



7th International Conference on Intercultural Education “Education, Health and ICT for a Transcultural World”, EDUHEM 2016, 15-17 June 2016, Almeria, Spain

Life Project: Perceptions and Experiences associated with the Welfare students in virtual mode

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Abstract

The following paper is derived from a qualitative research approach, from an interpretive-hermeneutic perspective, generating knowledge from theory founded, associated with the valuation of the experiences and conceptions of Life Project and Welfare. It was done with virtual mode students in the National Open University and Distance, UNAD to document, through understanding and conceptualization, the previously studied constructs. The population is made up of virtual undergraduate students, categorized into three groups: early stage of the training process (1 to 25 credits), intermediate phase (70 and 80 credits) and a third group, with learners in a final stage (130-160 credits). The development of the research, was organized under Design and Planning, Development, Data Collection, Analysis and Sharing of Information. The data collection techniques used are qualitative: Autobiographical Stories, focus groups and project proposals of life, recognizing the complexity and characterization of the social, social representations and heterogeneity of culture, from the perceptions and experiences of the students, identifying the population and the institution. The data analysis was qualitative and categorical, which are following the associated theory. As a result the views and experiences of subjects against their life project, relating to its historical-contextual reality, representative of its micro, meso and macro systemic reality, which is reflected in the academic achievements. A conceptual development of thematic study was generated especially the Life Project.

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Peer-review under responsibility of the organizing committee of EDUHEM 2016.

Keywords: Life project; Well-being; university students; academic succes; virtual education

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1. Introduction

Since the emergence of culture, humans have always raised their existence focused on the organization of their development and in overcoming weaknesses and gaps that life presents to them; and an explicit or implicit way has always approached this task through the organization plans to help them overcome these vicissitudes. Subsequently, once more complex activities such as philosophy were developed, they have tried to explain the meaning of their existence by identifying the individual in a constant dialectic that implies accepting the existence of states of deficiency and addressing them through activities seeking welfare; process that only ends when the end of his physical existence comes, that is, death. This ongoing planning process to improve its existence is what has been called Life Project.

"The concept of" life "can be traced from the earliest philosophies and is usually implicit in any of them, relating to the concepts of happiness and well-being, which in principle are basic motives of human beings." (Rojas Otálora & Hernández Garzón, 2011, p. 1). The presence of difficulties in the individual's life, that diverted them from the welfare and happiness search, and in severe cases showed alienation and the most severe mental pathologies, gave rise to psychiatry, clinical psychology and psychoanalysis; disciplines focused on helping these people to adjust their life project.

On the other hand the development of academic psychology, generated different perspectives that sought to explain the normal process of development of the individual and how that life planning was organized and emerged approach such as behaviorism, humanistic psychology, cognitive approach and more recently positive psychology.

Complementarily from the administrative sciences arise the concepts of strategic planning in the 60's, but that was derived from military strategy and political approach (Sun Tzu in the "Art of War" and Nicolo Machiavelli in "The Prince"; cited by Stoner, 1998). The integration of the concepts of vital development for individual well-being and planning organizations, has generated the concepts of "Life Project" which become important for the study of the individual in their development process.

Peter Drucker (1999; p. 34) said: "We know what we do not want to do, but we know what we want, and there's only one way to know, trying." From the perspective of the author of organizational theories, a decisive factor in developing life projects, is to recognize and locate clearly what we are not interested and not within our vision of the future work.

On the other hand Viktor Frankl in relation to the circumstances said: "Everything can be taken from a man but one thing: the last of the human freedoms—to choose one's attitude in any given set of circumstances, to choose one's own way." Then circumstances exist and we can not deny them, but if you act according to what we can handle ourselves. (Frankl, 1956, cited by Rojas Otálora, 2008)

Meanwhile the philosopher Ortega y Gasset said "*I am myself and my circumstances*" (Ortega y Gasset, 1978; p. 23); which indicates that circumstances exist and the individual is in the midst of them; but their action and development can take different options:

1. I know and I accept them, I am subordinated to them and I know what to expect.
2. Do not know them, and I am driven by them and do not know what to expect.
3. I know and I study and I try to choose those that suit me the best, I can predict how it will affect me, but I'm an actor in the process.
4. I know, I study and I adjust myself to the circumstances, changing scenarios and actions to achieve the results I expect, I'm an actor and director of process. (Rojas Otálora, 2008).

In this context, from a research exercise, it seeks to explore the concepts and experiences that have college students, the virtual mode on Life Project and its relationship with Welfare, performance and academic success.

2. Theoretical approaches

While reviewing different approaches and theories it is found that there are a variety of definitions of Project or Plan of Life, and generally are proposals that focus on different aspects depending on the theoretical and conceptual perspective of the authors. It is found in common the philosophical aspects that are involved and which is seen as a complex structure, constant evaluation and associated with the development of the individual.

Within the traditional Latin American literature is the Cuban Ovidio D'Angelo author who has studied and structured theme Life Project and one of its most structured definitions says: "The Life Project is then understood as a

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