

Integral Human Development in University Teaching: an Approach Towards Neuroeducation in the Training of Nursing Professionals

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ABSTRACT

The general purpose of this research was to analyze integral human development in university teaching: an approach to neuroeducation in the training of nursing professionals at the National Experimental Polytechnic University of the Bolivarian Armed Forces (UNEFA). This study sought to uncover teachers' perceptions and experiences regarding these topics, as well as to identify the ontological, gnoseological, axiological, and epistemological elements that underpinned the pedagogical practice of university professors. The theories that informed this study included neuroscience applied to education, from the perspective of authors such as David Bueno and Francisco Mora, and Ausubel's theory of meaningful learning. Methodologically, the epistemological foundation was a post-positivist paradigm, with a qualitative approach. Regarding the informants, three teachers from UNEFA were selected and given the following pseudonyms: Neuron, Synapse, and Memory. Data were collected using in-depth interviews and observation techniques. Categorization, structuring, and triangulation were used to interpret the information. The findings invited reflection on the mission of education in the formation of critical and responsible citizens. It was concluded that neuroeducation and metacognition are relevant tools for improving the learning of nursing students at UNEFA. Despite the challenges and resistance to change, the willingness of some faculty members to experiment with new strategies was promising.

Descriptors: Integral Human Development. University Teaching. Neuroeducation. Vocational Training.

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