CHAPTER 5.

LIFE PROJECT AND WELL-BEING IN STUDENTS IN VIRTUAL LEARNING: A CONFIGURATIONIST PERSPECTIVE[6]

Astrid Sofía Suárez Barros[7]
Alfredo Rojas Otálora[8]
Yolima Alarcón Vásquez[9]
Lizeth Reyes Ruiz[10]

7   Universidad Nacional Abierta y a Distancia (UNAD).
     ORCID ID: https://orcid.org/*0000-0002-8090-7694*
     Email: Astrid.suarez@unad.edu.co

8   Universidad Nacional Abierta y a Distancia (UNAD). ORCID ID: https://orcid.org/0000-0002-2631-3035 Email: alfredo.rojas@unad.edu.co

9   Universidad Simón Bolívar.
     ORCID ID: https://orcid.org/0000-0001-6357-8908
     Email: *yalarcon1@unisimonboli- var.edu.co*

10   Universidad Simón Bolívar.
     ORCID ID: https://orcid.org/0000-0002-9469-8387
     Email: *lireyes@unisimonbolivar. edu.co*

ABSTRACT

The construct of the life project has been described and characterized through various approaches and perspectives throughout its historical development. However, a documentary review of the literature, frequent use of the construct in various scenarios and the experiences with students in virtual learning reveal a lack of theoretical foundation in this field from a configurationist perspective. Configurationism offers a holistic, systemic, dialectical and complex theoretical model where ideas, theories and knowledge are logically interconnected to form a harmonious and coherent whole. The data collection technique used was a documentary review of articles, books, monographs and research projects. Findings indicate that the life project can be analyzed as a configuration from character traits and can be viewed as a social network with subjective codes, structures, continuities and discontinuities, functionalities and contradictions, all within a projective framework seeking ongoing well-being. This perspective allows for the construction of knowledge using a configurationist methodology.

Keywords: Life project, well-being, configurationism, virtual learning, students.

RESUMEN

El constructo proyecto de vida, en su trayectoria histórica ha sido descrito y caracterizado con diferentes abordajes y enfoques. Sin embargo, la revisión documental de la literatura, el uso frecuente del constructo en diversos escenarios, las vivencias y experiencias con estudiantes de la modalidad virtual develan la poca fundamentación teórica que existe en este campo, desde lo configuracional, como modelo teórico holístico, sistémico, dialéctico y complejo, en el que las ideas, teorías y conocimientos se interconectan lógicamente entre sí, para formar una totalidad armónica y coherente. La técnica de construcción de datos fue la revisión documental que se realizó con documentos tipo artículos, libros, monografías y proyectos de investigación. Los hallazgos muestran que el proyecto de vida puede analizarse como una configuración desde rasgos caracterológicos y siendo sensible a considerarlo como una red social, con códigos subjetivos, estructuras, continuidades y discontinuidades, funcionalidades y contradicciones y con una mirada proyectiva de búsqueda permanente de bienestar alrededor de la cual se puede construir conocimientos desde la metodología configuracionista.

Palabras clave: Proyecto de vida, bienestar, configuracionismo, modalidad virtual, estudiantes.

INTRODUCTION

Life Project has been studied by various authors and disciplines (Rojas-Otálora & Suárez-Barros, 2019). A literature review has found that it is linked to the human need to overcome deficiencies and shortcomings in life (Frankl, 1980) and to seek well-being (Astorga & Yáber, 2019; Ryff & Ke- yes, 1995), satisfying one's capacity to love and work, reducing discomfort and suffering (Frankl, 1980), through organizing plans to address these challenges (Vargas, 200 5). Studies suggest that it is the result of intersubjective and motivational processes (Rojas-Otálora & Suárez-Barros, 2015; Rojas-Otálora & Hernández-Garzón, 2011; Rojas-Otálora & Suárez-Barros, 2019), as well as intersubjective processes and potentials for individual and social reconstruction (D'Angelo-Hernández, 1999; Meertens, 2000). It is related to the concepts of happiness and well-being, which are fundamental aspects of human development (Maier, 1982; Rojas-Otálora & Hernández-Garzón, 2011). In these concepts, the integrality, multidimensionality and the historical-contextual condition of the individual play an important role in the ongoing reinvention required in response to social and cultural circumstances (Vygotsky, as cited in Carrera & Mozzarella, 2001; Lamus Canavate, 1999).

Although each author and study has emphasized different aspects in conceptualizing and arguing, they all agree on essential points such as:

1. The Life Project involves complex processes of the individual who conceives and builds it.

2. The Life Project is a subjective construct situated, "in situ" in space and time, involving the history and culture of the individual developing it.

3. The Life Project is associated with goals, objectives and resources: administrative aspects: (Aracena-Álvarez et al., 2005; Meertens, 2000; Rojas-Otálora, 2008; Rojas-Wilches et al., 2011; Vargas, 2005), interests, desires, aspirations and needs, motivational aspects and self-realization (Bozhovich, 1976; D'Angelo, 1998; Maslow & Lewis, 1950; Rojas-Otálora and Suárez-Barros, 2015;

Rojas-Otálora & Suárez-Barros, 2019), encompassing both individual and Collective dimensions (Ardila & Ostrosky-Solis, 2008; Casullo, 1995; D´Angelo-Hernández, 1999; Fernán- dez-Sessarego, 2016; Luria, 1974/1977; Mesa, 2004; Rojas-Wilches et al., 2011).

