



Andragogía compleja en la nueva normalidad del contexto universitario [

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text (article)

Analítica

Reflecting on complex andragogy comes from the challenges that society demands today in the face of a new post-pandemic normality that has challenged the redefinition of university education; This new social order, according to (Berger and Luckmann, 2011), is found in a dialectical process between sociocultural relations, typified or normalized habits and social structures, which had institutionalized an organized whole and the new externalization of the activity of beings. humans in the face of what was internalized during the pandemic; Indeed, this study aims to theoretically build complex andragogy for the development of the new normality in the university context. The phenomenology proposed by (Martínez, 2007) will be the methodological framework for addressing the institutionalized features in andragogic practice and the dialogue processes of the current sociocultural keys that organize the world of life of university professors; It is expected that the theorization of the results will reveal from the episteme on complex andragogy, didactic principles on how to internalize, share and specify proposals for the development of the new normality, in analogy with the reality that shapes the world of the adult participant in the university context

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