

Original article



Learning practices used by working adult students in a Business Administration program in Chile

Prácticas de aprendizaje utilizadas por estudiantes adultos trabajadores de la carrera Ingeniería Comercial en Chile

Práticas de aprendizagem utilizadas por estudantes adultos trabalhadores de um curso de Engenharia Comercial no Chile

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ABSTRACT

An adult working student in a continuing education program has multiple family, work, and academic responsibilities. Unable to devote a lot of time to studying, they must manage their learning practices to advance in their educational journey and achieve meaningful learning. The objective of the research was to identify the learning practices used by working adult students in the Business Administration program at Arturo Prat University, at the Santiago de Chile Teaching and Outreach Center, during the 2022–2024 period. A qualitative study was conducted, grounded in Heidegger's hermeneutic phenomenology and emphasizing a case study design. A non-probabilistic sample of 24 students was used. Data collection was carried out through structured interviews administered via Microsoft Forms. Data analysis was performed using Colaizzi's method. The results identified four central categories related to contextualized experiential learning, functional collaborative learning,

cognitive study strategies, and self-directed learning. It was concluded that working adult students develop autonomous and strategic learning practices, oriented toward meaningful understanding and the practical application of learning in demanding academic and work contexts.

Keywords: andragogy; learning; higher education; working adult students; learning strategies.

RESUMEN

Un estudiante adulto trabajador universitario, de un programa de continuidad de estudios, tiene múltiples responsabilidades familiares, laborales y académicas. No puede dedicar mucho tiempo a estudiar, debe gestionar sus prácticas de aprendizaje para avanzar en su proceso formativo y lograr un aprendizaje significativo. El objetivo de la investigación fue identificar las prácticas de aprendizaje utilizadas por estudiantes adultos trabajadores de la carrera de Ingeniería Comercial de la Universidad Arturo Prat, en el Centro Docente y Vinculación Santiago de Chile, durante el período 2022-2024. Se desarrolló un estudio con enfoque cualitativo, desde la fenomenología hermenéutica de Heidegger y con énfasis en un diseño de caso. Se utilizó una muestra no probabilística de 24 estudiantes. La recolección de información se realizó mediante entrevistas estructuradas aplicadas a través de Microsoft Forms. El análisis de datos se efectuó siguiendo el método de Colaizzi. Los resultados permitieron identificar cuatro categorías centrales relacionadas con el aprendizaje experiencial contextualizado, aprendizaje colaborativo funcional, estrategias cognitivas del estudio y autogestión del aprendizaje. Se concluyó que los estudiantes adultos trabajadores desarrollan prácticas de aprendizaje autónomo y estratégicas, orientados a la comprensión significativa y a la aplicación práctica del aprendizaje en contextos académicos y laborales exigentes.

Palabras clave: andragogía; aprendizaje; educación superior; estudiantes adultos trabajadores; estrategias de aprendizaje.

RESUMO

Um estudante adulto trabalhador universitário, de um programa de continuidade de estudos, tem múltiplas responsabilidades familiares, laborais e acadêmicas. Não pode dedicar muito tempo ao estudo, precisa gerenciar suas práticas de aprendizagem para avançar em seu processo formativo e alcançar uma aprendizagem significativa. O objetivo da pesquisa foi identificar as práticas de aprendizagem utilizadas por estudantes adultos trabalhadores do curso de Engenharia Comercial da Universidade Arturo Prat, no Centro Docente e Vinculação Santiago do Chile, durante o período de

2022–2024. Desenvolveu-se um estudo com abordagem qualitativa, a partir da fenomenologia hermenêutica de Heidegger e com ênfase em um desenho de caso. Utilizou-se uma amostra não probabilística de 24 estudantes. A coleta de informações foi realizada por meio de entrevistas estruturadas aplicadas através do Microsoft Forms. A análise dos dados foi efetuada seguindo o método de Colaizzi. Os resultados permitiram identificar quatro categorias centrais relacionadas à aprendizagem experiencial contextualizada, à aprendizagem colaborativa funcional, às estratégias cognitivas do estudo e à autogestão da aprendizagem. Concluiu-se que os estudantes adultos trabalhadores desenvolvem práticas de aprendizagem autônomas e estratégicas, orientadas à compreensão significativa e à aplicação prática da aprendizagem em contextos acadêmicos e laborais exigentes.