However, despite the outline provided by the authors and the frequent use of the construct in public policy scenarios, psychosocial intervention programs and academic and research environments, there is a lack of a psychological theory (interaction, relationship, connection, links, structuring, dynamics from psychological components) in the construction and development of the Life Project, especially in emerging 21st-century social situations such as virtual education as a means to achieve it.

The concept of configuration is more commonly used in the sociological field, but it is also applicable for theory building and understanding human phenomena in other disciplines. This concept refers to structures, subjectivities and interactions, with their rigid or flexible relationships, resulting in the methodological translation of the reconstruction of the entirety relevant to explaining the Life Project construct.

In this chapter of the book, derived from research, it is assumed that configuration can be a core component of theory when it comes to creating substantive assumptions that show understanding of the process of constructing the Life Project in humans and how this construct is part of human development and is linked to well-being, both subjective, psychological and social.

This document presents the application of the concept of configuration to the Life Project construct, as discussed by psychology authors, under the perspective of well-being. It clarifies that each mentioned author has separately addressed explanatory and comprehensive aspects of the phenomenon without integrating the diverse views. It is specified that no author has discussed psychological configuration in the process of constructing the Life Project, but the analysis of theoretical assumptions studied can be associated with what is considered configuration or figuration, according to the reviewed authors.

This approach to the field of configuration will focus on character traits that identify this epistemological proposal; it will analyze the Life Project in terms of its development, interconnections, functions, meaning, regularities and configurative rhythm, within the configuring context of virtuality and through a cross-sectional analysis of the complete well-being model and its dimensions of subjective, psychological and social well-being.

CONFIGURING THEORETICAL CONTEXT

CONFIGURATIONAL THEORY VIEW

The analysis is conducted from the contemporary proposal of Ortiz-Caña (2016/2017/2018/2019/2020) and the concepts configurationism, configuration and configuralogy. This approach provides concepts, perspectives and methodological paths for understanding, specially focusing on character traits.

Ortiz-Caña introduces the need for a science for the third millennium, which he terms configurationism, as a:

> Epistemic model that meets the demands of the 21st century and proposes a new epistemology for social sciences. According to the author, it is a holofaceted model because the results of scientific activity can be obtained in all facets of human knowledge, contributing to the enrichment of humanity's social, scientific, and cultural heritage (p. 234) [Quote translated from its original in Spanish]

Ortiz-Ocaña (2017) and Salcedo and Ortiz-Ocaña (2017) view configurationism as a holistic, systemic, dialectical and complex model, as it interconnects ideas, theories and scientific knowledge logically to form a harmoniously and coherently configured whole.

Configuralogy, as a theory of configurations from an epistemological perspective, embraces theories of complexity, holistic approaches and systemic and ecological frameworks. It proposes configuration as a logical category and a method of study to understand human and social processes through the "notion to investigate, deeply analyze, question, understand, argue and develop" (Ortiz-Ocaña, 2016, p. 292). In this view, configuration is a way of thinking about science, considering it as the "starting point of the socio-human scientific process, encompassing the problem, intention, method and solution" (p. 293).

For this comprehensive process, the concept of configurations is understood as:

> An organized whole, composed of dynamic, functional and interrelated processes, both internally and externally, with other contextual configurations of the same or different complexity, which have meaning and significance for itself and for other related or unrelated configurations (Ortiz-Ocaña, 2016, p.293). [Quote translated from its original in Spanish]

From this perspective, the concept of configuring context emerges, defined as the psychological space and sociocultural environment where a configuration is expressed and enhanced through movements, processes, functions and vital changes in human life. It encompasses all processes within a specific proximity that can influence the dynamics of the configuration being studied.

The Life Project will be the configuration under study, within an expansive context characterized by constant interrelationships with other configurations: well-being and the context of virtual education, which define the context in which the Life Project is enhanced. The characterization of the process is facilitated through character traits that specify the process and distinguish it from others, enabling analysis, understanding, interpretation, description, explanation, argumentation and even "guidance, prediction and projection over time" (Ortiz-Ocaña, 2016, p. 293).

The character traits used to analyze the Life Project include: interconnections, which refer to the specific nature of the configuration in relation to other events and processes, generating multidimensionalities and new relationships and events within a larger process. Functions, which indicate that every configuration has an inherent dynamic, functionality and precise goals. Meanings and significance, referring to the sense derived from studying the configuration of an object or situation, involving a particular or collective attitude toward perceiving order and harmony in space, time or space-time. This involves the integration of imaginaries such as conceptions and perceptions, considering that its representation is the most elaborate and conscious instance of the subject's knowledge. This sense gives it meaning from a hermeneutic perspective. Regularities, which constitute the invariant, most stable and significant character traits. The configurative rhythm refers to the dynamic functioning, spiral type, representing the "fluctuations, uncertainties and oscillations of human behavior and social system behaviors that generate transformational movements" (Ortiz-Ocaña, 2020, p. 110).

LIFE PROJECT: STUDIED CONFIGURATION

The concept of "Life Project," much like that of well-being, gained prominence in the 20th century. Researchers suggest that the "Life Project" materializes during adolescence and young adulthood, a period characterized by the pursuit of independence and identity, professional development, securing employment or occupation, leaving the primary family, and establishing a new family unit. The Life Project is linked to the concepts of happiness and well-being, which are fundamental motivations for human beings (Maier, 1982; Rojas-Otálora & Hernández-Garzón, 2011).

