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ROBOTICS IN CHILDREN BETWEEN 8 AND 10 YEARS OF AGE: A THEORETICAL APPROXIMATION

ABSTRACT

This research paper is the product of a doctoral thesis that aimed to generate a theoretical approach on the construction of knowledge of robotics with children between 8 and 10 years old. Social constructivism was assumed as the theoretical basis for interpreting the processes on the subject under study. To this end, the production of students was studied, through a series of stages of individual and collective work. The methodology used consisted of a first phase in the systematization of pedagogical activities carried out during robotics practices with students, to then generate the dimensions with their respective categories and finally, generate a corpus theoretical about the construction of knowledge in subjects. From the research were derived two dimensions: Hello World! and The Other World, where a body of key category emerged for the interpretation and understanding of the object of study. As final reflections, it was obtained that children reflect during the process of building knowledge and interpret the phenomenon that is happening, they explore it developing skills that emerge from the practical application of the management of the different technological resources such as robotics, while developing processes of communication and interaction in the different worlds of knowledge.

Key words: construction of knowledge, creative robotics, constructivism, society, connectivism.