Palavras-chave: andragogía; aprendizagem; educação superior; estudantes adultos trabalhadores; estratégias de aprendizagem.

INTRODUCTION

In recent decades, higher education has incorporated a greater diversity of students. Among them are working adults who, after years dedicated to work and family life, return to their studies to obtain a degree or strengthen their skills. This process is related to lifelong learning, understood as training that can be developed at different stages of personal and professional development (Cisterna and Díaz, 2022).

Higher education institutions have had to progressively adapt their educational offerings to meet the needs of this student profile. In Chile, continuing education programs have become a viable option, allowing many people to re-enter the university system after several years away. These programs are typically offered in flexible formats that make it easier to balance academic demands with work and family responsibilities.

An example of this reality can be seen in the Business Engineering program at Arturo Prat University, where working adult students take courses in a modular format while maintaining their job responsibilities. This situation creates learning environments characterized by limited study time and the importance of prior experience in understanding academic content.

In these educational contexts, students must balance classes with personal, family, and work responsibilities. Therefore, time management and learning management become central aspects of the educational process. Furthermore, prior experience influences how they understand the content and connect it to situations in their professional environment.

From the perspective of adult education, learning is understood as an active process in which the student assumes a central role in constructing their own knowledge. Knowles (1978) points out that adults learn more deeply when they identify the practical application of the content and when it relates to real-life situations. Along these lines, González (2024) argues that adult learning is based on prior experience and the ability to self-regulate learning processes.

These ideas align with the theory of meaningful learning, which posits that new knowledge is better understood when it is linked to the student's prior knowledge (Escudero *et al.*, 2026). Similarly, Kolb's experiential learning model (2014) maintains that knowledge is constructed through reflection on experience. This approach is particularly relevant for adult working students with active career paths.

Learning practices in higher education are influenced by cognitive, social, and contextual factors. Cardozo *et al.* (2021) point out that strategies such as the visual organization of information and the use of diagrams facilitate a deeper understanding of the content. Similarly, Gómez *et al.* (2022) indicate that learning styles are shaped by the interaction between student characteristics and the educational context.

Furthermore, university learning can be strengthened through interaction and collaboration among students. Cherres and Sandoval (2026) indicate that cooperative learning fosters the shared construction of knowledge and the development of cognitive and social skills in higher education. These dynamics are especially relevant in contexts where students face complex academic challenges.

Recent research shows that adult learners' learning practices are often structured around strategies aimed at optimizing study time and transferring learning to the workplace. Along these lines, Kathiusca and Alarcón (2021) highlight that guided repetition and creative methodological strategies promote the consolidation of meaningful learning in university students.

Despite the growing interest in adult learning, knowledge gaps remain regarding the practices that working adult students use to meet the academic demands of continuing education programs. In particular, there is limited evidence about how they organize their learning and how they integrate their work experience with university content.

Understanding these practices is especially relevant in evening or modular programs, where the student profile differs from that of traditional programs. Analyzing how working adult students construct their learning allows for the generation of empirical evidence to guide more relevant pedagogical strategies in higher education. This approach is oriented towards the description and interpretation of the fundamental structures of the experiences lived by individuals in the face of a given phenomenon (Gilardi, 2023).

The objective of the research was to identify the learning practices used by adult working students of the Commercial Engineering career of the Arturo Prat University, during their training process, in the period between the years 2022 and 2024, in the Teaching and Linking Center Santiago de Chile.

MATERIALS AND METHODS

The study takes a qualitative approach with an exploratory scope. A phenomenological design based on Heideggerian hermeneutics was applied.

A purposive sample of 24 students from the Business Engineering program, whose studies took place between 2022 and 2024, was used. Data collection was carried out through an interview using Microsoft Forms. Four categories and eight subcategories were generated, which were presented in a semantic network created using Atlas.Ti software, 2025.