A review of the literature reveals various conceptual, theoretical, and methodological perspectives on this construct, especially as a psychological construct. The sociopolitical conditions of the 21st century have enhanced interest in this topic, encouraging social sciences, particularly psychology, to revisit, study, and connect it with psychological variables that shape it (Suárez-Barros et al., 2018). These authors review the subject and suggest that the concept's evolution has shifted from an administrative/instrumental/business perspective to an integrated, reflective, and systemic view, where inter- and intra-subjective processes become essential elements of its configuration.

Some authors emphasize the Life Project as an operational and instrumental aspect of an individual, meaning a person's identity is structured through resources and tasks, with their management and administration being crucial for achieving it. From this perspective, the Life Project can be understood as a short- or medium-term goal to which the individual dedicates their activities or efforts, focusing on survival strategies across dimensions of experience, identity, and perceptions (Aracena-Álvarez et al., 2005; Meertens, 2000). It can also be viewed as a "strategic planning of personality, which in educational contexts allows the development of actions towards the educational process, encompassing work, daily actions, the present, and the future". (Vargas 2005, p. 16).

From a humanistic perspective, Maslow & Lewis (1950) approach a eudaimonic view of the individual through their hierarchy of needs, proposing a dynamic process of seeking satisfaction and guiding human actions toward the pinnacle of self-actualization needs. In this context, relating it to the Life Project, it is suggested that the

future also exists within the person in the form of ideals, hopes, duties, tasks, plans, goals, unrealized potential, mission, fate, and destiny. A significant advancement is the pursuit of deepening the concept, moving from instrumental-operational to a psychological construct of intrinsic motivation that values the human psyche.

In this evolution of the concept, Suárez-Barros and Rojas-Otálora (2018) expand the concept, highlighting the Life Project as a human, integral, dynamic, flexible process with motivational (internal and external motivation) and axiological (values) elements that contribute to understanding how it evolves within the individual and interacts with social and contextual factors, multidimensional in its application and pursuit of well-being (subjective, psychological, and social), balancing hedonic and eudaimonic aspects.

The mentioned authors conceptualize and configure the Life Project, as a dynamic, flexible construction based on motivation and axiological aspects. It is considered a construction because it can be defined as a procedural and continuous entity of construction, deconstruction and reconstruction, based on the individual's experiences and meanings. The "construction" condition is also based on considering the Life Project as a hypothetical entity that is used but difficult to define within a scientific theory. It is commonly used in various contexts and discourses but is not a directly manipulable or tangible phenomenon and can be classified and studied as a system.

It is considered a dynamic process, with changes oriented towards goals and the achievement of partial tasks or objectives, which in turn allow for the creation of new goals or objectives, based on what are considered actions to improve and strengthen the Life Project. This is complemented by being a flexible structure, as it integrates elements systemically related and affecting each other through their interactions. These elements are organized during the individual's development based on internal basic needs and their adjustment and organization to the characteristics and demands of different contexts.

This construct is considered motivational because it includes factors of subjective, psychological and social well-being, leading more towards hedonic aspects or enjoyment, although linked to long-term developmental issues. Emphasis is placed on emotional executive functions, which refer to the ability to satisfy basic impulses using socially acceptable strategies. On an axiological and humanistic platform, the Life Project includes eudaimonic aspects such as personal development, growth or self-actualization, which are related to overcoming conflicts as outlined in Erikson's

model (1993), focusing on stage-specific goals or conflicts and concluding with the integrity versus despair conflict. This highlights the individual's life reflection, aiming to complete the entire process of the Life Project.

INTERCONNECTED CONFIGURATIONS: WELL-BEING AND VIRTUALITY IN EDUCATIONAL CONTEXT

Throughout history, authors, thinkers and scientists from various disciplines have studied this construct, yet there is no consensus on the topic. This has led to contributions aimed at understanding its elements and components.

In the historical development of the Life Project, it intersects at various points with well-being and virtuality. In this document, well-being and virtuality will be approached as "configurations" within the comprehensive model of well-being, which includes subjective, psychological, and social dimensions. This well-being proposal will be analyzed across the character traits of the Life Project configuration and activated in educational contexts mediated by technology.

Subjective well-being will be considered as a configurational element with its own components, from a hedonic perspective where achieving happiness or satisfaction is the ultimate goal for all individuals. Diener (2002) represents this dimension of well-being, defining it as: "...the cognitive and affective evaluations a person makes about their life, including emotional reactions to events, as well as judgments about satisfaction and achievement, from dimensions of pleasant emotions, negative emotions, and high life satisfaction" (p. 63). Other authors, such as Veenhoven (1994), define it as: "Life satisfaction is the degree to which a person evaluates the overall quality of their life positively and how much they like the life they are living" (p. 91).

In relation to this concept and its connection with the Life Project, common points could be highlighted concerning the resources available to individuals, such as life opportunities or vital trajectories, the life course as part of life, and the stages that

evolve or devolve across different life cycles and the emotionality that pervades each lived event. Subjective well-being would be a global assessment of how life has been and the achievements reached through one's biography.

