

LEARNING COMMUNITY: AN EDUCATIONAL AND TRANSFORMATIVE SOCIOPRAXIS OF THE SCHOOL CLIMATE FROM THE ECOLOGY OF HUMAN DEVELOPMENT.

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ABSTRACT

The purpose of this research is to generate a construct from the educational experience of the Learning Community model as a transformative sociopraxis of the School climate from the Ecology of Development at OSPA. U.E. Santa Rosa de Lima School. Sanare. Edo Lara. Epistemically it was based on the theories of Bonfrenbrenner (1987), Vygotsky (1979), Habermas (1989) and Freire, (1970), which converge in the thesis of integral learning and development of the human being as a result of dialogical, intersubjective and communicative interaction with their peers. A qualitative approach and the Grounded Theory design of Strauss and Corbin (1990) were used. The onto epistemological and methodological approach was carried out with the sociocritical paradigm, and its Participatory Action Research (PAR) method, through the techniques: participant observation, in-depth interview, the focus group and the logbook facilitated the process of reflection and data comparison, which led to the creation of the action plan, with the active participation of the research team, thus generating the construct based on the thematic axes, categories and subcategories of the research that validated the experience of the Learning Communities as a transformative sociopraxis of the School Climate. Among the results, the implementation of successful initiatives stands out: integrated community training, the emergence of volunteering, and adaptations to the physical facility. It can be concluded that Learning Communities offer the intersubjective space to jointly build the new educational paradigm toward the development of caring and peaceful individuals who build sustainable progress for society.

Keywords: Learning Community, Development Ecology, transformation, School Climate.

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