The inclusion criteria were limited to students enrolled in the Business Engineering program at the Faculty of Business Sciences. Graduates and holders of degrees from other faculties were excluded. The thematic analysis, document search, and publications in the field of education were conducted using the UNESCO Thesaurus.

The research was limited by the time availability of the researchers who authored this manuscript. Holding leadership positions at the University requires navigating between teaching, administration, community engagement, and research.

RESULTS

The research findings were detailed in the following semantic network (Figure 1).

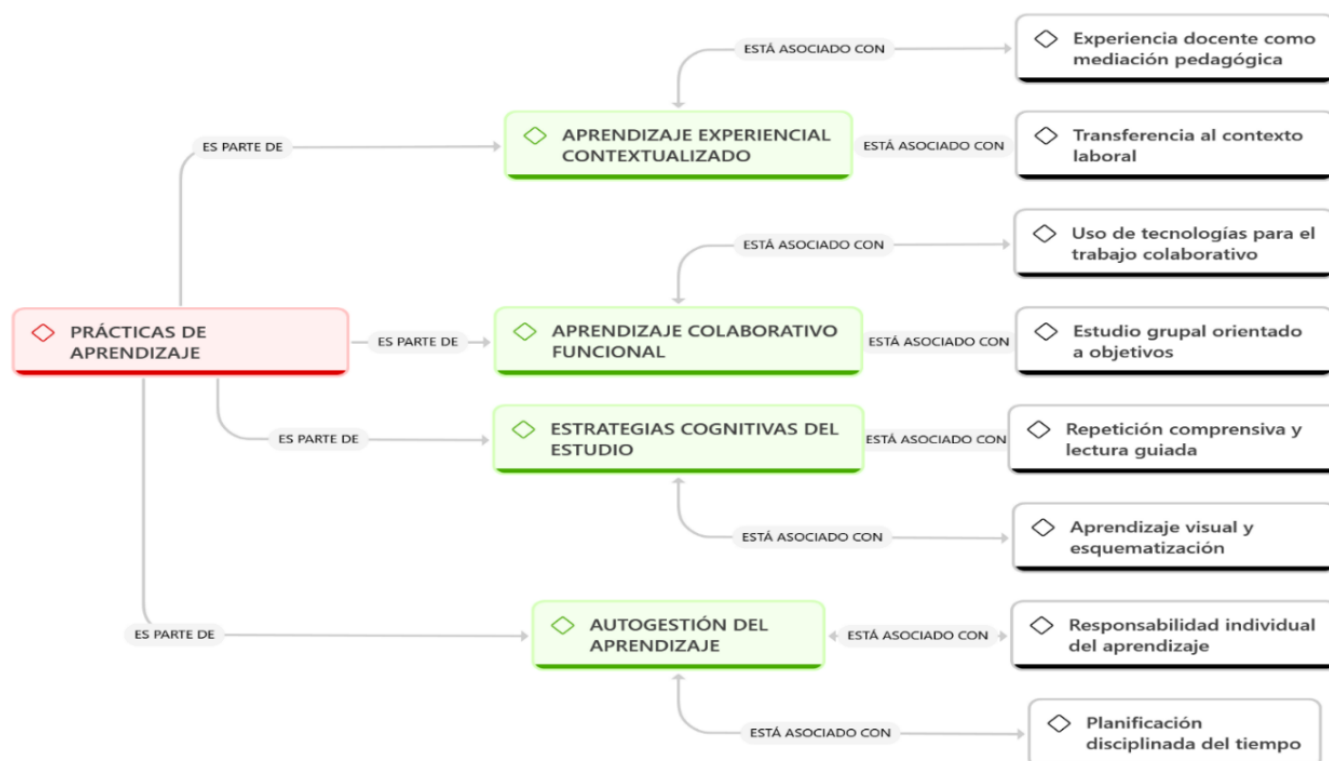


Figure 1. Learning practices used by working adult students in the Commercial Engineering career

Source: Own elaboration, based on field study and Atlas.Ti 2025 software

DISCUSSION

The findings of this research answer the research question posed. The data analysis was based on the Colaizzi method (Morrow *et al.*, 2015). The validity of the findings was addressed through data triangulation, the purpose of which is to obtain a completer and more reliable picture of the phenomenon under study (Esquivel & Reyes, 2025).