Psychological well-being is considered a transcendent construct from a eudaimonic, rather than hedonic, perspective. It includes social, subjective, and psychological dimensions and represents coping mechanisms for life, organizing how to identify, manage, learn from, and project the lived events, giving meaning and purpose to one's life. This configurational element of well-being is viewed through the multidimensional model proposed by Ryff & Keyes (1995). The significance of this theoretical proposal is that it is a measure of well-being rather than a predictor, leading to more positive emotions, life satisfaction, and pleasure, thus generating subjective well-being.

To complement this comprehensive model of well-being, social well-being is proposed as "the evaluation we make of the circumstances and functioning within society" (Ryff & Keyes, 1995, p. 122), within a "context that includes others individually (social contact), in groups (family and friends), institutionally, work-related, and recreationally" (Blanco & Valera, 2007, p. 17). Below is a table proposed by Blanco and Valera (2007) showing the dimensions of each type of well-being described in the previous sections.

Image 1 . *Dimensions of Well-being-Comprehensive Model.*

Subjective Well-being	Psychological Well-being	Social Well-being
1. Satisfaction: overall judgment or assessment of various aspects that a person considers important in their life.	**1. Self-acceptance:** feeling good and having positive attitudes towards oneself.	**1. Social integration:** feeling of belonging, establishing social bonds.
2. Positive affect: result of a whole-centered emotional experience in a certain life situation.	**2. Positive relationships with others:** maintaining stable and reliable relationships.	**2. Social acceptance:** trust in others and acceptance of both positive and negative aspects of one's liefe.
3. Negative effect: result of a negative emotional experience in a certain life situation.	**3. Autonomy:** ability to maintain their convictions (self-determination) and their personal independence and authority.	**3. Social contribution:** feeling of usefulness, being able to contribute to the society in which we live. Self-efficiency.

Subjective Well-being	Psychological Well-being	Social Well-being
	4. Mastery of the Environment: personal ability to choose or create favorable environments to meet one's own desires and needs.	**4. Social actualization:** trust in the future of society, in its capacity to produce conditions that promote well-being.
	5. Personal growth: effort to develop the potential and continue to grow as a person.	**5. Personal growth:** confidence in the ability to understand the dynamics and functioning of the world in which we live.

Note. Dimensions of the global or comprehensive model proposed by the authors. Extracted from the chapter of the book "Intervención psicosocial" by Amalio Blanco and Sergi Valera (2001).

Analyzing the Life Project through the lens of well-being also invites a review of the configuring context in which it is expressed. This context is situated in education, at the level of higher education, in undergraduate programs and in virtual modalities within the framework of the fourth industrial revolution, with modern distinctions between virtuality, virtual reality, cyberspace, and cyberculture.

Virtuality is a concept used to describe environments or situations that stem from or reflect physical reality. It contains flexible signs and symbols expressed in specific contexts. Virtuality is used to show contents, relationships and forms related to the virtual context. Within this conceptual framework, the term virtual reality refers to a space created by technological intervention, representing the form of virtuality.

In this work, virtuality is approached from two perspectives: objective and subjective, which some authors refer to as qualitative or quantitative. Both perspectives involve analyzing the situation based on the structuring and appropriation of different media axes: media infrastructure of transport, means of transport, communication media and digital means of communication. Objectivity is represented in communication network systems that engage both objective and subjective aspects. Subjectively, virtuality highlights relationships that emerge and are enhanced in the field.

Another element of the 21st century is cyberculture, which, from this configurative perspective, refers to the influence that the Internet has had on human beings and their relationships. This includes interactions with computers, customs, habits, morphological modifications, body projection, digital exchanges, face-to-face communications, synchronous and asynchronous communications, and the expansion of

interaction spaces in virtual reality such as video games, virtual worlds, simultaneous realities, and alternate scenarios.

It is important to clarify that within virtuality, two major curricula should be considered: the individual and the group. Discussing the Life Project within the digital culture context involves issues related to identities and otherness, represented in who we are, our role or position in life and society, how the body acts and participates, relationships, virtual space, real space and the symbols, signs and meanings each learner assigns to their social role.

CONFIGURATIONAL METHODOLOGY

The method used for this analytical exercise was document review, consisting of the following phases: planning, selection, extraction and analysis.

During the planning phase, search axes and strategies were created, allowing for the selection of scientific documents, their analysis and the identification of significant data. For this chapter of the book, the analysis axis was raised as follows: what are the character traits observed in the conceptual and theoretical approaches of authors contributing to the study of the Life Project, considering it as a theoretical configuration? What interconnections exist between the Life Project configuration and the well-being and virtuality configurations?

Based on these guiding questions, documents were reviewed in databases such as Scopus, Science Direct, Scielo, Redalyc, Google Scholar and open repositories of doctoral theses, using the following inclusion criteria: documents such as scientific articles, postgraduate theses, working papers, associated with research carried out between 1999 to 2019. The search descriptors were: in Spanish: Proyecto de vida, Plan de vida, Proyección de vida; in English: life project, vital goals, life plan.

For this specific exercise, 50 scientific documents were consulted and selected, organized in an Analytical Summary Matrix (ASM). The selection prioritized scientific articles derived from research related to the topic, excluding other types of documents, such as essays, conference papers, or reflective texts. The document review exercise aims to analyze the configuration based on the character traits proposed by configurationism.

