

### **The subject-subject episteme in ICT-based learning**

World education at the end of the 20th century was marked by the information society, which was characterized by the inclusion of information and communication technologies (ICT) in the teaching-learning process. This marked the course of bibliographic, scientific, academic and cultural information processing, among others, by both students and teachers, thus generating a technological revolution in schools, universities, educational-training centers, research centers, as well as other educational entities.

The search for information and its transmission in the various educational centers was the epicenter that directed most of the pedagogical actions developed in the learning environments, this led correlatively that as technology advanced, so did the virtual methods to empower the information in order to process it by the student and the teacher in the educational environment. Thus, ICT became a fundamental axis for the development of learning processes in different educational contexts. Today it is unthinkable to be educated academically without using ICT, it is part of the daily life of the human being who is being educated in the 21st century, but now it is seen under the concept of the knowledge society.

The knowledge society transcends the transmissionist vision of the information society and focuses on "innovation" from information and communication technologies (ICT) for the creation of knowledge to solve society's problems, contributing to its transformation. In this sense, education turns 180° around the way it has been working pedagogically in the information era, is to elucidate the confrontation between two epistemic models, where the first one (information society) is based on a cognizing subject and a cognizable object, that is, the teacher in the style of "banking education", transmits knowledge that must be reproduced by the student in accordance with the fulfillment of objectives proposed in the curricular program.

The second epistemic vision is based on the cognizable subject - cognizable subject relationship, i.e., both teacher and students learn collectively through intersubjective dialogue, based on research conducted to promote knowledge and make it relevant in contributing to the transformation of society. This second model is based on the "interactive dialogue learning", where knowledge should be developed based on the mediation between teacher - students, to build innovative educational projects to articulate education with social - technological - productive needs, in order to contribute to the transformation of society.

The vision of the subject - subject, opens the possibility of having not only academic, but also innovative and productive educational institutions, based on scientific knowledge. From the proposed integrality, the binomial teacher - students, form work teams, based on research, in the achievement of projects, conflict resolution, training by competences, among others, vanguard pedagogical models that allow from the interaction, to build learning in accordance with the demands of the knowledge society.

Therefore, the episteme subject - subject, is not only based on intersubjectivity, but this is provided from the introspection (praxis) carried out by the person in his human and professional work, generating a continuous reflection on the processes addressed, reflecting and learning not only from the successes, but from the mistakes, Therefore, in this episteme, education is valued as a dynamic entity where the potentialities of people are the core to generate collective and meaningful learning for the transcendence of society, contributing to a learning supported by ICT in correspondence to maintain a critical, reflective education of the person.

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