The main learning practices used by adult working students in the Business Engineering program are contextualized experiential learning, functional collaborative learning, the use of cognitive study strategies, and self-directed learning. Each of these categories is further developed through subcategories that allow for greater understanding.

Experiential and contextualized learning

This category reflects the positioning of experiential and contextualized learning as a central criterion for meaningfulness. Knowledge gains value when applied in real-world contexts. The category includes the subcategories of transfer to the workplace and teaching experience as a pedagogical tool.

Transfer to the workplace: This subcategory highlights the importance of the immediate transfer of learning to the work environment and emerges as a key element in the training process of an adult working student. It is within this subcategory that the adult working student engages with Ausubel's (1983) meaningful learning theory (cited by Escudero *et al.*, 2026). From this constructivist perspective, students connect their prior knowledge with the newly acquired material. This fosters comprehensive and lasting learning throughout their lives, easily applying it to their work environment. This view aligns with the principles of Knowles' (1978) andragogy, which prioritize learning centered on problems and concrete applications, rather than abstract content.

The above is validated by Kolb's (2014) experiential learning postulates, where knowledge is constructed from experience. It also aligns with González's (2024) assertion that this transfer strengthens motivation and commitment, aspects clearly present in student discourse. These approaches are consistent with the educational model of the Arturo Prat University (Unap, 2025), which emphasizes the importance of developing a well-rounded individual capable of transforming their global environment through theoretical models and their direct application to reality. A student's comment encapsulates the essence of these theoretical frameworks: "It was always in unison; it happened to me in the subject. My brain would grasp it and immediately begin making changes. It was instantaneous because I work in the financial world, so it's not something that just stays there, but something that was useful" (E2).

Teaching experience as pedagogical mediation: This subcategory complements the previous one and highlights the importance of teaching experience in contextualizing the content delivered and connecting it to real-life situations. This view aligns with that of Gómez *et al.* (2022), who emphasize the teacher's role as a guide for meaningful learning. Within the framework of this study, pedagogical mediation is consolidated as an effective link between theory and practice, facilitating the contextualized understanding of content and promoting its application in real-world situations.

This subcategory is further supported by the internal regulations of the Faculty of Business Sciences at Arturo Prat University (Unap, 2025), which stipulate that faculty members must have professional experience in the area they teach. Thus, the examples used in the classroom come from the business world and have been previously validated in real-world management contexts, lending greater relevance and credibility to the educational process.

This scenario could strengthen pedagogical mediation if the academic staff of the Faculty of Business Sciences at Arturo Prat University deepened their training in andragogy and related educational topics such as didactics, curriculum, and assessment. From Knowles's (1978) perspective, adults learn when they recognize the immediate relevance of the content and connect the learning to their prior experience. Consequently, teaching based on these principles would foster a more coherent integration of theory and practice, promoting meaningful learning aligned with the profile of the adult working student.

Functional collaborative learning

This subcategory is understood as a practical, goal-oriented strategy that working adult students intentionally employ according to their academic needs. It is a resource they activate when it allows them to progress efficiently toward their objectives. This category includes the subcategories of goal-oriented group study and the use of technology for collaborative work.

Goal-oriented group study: This type of study involves collaboration among peers, which arises primarily when students face assessments or complete specific tasks. In these cases, interaction is organized according to the achievement of concrete objectives. Efficiency and academic results are prioritized over constant socialization. Along these lines, Gómez (2024) suggests that, in adult students, collaborative learning is usually structured from a more functional and instrumental perspective.

Gómez's (2024) perspective does not align with the experiences of the researchers in this study, much less with the perspective of the students who participated in this research. As observed, working adult students return to the classroom after 10 years with the goal of obtaining a second university degree. With many expectations and fears, they face the educational process individually. The only way they can mitigate and overcome this reality is by sharing their experiences with others and learning collaboratively, sometimes revealing their strengths and weaknesses as students.