FINDINGS AND DISCUSSION: CHARACTERISTIC TRAITS OF THE LIFE PROJECT CONFIGURATION

From the character traits that define a configuration (interconnections, functions, meanings, regularities, and configurative rhythm), the analysis is conducted through the methodological approach of document review and the theoretical framework of well-being and human development.

Starting with the first trait that characterizes the Life Project, namely "interconnections," it is evident that the construct is associated with various elements, events, and multidimensional processes that connect and generate new relationships and events. Casullo (1995), for instance, views the Life Project as a process tied to individual human development in the realms of emotional and intellectual maturation. He categorizes it as a central aspect of the individual, i.e., constituted by "the set of things or realities that are important to the person, their values, and their way of life" (Mesa, 2004, p.16). With this latter author, one can see how he integrates internal (individual) and external (environment-society) elements, as highlighted by Elías (as cited in De la Garza, 2018), when discussing configuration.

Casullo's theoretical stance (1995) posits that, for personal growth, the individual must learn over the course of their life and experience, integrating and overcoming psychological tasks (assumptions or goals to be achieved). This involves aligning their actions with their values, demonstrating responsibility in decision-making, and maintaining respectful attitudes towards others, accepting their singularities and differences, as well as their potential and limitations, both from an individual and collective perspective. In other words, this analysis shows that every Life Project inherently involves the pursuit of self-actualization (from subjective and psychological well-being) but must also be understood from the perspective of social well-being, regarding the need to make a social contribution to the society in which one lives, coherently linked to the understanding and functioning of the world and environment in which one finds oneself.

Further contributing to the configuration of the Life Project, Casullo emphasizes that during their construction process, individuals need elements such as self-knowledge and an understanding of the surrounding social reality. Regarding self-knowledge, he describes elements related to who the person is, what they want, need, desire, what interests them, their talents, and the resources they have. Regarding knowledge of their environment, he stresses the importance of understanding the family nucleus, the microsocial context, expectations and projections from the family, the social context, cultural characterization, and economic and political aspects.

From a configurational perspective and interconnections as a character trait, these authors highlight their contribution to the structure of the Life Project, incorporating elements such as psychological aspects, which involve subjectivities.

When considering the Life Project as a configuration, it is also acknowledged as a social representation derived from power relations throughout an individual's life path, within their own reality and daily life. Daily life is seen as the environment, sphere, or stage where an individual's actions unfold and where the worlds with which the individual interacts frequently and continuously are represented. Thus, the Life Project is understood as the result of the social constructions of the individual in their daily life (Uribe-Fernández, 2014), making these projects unique, irreplaceable, and specific to each situated individual. This is linked to psychological well-being through dimensions such as self-acceptance, positive relationships with others, seeking stable and reliable relationships, and the ability to autonomously create favorable environments, always with clear and precise vital goals that allow for personal growth.

Based on this, the Life Projects studied as a configuration demonstrate that they are a whole with interconnections of various elements from different perspectives and dimensions (personal, emotional, sociopolitical, cultural, professional, recreational, family cultural, spiritual, intellectual). They develop from dependence (external influences) to autonomy and the ultimate goal of personality (independence and self-awareness) (Bozhovich, 1976; Coll, 2001). In other words, the Life Project, as a central configuration, relates to two major events and processes: personality and context.

From a configurational theory perspective, it can be inferred that Life project(s) are constructed within a framework of psychological and social subsystems and processes. These are supported reflectively with coherence, integrative, ethical and value-based autonomy, making them flexible, open, creative and critical according

to the context in which they are situated and the needs and capacities for their performance, adjustment, renewal or abandonment (Suárez-Barros et al., 2018). This reflects structural elements, subjectivities and social interactions that are key to understanding a psychological configuration, which can be more clearly described through other character traits.

In analyzing the "functions" of the Life project, D'Angelo (1999) is highlighted as a significant contributor to this configurational and functional view of the construct. This Cuban author recognizes the Life Project as a process linked with functions and content of personality, covering vital life situations, and the interplay of physical, emotional, intellectual, social and spiritual aspects of the individual from a critical-reflective perspective. It constitutes an inherent, creative and functional dynamic that spans the dimensions or spheres of an individual's life.

According to Frankl (1980), every person has a specific vocation or mission in life aligned with their needs, values and preferences. This means they need to take agency and achieve both accomplishments and freedom: achievements of agency for well-being (functions) and freedoms of agency, i.e., freedoms of well-being (capabilities), to seek happiness, encompassing both subjective well-being and life satisfaction (Cuadra & Florenzano, 2003).

Regarding functions as a character trait, the Life Project also has a mission related to identity reconstruction (Gómez-Urrutia & Royo-Urrizola, 2015). This encompasses both the sense of doing (specific activities for survival and small initiatives for the future) and the sense of being (especially for displaced populations: coping with and overcoming the feeling of being out of place—negative affect—and seeking social integration). This gives significant weight to social and political aspects (previous experiences-life course-retrospective balance of experiences-life satisfaction-subjective well-being), differentiating how each individual faces their life, projects and the reconfiguration of their social fabric (Meertens, 2000) and the supportive and solidarity networks in vital projects (Suárez-Barros et al., 2018).

