo Gallegos
Decanato del Área Ciencias de la Educación
Centro de Estudios E Investigación (CEIACERG)



Depósito Legal Número: GU218000006
ISSN: 2610-816X



Volumen 7 Número 2 Agosto a Diciembre 2024 Revista Semestral- Venezuela

MSc. Marielba Rosa Milano Contreras

“Rómulo Gallegos University (UNERG) San Juan de los morros Edo Guárico. Venezuela

Email: marielbamilano7@gmail.com

ORCID code: <https://orcid.org/0009-0002-7992-809X>

How to cite this article: “MSc. Marielba Rosa Milano Contreras. Exploring Distance University Education: An Ontoepistemological Approach. (2024), (1,16)

Received: 06/02/2024 Revised: 10/02/2024 Accepted: 15/02/2024

Exploring Distance University Education: An Ontoepistemological Approach

ABSTRACT

The objective of this work was to explore distance education from an ontoepistemological perspective, considering both its theoretical and technological development. We sought to understand how these transformations have influenced teaching and learning in virtual environments. The methodology used consisted of a documentary and bibliographic review. Relevant sources were selected, including books, academic articles and recent publications, following inclusion criteria based on the validity and timeliness of the information. The analysis of these sources allowed us to identify the main theories, approaches and findings related to distance education, organizing the data thematically to build a coherent narrative. The results highlight the historical evolution of distance education. Moore's educational transaction theory and Knowles' andragogy emerge as key theoretical frameworks, emphasizing the interaction, autonomy and adaptation of teaching to adults. Technology has transformed distance education, increased interactivity and accessibility, but also posing new challenges. From an onto-epistemological perspective, distance education is understood as a complex environment that shapes the educational experience and redefines the ontology and epistemology of education. In conclusion, distance education has evolved significantly, benefiting from technological advances and theoretical contributions. For the future, it is essential to further explore the implications of technology and develop strategies to address the challenges of offshoring and virtualization, continually adapting pedagogical approaches to the changing needs of students in a digital world.

Descriptors: University Education, Distance, Focus, ontoepistemological

Biographical Review: Born in San Fernando de Apure, current residential area of San Juan de los Morros, Guárico state, lawyer, TSU in radiodiagnosis, Lic. in radioimngenology, specialist in criminal law, PhD in educational sciences, I work at UNERG with the position of specialist lawyer and teacher