Group work becomes a relevant learning strategy for evening students. It is at this point that academics must go further and prepare their students by engaging with Lev Vygotsky's (1978) Zone of Proximal Development, as cited in Cherres and Sandoval (2026). In this sense, this methodology highlights a social perspective on learning and the central role of guided interaction in cognitive development.

Some student quotes support this: "More than anything, we organized ourselves as a group, and when we had to make groups for work they separated us, but there was never any problem. We always adapted to the group we were in, no problem at all" (E1). "We looked at the assignments, we saw what kind of topic it was about and what points were going to be covered and we divided up the topics, then we put them together, reviewed them, and said, 'Okay, that's fine'" (E4).

This evidence demonstrates group work that arises from a specific need. The students organize themselves, distribute tasks, and review their work together, with the clear objective of completing the assessment. It is clear that the collaboration is not arbitrary, but rather responds to a common and well-defined goal.

Use of technologies for collaborative work: it appears as an element that favors joint work among students, since it allows better organization of tasks and easier adaptation to different academic demands. The practical use of technology aligns with Delgado Caro's (2024) observation that digital spaces expand opportunities for adult learners to participate. In this research, technology emerges as a resource that facilitates collaboration without compromising the various responsibilities students assume.

The researchers share Delgado Caro's (2024) view. Working adult students are young people who navigate a digital and technological world. Their workday consists of meetings, preparing reports supported by statistics obtained from specialized software or a simple Excel spreadsheet. This skill is then applied in the classroom and becomes evident when preparing reports for group assignments required by a course.

It is often observed how students exchange information from their cell phones via WhatsApp. This messaging application is widely used by working adult students, as it allows synchronous and asynchronous communication with their classmates through text, video calls, voice calls, and the sharing of multimedia files. WhatsApp has become a learning tool, whether due to its ease of use, immediacy, or its ability to facilitate academic communication. A quote reflects this: "In a group

WhatsApp group where we all agreed, we would say, well, we leave class around 7, and we would connect at 9" (E2).

The above demonstrates that WhatsApp becomes a valuable tool for organizing a student's academic life, coordinating schedules, setting virtual meetings, and distributing tasks. Interestingly, this type of technology keeps the work group connected, even outside the classroom.

Cognitive study strategies

Cognitive study strategies express a learning approach focused on deep understanding of the content, where students prioritize practices that allow them to make the most of their available time and consolidate meaningful learning. This category includes the subcategories of visual learning and outlining, as well as comprehensive repetition and guided reading.

Visual learning and schematization: This shows that visual learning and schematization are consolidated as predominant cognitive strategies; students use them to organize and synthesize information in a meaningful way. These practices are expressed in the use of drawings, diagrams, and keywords, resources that facilitate understanding and promote content retention during the study process.

Through these strategies, students do not simply memorize, but actively transform information to better understand it. According to Cardozo *et al.* (2021), creating outlines promotes deeper content processing. Visual aids emerge as a practical response to academic overload and students' lack of time, allowing them to organize ideas more clearly and strengthen their autonomy in learning.

The reality of this subcategory is evident in very specific situations with university students. After academic activities, many of them remain in the classrooms and use the whiteboards as learning aids. In these instances, they use markers of different colors to create diagrams and charts related to the material they have learned. Furthermore, connectors and mind maps help them understand the concepts and develop skills such as analysis, synthesis, induction, and deduction.

The following quotes reflect this subcategory: "While I'm studying, I'm drawing... from a long sentence I take just one word and that word then does the whole recap in my memory" (E2). "I do it like tips, like some important little thing..." (E3). "I verbalized it, I tried to read it and explain it to myself so I could explain it to others" (E4).

Through these citations, students not only memorize content, but also reorganize, synthesize, and support themselves with visual elements, allowing them to strengthen understanding and retention.

Comprehensive repetition and guided reading: Repetition is understood as a practice aimed at comprehension and reflection. Essentially, the student seeks to make sense of the content they are studying. This result aligns with the findings of Kathiusca and Alarcón (2021), who point out that guided repetition promotes the consolidation of meaningful learning for the student. Similarly, Gómez (2024) indicates that guided reading allows adult learners to connect new content with their prior experience, thus contributing to a deeper and stronger understanding of meaningful learning.