In this character trait (functions), the framework of seeking to feel well (subjective well-being) emerges, driven by needs ranging from self-acceptance to personal growth, always within a configurational context that activates, halts, enhances, protects, or risks it, such as the social, territorial, and contextual environment in which it develops (social well-being).

In the field of psychology, Gómez-Urrutia and Royo-Urrizola (2015) argue that the Life Project is a construction of the reflective function of the self, with the goal of ensuring one's future based on imaginaries, the valuation of reality, and personal preferences. This categorizes it as a psychological structure through which the individual expresses themselves in their social context, according to societal determinants. Although the author's conceptual proposal emphasizes the subjective-psychological aspects of the individual, its projection and realization are placed in the social sphere, highlighting the influential role it has in the development of life projects.

Rojas-Otálora and Suárez-Barros (2016):Rojas-Otálora y Suárez-Barros (2016):

> In their content analysis of data collected from virtual learning students, they reveal that the Life Project, as a goal-oriented proposal organized as a complex motivational structure, involves the interaction of the individual with their ideals. It requires self-analysis (review of available resources, deficiencies, contexts, desires), self-mastery, self-control (persistence, discipline, organization), and involves self-management (planning, resource administration and project evaluation), based on a scale of values and attitudes, with the aim of continuously seeking stability, quality of life and well-being to achieve constant self-actualization. (2016, p. 46)

The same authors have evolved their contribution. In 2019, they viewed the Life Project as a process that is constructed, deconstructed and reconstructed. They proposed essential elements that interact, dynamize and flexibilize its evolution. These central elements of the Life Project, according to the authors, include: motivation, experiences and meanings of being, personal reality, sense of life, projections, objectives and goals, contexts, discourses, metacognitive functions, executive and emotional functions, social interactions, values, coping mechanisms and the search for well-being.

This construct is also characterized by "meanings and significances" as it reveals a view of the construct where it is recognized that there are no unique or singular life projects. Instead, multiple life projects can be constructed (plurality), "with critical, reflective foundations oriented towards personal and creative self-actualization within a context of dignity and civic fulfillment" (D'Angelo, 2000, p. 7).

The Life project configuration has a sense that extends from the individual or particular to the collective, but in an ordered, harmonious manner, within a temporal-spatial context where the social is incorporated through actions, relationships and interactions. These elements are interrelated, dynamic and transformative, acknowledging the historical-socio-contextual condition of the individual who is always in search of their well-being and quality of life.

This view of the Life Project positions it as a dynamic, unique, performing entity that configures, deconfigures, and reconfigures according to different historical, contextual, class-based, belief-based and age-related peculiarities. It evolves from a proto–Life Project to concrete projects where the individual is embedded within a web of real interrelations with others (D'Angelo, as cited in Suárez-Barros et al., 2018), "based on their experience, possibilities, needs and aspirations developed earlier, adopting an objective position regarding their current and desired role in life" (Bozhovich, 1976, p. 56). This author complements his psychological perspective with sociology, linking the concept with Adorno and Elías's views (cited by De la Garza, 2018), presenting an integrative view of the individual's interdependence with society, weaving together dimensions of complete well-being (subjective, psychological, and social).

These authors' reflections open a new scenario regarding two potential Life Projects: individual and collective (D'Angelo, 1999). An individual Life Project is built by the person through their interactions between desires and available possibilities, with a unique and particular characteristic that identifies it, and is created creatively and autonomously. A collective Life Project which refers to the future construction and perspective that identifies a group, institution, community or nation, integrating feelings, thoughts and actions emerging from dialogue, reasoning and a scale of values, where expectations, aspirations, goals and programs converge, embodying diversity and reflecting both imaginative and social realities that guide development perspectives in various fields (D'Angelo, 2000; Palomino et al., 1991).

The analysis of this construct reveals another character trait related to "configurative rhythm," which shows the complexity, dynamism, fluctuations, uncertainties

and oscillations of this complex field of study. Suárez-Barros et al. (2018), drawing on D'Angelo (2000), suggest that the Life Project can be understood as a complex area of confluence: integrating, on the one hand, time, identity and subjectivity; on the other, the individual's actions in relation to societal structures; also, the dreams, desires and formulations of the individual's future in relation to the possibilities of realizing them; and finally, integrating the various spatial areas where the individual's life takes place.

A link is also proposed between the project and the sense of life (Frank, 1980). The latter is formed by the person's insertion into various relationships with society. (Franco-Silva and Pérez-Salazar, 2009; Galdámez Zelada, 2007). It is important to note that, although components, elements, dimensions, and points of convergence are outlined, the emphasis remains on the structure rather than on the process of how interaction among these elements occurs. This is essential for constructing, deconstructing or reconstructing the Life project for individuals, and highlights the fragmentation by authors when emphasizing certain aspects while neglecting others.

Despite the constant movements characterizing the studied construct, from a configurational point of view, the "regularities" of this configuration are appreciated, recognized as permanent, stable, significant and invariant elements that identify it.

Initially, there are microconfigurations that remain within the Life Project and are recognized by authors who have contributed conceptually, theoretically or methodologically to this field of study. Two of them are time and space. It is an area of intersubjective production, where temporal coordinates, spatial dimensions and diverse knowledge accessible to the individual converge, along with various individual or collective nucleations where the person develops their existence (Coll, 2001; Cornejo-Villegas, 2015). These elements converge between past and present places of existence and those where one wishes to live (i.e., the future) (Meertens, as cited in Suárez-Barros et al., 2018).

