

Challenges and opportunities for transformation. Keys that guide shared construction in higher education

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Abstract. Current contexts challenge higher education, where the configuration of bridge disciplines contributes to shared construction to address issues and problems. The encounter between the fields of health and of education constitutes an emblematic case of the relationship between disciplinary fields. It is about identifying reasons why it is difficult to transfer knowledge in problem-solving with subjects from different disciplines. This article, arising from a doctoral research, aims to share the construction of theoretical categories whose scope is not limited to a single level of education, but reveals advancing dimensions of analysis. Substance conversation, educational inclusion and its polysemy, content, linkage between fields of knowledge, challenge the unprecedented. Historical traces, the pedagogical dimension of the health field, and the transformation of subjects favor new encounters between subjects and disciplines. We explore contributions from other disciplinary fields and interview with experts to contribute to the contrast, in order to promote an institutional space for continuous education, research, and reinvention.

Keywords: Further training, Conflict, Reference group.

1 Introduction

In times of inconclusive transition from the Covid-19 pandemic, the encounter between the fields of health and of education constitutes an emblematic case of the relationship between disciplinary fields. This article aims to share the construction of theoretical categories from the contributions of a doctoral thesis whose scope is not limited to a single level of education, but reveals advancing dimensions of analysis. Substance conversation, educational inclusion and its polysemy, content, modes of linkage between fields of knowledge, challenge the unprecedented. Historical traces, the pedagogical dimension of the health field, and the transformation of subjects favor new relationships between fields of knowledge. We explored perspectives and conducted interviews with professionals that contribute to the contrast of contributions and difficulties for shared construction between diverse disciplines.

2 Literature Review

Master's Thesis (Probe, 2001) and Doctoral Thesis (Probe, 2020) on texts and manuals, and the construction of categories of analysis present perspectives for

designing substance conversations between diverse disciplines. Fioravanti (2012); Wenger (2001); Burbules (1999); Edwards and Mercer (1988); Petit (2021).

3 Theoretical Framework

The conceptualization that runs through traces for the transformation of higher education addresses the encounter between disciplines and the construction of networks. We recognize that we are culturally configured to have a homogeneous vision. However, current contexts require heterodoxy, diverse perspectives.

“The impact will happen when we have the courage to learn from the experiences of others and accept the risk and responsibility of applying a future orientation to our practices” (Moravec, 2015, cited in Pardo Kuklinski & Cobo, 2020, p. 32). This implies a paradigm shift in the conceptualization of knowledge (...). Given certain circumstances, we must learn at a specific moment from any source (person or institution) that allows us to expand the network of knowledge, as a non-linear or prescriptive *continuum*” (Pardo Kublinski & Cobo, 2020, p. 36).

Rovere (1998) conceptualizes: “From cybernetics, networks democratize knowledge (...) Networks are not spider webs, they are not concentric, they are forms of multicentric articulation” (p. 30).

“The social impacts that the pandemic has brought have not diminished, and the region has not been able to resume the path of growth and reduction of poverty and inequality (...). The impact of the pandemic on the education sector is highlighted -a silent crisis as a result of the prolonged interruption of in-person education in the region and its repercussions on the loss of learning- (...) which deepens pre-existing educational inequalities. This crisis, (...) produces a ‘scar effect’ that undermines development opportunities in the region” (CEPAL, 2022, p. 13).

The deepening of the epistemological perspective contributes to the design of bridge disciplines, necessary for the construction of shared knowledge. Our approach recovers explanation, understanding, and transformation as criteria for education, as well as everyday knowledge, experiences, and affectivity. The pedagogical dimension of the health field provides theoretical categories: questioning and inquiry as a model for the construction of a perspective; the construction of collective conversation; the single reason and multiple reasons; the place of security, the known, and discomfort; the disciplines and the acceptance of complexity; theory translators and situated accompaniment; bridges between what is known and what is not yet known; the optimal distance between what is known and what is unknown; acceptance of uncertainty; thinking alone and thinking with others; studying as a position from which to investigate, discover and construct (Probe, 2020).

The relationship between the fields of health and education as an emblematic case presents essential conceptual nuclei to promote changes from the confluence between different fields of knowledge. At the same time, we recognize keys for the design of bridge disciplines.

