



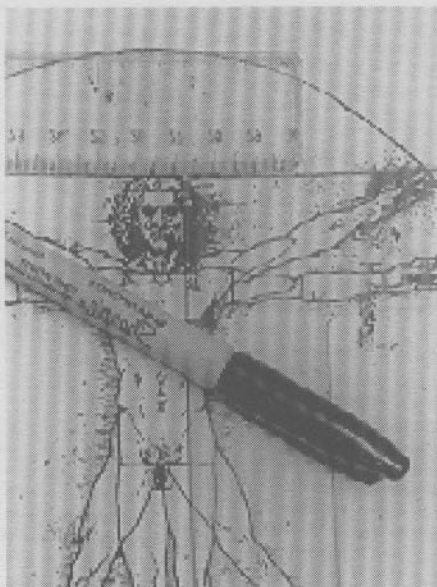
■ Comment on the integration of knowledge

In June 1995, thinkers and researchers from different parts of the world met at the Universidad Autónoma Metropolitana Campus Xochimilco in Mexico City. The common interest was to share and build views, as well as lines of reflection related to the integration of knowledge facing the new millenium.

The papers focused on identifying the role integration of knowledge plays in the understanding why things are what they are, how they belong to a specific order or category of being, their interrelations and importance to the construction of new forms of human action.

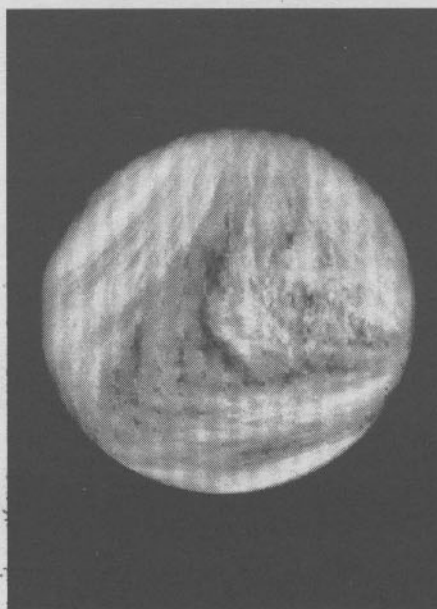
The integration of knowledge seeks to give sense to the multiplicity of fractions in which today's world seems to be dividided, to identify the links between art and science and the different disciplines. It develops in the domains of philosophy and the organization of work and life. It is a difficult job to apply it in classrooms, even more so if philosophical propositions are to be translated into everyday activities. How to apply and develop teaching-learning processes with an integrative view?

Integration begins by building new paradigms that allow us to find the link between the particular and the common essence, to incorporate the permanent with the processes of change. The new integrating paradigms allow us to see and understand the human being in its energetic, physical, chemical, biological, psychological and social levels and at the same time as a communicating, creative, interdisciplinary, cognizant and



Priss/Linies

evolutionary being. Features inherent and constituent of human beings but not exclusively human, because at the same time they are constants shared with the rest of the universe in its different levels of development. In teaching and human formation, these integrative principles of being and knowing should be taken as axis for new curricular designs.