Similarly, goals are fundamental to the Life Project and are inherently linked to the temporal outlook. Difabio de Anglat et al. (2018) argue that the type of goals people set depends on their temporal orientation (predominance of the present, past, or future), and there are significant differences regarding age. They note that adolescents tend to have higher values in present hedonistic and fatalistic orientations, while people over 40 are more focused on eudaimonic goals related to the past and immediate future.

This statement links temporal orientation and the hierarchical structuring of life goals in a bidirectional manner and as a process of mutual feedback. From a pedagogical perspective, it is necessary to promote valuable goals and their integration into a Life Project, enabling a realistic view of the future and leading to personal self-realization.

It is essential to note that goals, as character traits of regularity, are not explicitly associated with emotionality by the authors. However, this is an area where research should focus, as the Emotional Selectivity Theory (EST) states that the importance and priority of goals depend on perceived time. When time limits are set, present-oriented goals with an emotional component are prioritized over future-oriented goals aimed at acquiring information and broadening horizons (Carstensen et al., 2003; English & Carstensen, 2016).

In the context of virtual education, other configurative elements and components, such as self-management, emerge. This involves the individual's capacity to manage their own intervention and act upon their contexts to achieve what is proposed in their Life Project. It includes elements that are assumed as contexts for the application of success (Suárez-Barros & Rojas-Otálora, 2016). This is associated with academic performance, and configuratively, it introduces new related categories: resources (capacities, skills, means); goals (tasks, objectives); meaningful learning and self-regulation, resource management, value of the social environment, and management and coping mechanisms for achieving proposed goals (D'Angelo-Hernández, 1999/2000; Rojas-Otálora, 2015; Suárez-Barros & Rojas-Otálora, 2016; Valencia & Giménez, 2014).

It can be observed that other elements consistently present in the Life Project as a human process include: on an individual level: life goals (short, medium, and long-term) (D'Angelo-Hernández, 2000; Franco-Silva & Pérez-Salazar, 2009; Suárez-Barros & Rojas-Otálora, 2016), values, needs, expectations, experiences, identity and self-perception of the individual, life purposes, subjectivities and realities, decision-making, self-determination and achievements (D'Angelo-Hernández, 1999/2000; Gómez-Urrutia & Royo-Urrizola, 2015; Meertens, 2000).

Thus, it is inferred that, according to the authors, the Life Project has elements inherently associated with the social condition, as the Life Project is considered a product of interpersonal relationships in specific, situated, real and everyday contexts. They also highlight the psychological condition, from essential elements such as needs/desires, motivations, experience, resources, coping mechanisms, experience, iden-

tity, perceptions, life purposes, opportunities, threats, human competencies, represented in strategies, objectives and goals in the short, medium and long term.

This, in the field of well-being, reaffirms the transversal and inseparable nature of the Life Project and the subjective, psychological and social well-being in a set of micro and macro configurations and interconnections, ranging from the individual (internal-external), as enabling or enhancing, with psychological aspects emerging from constant and permanent relationships with the environment. In other words, the Life Project, is an emergent, personal, singular expression with its own characteristics derived from the network of relationships. Achieving levels of social well-being would imply enhanced and balanced elements of subjective and psychological well-being.

Another regular element in the Life Project, especially for virtual students, is self-regulation, which is essential for either developing or stalling the Life Project. This aspect includes freedom, ideals, aspirations, expectations from the inner world (personal realities) and the course of life, and involves developing personal resources (means and qualities) to achieve goals, actions and achievements, drawing on philosophical, sociological and anthropological references that identify and differentiate it from any other (Suárez-Barros et al., 2018). This component is associated with self-acceptance, self-management, emotional control or mastery of the environment, nomia, personal realization or growth, determination and poiesis; identity, motivation (internal and external), life goals or purposes; time perspectives; fulfillment, well-being, and human development; empowerment, norms and institutionalization; success and performance.

Another regular element in this configuration is the life course (Elder & Giele, 2009), as this construct is a dynamic process integrating both individual and collective aspects throughout life and guiding the construction of techniques and instruments. Authors recognize it as a transversal element of the Life Project for an individual. Below is the graphical representation of the relationships between the character traits of the Life Project and their configurations and relationships.

