

Knowledge management in the teaching and learning process based on information and communication technology for university students

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ABSTRACT

The general purpose of this research was: To generate a theoretical construct of the Teaching and Learning process based on Information and Communication Technologies. From the methodological point of view, it was framed in the Postpositivist paradigm, the method that was adapted to the reality studied was the hermeneutical phenomenological, which, within the qualitative approach, allowed an explanatory orientation that is adaptable to the reality studied, interpreting the information collected from the informant subjects. Information Theory, Connectivity Theory, Brunner's Theory of Discovery Learning, Theory of Pedagogical Innovations, and Gagné's Theory of Information Processing were used as input theories. The deployment of educational processes that meet the training demands of students in the search to renew or acquire technological skills is urgently required, as an element that affects the promotion of a contextualized vision of education. As a broad reference that gives way to structuring the meaning and meaning of teaching through ICTs. Currently, the latest studies carried out on ICT in the educational field show important contributions that demonstrate that university education has the important task of contributing to the integral formation of the individual.

Descriptors: Management, knowledge, teaching process, learning, information and communication technology, education.

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