4 Methods

Qualitative exploratory study through semi-structured interviews with experts from various disciplinary fields (doctor of literature, medical doctor, psychologist, psychoanalyst, doctor of education, master of dance), conducted in the first semester of 2023. We recover characteristics of different disciplines through substance conversation (Moliner, 1997).

Our central interest lies in the meanings that people attribute to facts and events, in their actions and interactions within a given historical and social context, and in the meaningful construction we carry out as researchers. Between theory and empirics, we try to construct explanations that make the data comprehensible. As Schatzman and Strauss point out: "It is how we proceed, moving back and forth between the collection of information and its analysis. The two processes are virtually similar, although they are often separated in time: sometimes occurring in the course of the same day or the same hours" (Sirvent, 1998, cited in Probe, 2001, p. 182).

From the interviews, we identified recurrences in order to achieve saturation for translation into didactic categories. It is valuable to continue with this modality, given its relevance to this study.

5 Results

The interviews conducted have revealed: the meaning attributed to working with individuals from disciplines different from one's own; concepts within one's own discipline that facilitate conversation with others; characteristics of conversation with others from different disciplines; characteristics/traits/dimensions, which, in their view, impede conversation with individuals from different disciplinary backgrounds; characteristics/traits/dimensions, which, in their view, facilitate conversation with individuals from different disciplinary backgrounds.

We identify a difficulty in recognizing central concepts of one's own discipline that favour conversation with interlocutors from different disciplines; linking as a predominant dimension of conversation with others; didactics as a discipline that is accessible to conversation. They express: "Working in an interdisciplinary manner proposes an intellectual and emotional exercise, in which we must postpone our knowledge in order to be able to listen to other theoretical frameworks. It forces us to improve our explanations and justify them so that others, who do not handle our codes, can understand us". "The complexity of the human being is enormous. Constant learning and training of those of us who work with people facilitates by multidisciplinary presence". "Didactics is a discipline that naturally 'converses' with all other disciplines, if it is a matter of thinking about teaching material. From this perspective, we can speak of Interdisciplinarity, cognitive skills, and epistemological vigilance as three relevant concepts". "I come from dance. I am interested in recognizing the body from movement, from creating new worlds, from the possibility of having dance in relation to humanity. It is not a decoration, it reminds us that we all have a complex body. We are willing to relate to works from other disciplines, other ways of understanding the world, in order to enrich our vision and share our vision with other people".

6 Discussion

The design of teaching proposals that favour the conditions of access, understanding and transformation of the concept of health oriented towards the common good and collective construction makes it possible for subjects to know, understand and make better decisions related to good living. It is a matter of achieving configurations that externalise changes in the perspectives for communicating content.

Also, reclaiming conflict as a bridge to closeness. In the face of problems that require solutions, conflict presents scenarios in which alternative solutions from different disciplines can be compromised.

We recognise the reasons why it is difficult to transfer significant knowledge to the resolution of problems that can be addressed from different professions. We note the difficulty in identifying the complexity and multidimensionality of current contexts. We propose the revision of study programmes and bibliography that propose chairs in educational institutions.

7 Conclusions

The transformation of higher education requires the encounter between disciplines and the construction of networks..

Citizenship education based on a single vision, focused solely on information acquisition or attitudes, responds to an individualistic conception. It has its correlation in a definition of “everyone” with an explicit absence of the common good and collective construction.

The constitutive historical traces of subjects, practices, cultures and contexts of higher education call for new constructions. The configuration of potential disciplines brings us to think about concepts and perspectives, as well as challenging the ways of constructing knowledge. To notice what is similar, the controversy, what is shared, what is disputed. It is about generating conversation with substance between diverse disciplinary fields. We seek a new narrative for building a collective identity that encompasses “all of everyone”, as well as inclusive education and its polysemy. This requires alignment with a political, economic, and social project that prioritizes understanding the multiple reasons why health and education problems occur; resorting to different disciplines to review assumptions and beliefs crystallized in changing contexts; and acknowledging arguments that hinder the transfer of knowledge for working with individuals from different disciplines. We promote an institutional space for continuous education, research, and reinvention, open to the debate of diverse voices that contribute to provisional conclusions in uncertain contexts.

8 Limitations and Future Research

Continuing to interview researchers, teachers, and professionals from different disciplines and institutional affiliations, as their contributions will support the analysis and contrasting of significant knowledge for this study.

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