

Archetype of Community Service: a Contribution to the Training of Tutors in Venezuelan Experimental Universities.

Authors: PhD. Aubris Gricelis Sánchez (1)
Universidad Pedagógica Experimental Libertador El
Mácaro “Luis Fermín” (Apure, Venezuela)
Email: aubrisgsanchez@gmail.com
ORCID Code: <https://orcid.org/0000-0002-3415-8506>
PhD. Fernando José Solórzano Martínez (2)
Universidad Pedagógica Experimental Libertador El
Mácaro “Luis Fermín” (Apure, Venezuela)
Email: fershojs3@gmail.com
ORCID Code: <https://orcid.org/0000-0002-4723-888X>
Main Research Line: State, Society and Development.
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ABSTRACT

This study focused on generating an archetype of community service as a contribution to the training of tutors in Venezuelan experimental universities, based on Freire's Theory of Educational Liberation (1999), Mezirow's Lifelong Adult Learning (2009); From the methodological point of view, the post-positivist paradigm was assumed, with the hermeneutic method, the scenario of this investigation is the Universidad Pedagógica Experimental Libertador (UPEL), the key informants were made up of four (4) teaching professionals in exercise of study stake, to whom techniques and instruments for collecting information were applied, based on the interview and participant observation. The analysis of the information was carried out through the categorization, structuring and triangulation of sources, theoretical and technical, the findings of the study reveal the biased vision that university teachers have about the role they must play in social transformation from the application of community service, since they do not generate learning experiences from the development of community service and students do not have skills that enable social transformation. Finally, a teacher training process is described that is fulfilled with community service, promoting social transformation from the generation of learning experiences. Such community action is an effective strategy for values formation and the development of prosocial attitudes, as well as academic and social ones. It underscores the principle of developing community learning as an educational policy.

Keywords: Community Service, Tutor Training, Experiential Learning, University Education.

Biographical Note: (*Aubris Gricelis Sánchez*) Postdoctoral fellow in Educational Innovations (UPEL MACARO), PhD in Educational Sciences (Romulo Gallegos University), teaching assistant at the Libertador Experimental Pedagogical University - UPEL MACARO APURE.

(*Fernando José Solórzano Martínez*) Postdoctoral fellow in Educational Research, PhD in Educational Sciences (UPEL MACARO), teaching assistant at the Libertador Experimental Pedagogical University - UPEL MACARO APURE.