One characteristic of working adult students is that they are products of a traditional learning system. Their minds are immersed solely in memorization and repetition of content, often without any understanding or meaning in what they have learned. In this context, the university professor assumes a leading role in helping students master innovative learning strategies that allow them to achieve higher-order competencies, such as comprehension, explanation, and problem-solving.

One student comments on this: "I read the material the teacher gives me several times until I understand it well" (E17). This demonstrates a search for understanding rather than memorization.

Self-directed learning

Self-directed learning is structured as the integrating element of the educational process for adult working students in the Business Engineering program. This category not only incorporates study procedures but also addresses a particular way of relating to learning. In turn, it aligns with the self-direction, responsibility, and strategic decision-making that students must consider when faced with multiple academic demands. This category includes the subcategories of disciplined time management and individual responsibility for learning.

Disciplined time management: this is a fundamental condition for adult learning, rather than an isolated technique. To advance in their educational processes, working adult students describe strict routines that allow them to balance study, work, and family, demonstrating a marked level of self-regulation.

This reality is reflected in the comments of two students: "Yes, I had my routine set up, I mean, in fact, I lived with a routine for the three years of my degree" (E5). "I started to have a routine to be

able to manage everything... Monday, Tuesday, and Wednesday review the material" (E3). These testimonies demonstrate that time management is fundamental to sustaining academic progress. In line with González (2024), planning in adult learners is linked to conscious and goal-oriented learning. Similarly, Delgado Caro (2024) argues that this skill is strengthened in flexible educational contexts, such as continuing education programs, which is reflected in these results.

The above is a reality that benefits students, provided everything planned is carried out. Unfortunately, reality tells a different story; sometimes a small unforeseen event that distracts them from their plans has a domino effect on other activities. Occasionally, while taking exams, they have to answer phone calls from their employers to resolve a specific issue. The same situation occurs with young student mothers. They arrive at the university early to study and then attend a class, only to have to leave quickly because one of their children has had an accident at home.

But it's not all bad news. Many students are disciplined and create schedules to study and progress in their education. This is the case for those who, while commuting to work on public transport, take advantage of the time to review the material covered in the previous class. Others, on the other hand, plan to study during their lunch breaks. In the end, time becomes precious.

Individual responsibility for learning: this is configured as a central feature in the adult working student, who experiences their training process as a personal decision that involves commitment, consistency and autonomy.

From an andragogical perspective, this responsibility is understood as an expression of the adult learners intrinsic motivation and their need to find meaning in their learning process (Cisterna & Díaz, 2022). Within this framework, the results show that learning is not delegated, but rather consciously assumed and managed, becoming a meaningful and functional experience for their academic and professional lives.

The individual responsibility of the working adult student is evident in many situations; sometimes, they pay a high price for the sleep they have sacrificed. One example illustrates this reality: after arriving home, they must take care of their household chores before finally beginning their individual studies, whether they are tired or not. There is no room for excuses here; on the contrary, creativity and a sense of responsibility for their learning emerge, and they overcome the desire to sleep and rest.

Two students comment: "It all depends on me; if I don't get organized, it won't work out" (E8), demonstrating an internalization of learning as part of their life project. One student supports this by stating: "If I don't take responsibility for studying, no one else is going to do it for me" (E20).

The study concluded that working adult students of Business Engineering develop their own study methods, characterized by autonomy, organization, and a strong practical approach. Time management and personal responsibility are not secondary aspects, but rather essential conditions that enable them to sustain their learning process amidst multiple work and family demands. More than memorizing content, these students seek to understand, organize, and connect it to their own experiences.

Teamwork emerges when there is a specific goal to achieve and is often supported by digital resources that facilitate coordination. In turn, learning becomes more meaningful when it is linked to work experience and when the instructor successfully connects theory with real-world situations. These findings guide higher education institutions to strengthen andragogical approaches in continuing education programs, make curricula and assessments more flexible, value the professional trajectory of adult learners, and promote active learning methodologies along with the appropriate use of technologies that foster academic collaboration.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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