Priss/Linies

■ Some principles for the integration of knowledge

A. A communicating being in a universe which is communication

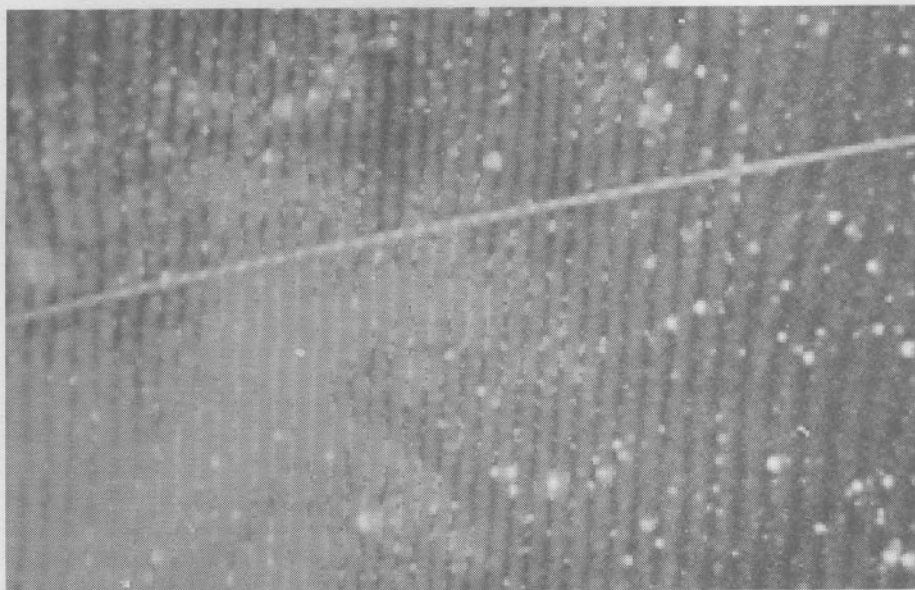
Human beings are built as such through communication, in a universe which communicates itself. Communication has been part of the evolution and development of the different organization levels in the universe, from the lowest to the highest ones, from free energy to sociocultural life. Indispensable in the building of the human and the transmission of culture, it has implied the use of media -from the natural ones to the most technologically sophisticated. Nowadays, communication opens ways to the evolution of mankind in its reassessing its own importance in the human and social development, as well as the creation of virtual worlds and the use of communication technologies to transcend the body's sensory and motive deficiencies.

B. A creative being in a universe which is creativity

Creativity in its major dimension is the continuous transformation of the universe. Creativity is a universal process which manifests itself in a particular way in the human being. Creativity seen not as opposed to order but as a form of evolution, which implies dinamism, efficiency, flexibility and strength. In this sense, creativity and order are not opposed to each other but mutually enriching. This view of creativity is supported by the statements of the theories of chaos, fractals and thermodynamics.

C. An interdisciplinary being in an interdisciplinary universe

At this point it is necessary to retake Alexander Argyros



Priss/Linies

(*Reencuentro* 17) who presents interdisciplinarity as a view of the world presupposing a profound interconnection among its components. The study of reality is interpreted from several facets where traditional disciplines are linked to each other by a profound, not a circumstantial unity. According to these statements, interdisciplinarity is not a substitute for disciplinary specialization, but a complement to it. This constitutes an effort to fortify at the same time the approach and profoundness in traditional disciplines and to have a global perspective, an integrative, inclusive view to understand a world which seems to become ever more fragmentary.

D. A cognizant being in an intelligible universe

A cognizant being with the need to build a view of the world, capable of reflection and foresight, of structuring experiences, applying knowledge to new situations, solving problems, meeting needs, improving interpersonal relations and finding sense in his and others' actions. This being needs to acquire higher levels

of response, a constant updating of information, rules, ideas and feelings. This being creates the proper conditions for the search and active construction of knowledge.

E. A continually changing being in an evolving universe

Dynamic development, in a universe incapable of staying still. Which means change is inevitable. Time goes by and it can be consciously used to build higher levels of action and response and to transcend mechanical and stereotyped forms of organization.

As human beings develop, groups and institutions become more complex, building higher levels of

being and knowing which interpret and reorder the knowledge and progress of previous stages. To reach a higher level implies to constructively overcome the paradoxes, conflicts and vicious circles of the lower level.

These are some of the principles stated by the scholars devoted to the task of identifying the processes of the integration of knowledge facing the construction of the new millenium. A millenium of challenge, of the deconstruction of what ties and destroys us. Of the reconstruction of meaning, hope, and the creation of a more genuine being, living in harmony with himself, others and his social and natural environment.

Translation: Margarita Bojalil.

