

CONTINUING TRAINING OF UNIVERSITY FACULTY: PERSPECTIVES OF TRANSFORMATION AND ACADEMIC PERFORMANCE IN STUDENTS AT THE UBV MONAGAS

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ABSTRACT

Continuing Teacher Training at the UBV Monagas Campus presents a heightened problem in terms of the absence of updated teaching material with institutional relevance, which allows promoting transformations in academic practices. Therefore, the general objective is proposed to reveal perspectives of transformation and academic performance in the students of the UBV Monagas in the continuous training of university professors. This research was structured from qualitative methodology, which started from a flexible inductive reasoning process, with questions that provided arguments to the premise of the identified continuous training. From the postpositivist paradigm that allowed a critical understanding of reality that requires constant apprehending. As a result, it was understood that to achieve a transformation in the university teaching staff of the UBV Monagas, it is necessary to identify those theoretical-practical tools that are available to carry out teaching tasks. The teachers who received the continuing education course were able to understand some epistemological postulates, such as the predominance of a transdisciplinary practice of knowledge, the dissimilar methods of disciplinary pedagogical approaches, and the use of discursive strategies. Furthermore, the teachers' approach to students was enjoyable, and the grades obtained in the last two evaluations recorded a performance of over 30%. All UBV teachers have different disciplinary backgrounds that they must abandon in order to advance toward a broader understanding of knowledge, and their frequent updating would prevent their obsolescence.

Descriptors: Training, Transformation, Practice, University, Performance and Learning.

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