Image 2. *Graphical Representation of the Character Traits- Life Project Configuration.*
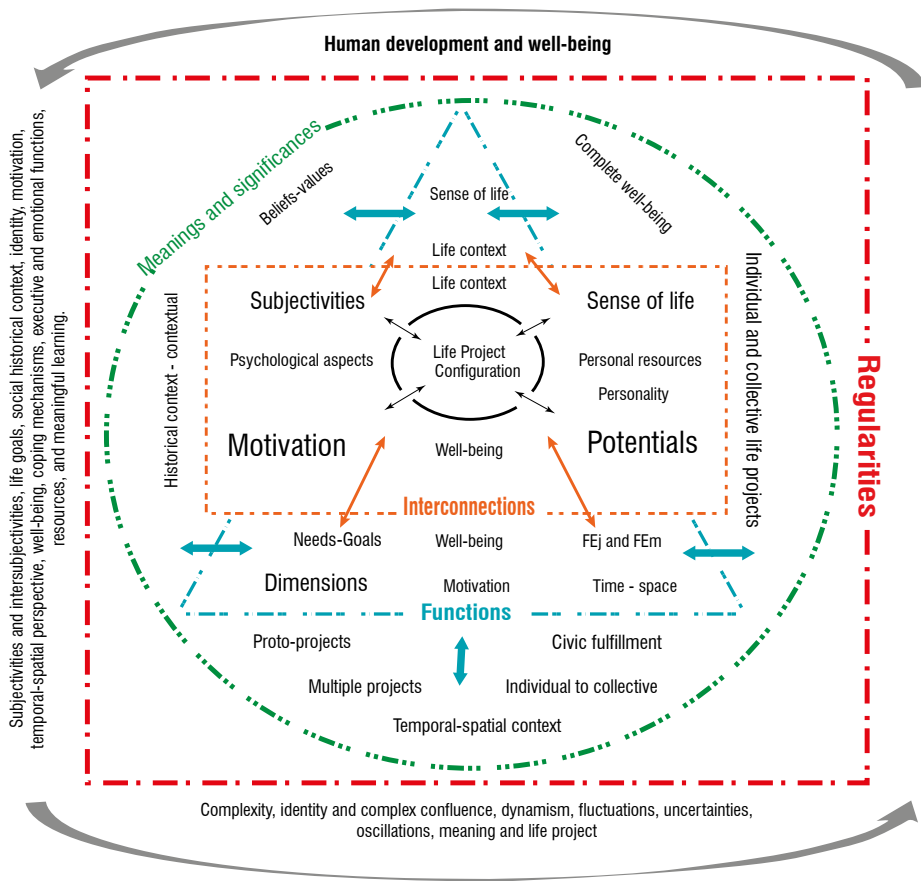
Note. Essential elements representing the character traits of the Life Project. Analysis derived from literature review. Source: authors' elaboration (2021).

CONCLUSIONS

In summary, it can be said that the configurational theory, when applied to psychology and especially to the concept of Life Project, is not explicitly addressed by any of the authors. While there are advancements in understanding the configurations of the process, there is still a need to develop theory concerning dimensions, links, and relational structures to fully comprehend the processes of individuals interacting in virtual environments.

Nevertheless, the previous analysis, based on character traits, has allowed for the mapping of components that characterize the Life Project when analyzed as a configuration, and these components are reaffirmed in virtual education.

Analyzing the Life Project from a configurational perspective and examining its character traits allows us to assess the current state of the field and see how it relates to other configurations such as well-being and virtuality.

It is found that the Life Project, as a central configuration of study, interconnects with macro-configurations (well-being, virtual education, social context, personality, temporality, goals, emotionality, personal success, academic performance). All of these can be studied independently through their own character traits and in connection with each other, revealing various and multiple dynamics. Additionally, the Life Project has its own micro-configurations (time, space, goals, management resources, self-regulation, emotion, etc.), whose internal dynamics shape the unique and emergent form of an individual's Life Project.

Through documentary review, the relationship between the Life Project and well-being is recognized. From a comprehensive model of well-being (subjective, psychological and social well-being), it is found that no author explicitly clarifies this link. However, hermeneutic analysis of conceptual and theoretical proposals shows that every Life Project emerges from lived experiences and materializes based on the balance or judgment each person makes regarding what they consider important.

This leads to the acceptance that throughout life (historical-contextual-experiential), there are positive and negative emotions derived from pleasurable or non-pleasurable emotional experiences faced in each life situation (essential elements of subjective well-being). Each period, stage, moment or experience is a subjective imprint that facilitates the emergence of the "psychological" and allows for the adoption of psychological well-being elements, such as self-acceptance, which is linked to the overall life satisfaction judgment and helps individuals feel good about themselves and adopt positive attitudes towards themselves.

This analysis and judgment about who a person is and how they accept themselves guide their relationships with others, enabling them to set goals that give meaning to their life and, autonomously, make their characteristics, convictions, ideologies, and plans visible, which helps them choose or create favorable, healthy, quality environments that meet their needs. However, it is not just about thinking of oneself; the Life Project should also consider the collective aspect and the pursuit of mastering one's environment, addressing both personal needs and those of others, leading to personal growth. All these elements form a map of the interconnections of criteria and indicators of psychological well-being (Ryff & Keyes, 1995).

"Thinking about others" from what they want, do or are, touches elements of their environment. The analysis reveals dimensions of social well-being (Keyes, 1998), as Life Projects, according to the reviewed theoretical framework, show the need to belong (social integration), to have, to be, to connect with others and to accept both the positive and negative aspects of oneself (social acceptance) while always seeking self-efficacy and contributing to society (social contribution). In the reviewed theoretical proposals, time management, especially in terms of future goal setting, reflects confidence in the future, in a better tomorrow and in a hopeful outlook on what is to come and what will be achieved. This demonstrates the inherent capacity of Life Projects to create conditions that enhance well-being (social actualization) and the constant pursuit of freedom, self-realization, understanding, and improving the dynamics and functioning of the world in which one lives (social coherence).

All these analyzed elements are distinctly reflected in virtual learning students. Suárez-Barros and Rojas-Otálora (2016) assure that students in this type of learning value autonomy and self-management in the Life project as personal, self-controlled action that shows how individuals review, manage and make available their resources to achieve their plans. This includes the forms, methods, tools and resources they should know and use to succeed.

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