

INTRODUCTORY ASPECTS TO DISCUSS TRANSDISCIPLINARITY IN THE TRAINING OF CONSERVATORS-RESTORERS

INTENDED AUDIENCE: ADVANCED UNDERGRADUATE STUDENTS

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1. Introduction:

The aim of this proposal is to present how transdisciplinarity, as an epistemological approach, can contribute to new discussions on the theory and practices on conservation and restoration, and new solutions to the preservation of cultural heritage.

For that, we need to present what transdisciplinarity is, discussing its epistemological approach.

Here we present an objective and introductory way to discuss fragmentation and defragmentation of knowledge, collaborating with an epistemological vigilance in conservation and restoration field.

STUDENTS LEARNING OUTCOMES

To identify characteristics of fragmentation and defragmentation of knowledge when reading any scientific article in the area (case studies), pointing out if defragmentation reaches the concepts that would characterize it as transdisciplinary.

2. References:

For epistemology and theory about transdisciplinarity, we recommend:

Nicolescu, B., Morin, E., & Freitas L. (1994). The Charter of Transdisciplinarity. Interdisciplinary Encyclopedia of Religion & Science. Recovered in 17 may, 2022 from <https://inters.org/Freitas-Morin-Nicolescu-Transdisciplinarity>

D'Ambrosio, U. (2021). Universities and Transdisciplinarity. Centre International de Recherches et Études Transdisciplinaires. Recovered in 17 may, 2022 from <https://ciret-transdisciplinarity.org/locarno/loca5c10.php>

Nicolescu, B. (2002). Manifesto of Transdisciplinarity. New York, EUA: State University of New York (SUNY).

For transdisciplinarity applied to the field of conservation and restoration, we recommend:

Gasperi, A., Fonseca, D. Interdisciplinarity and transdisciplinarity as epistemological dimensions of conservation-restoration. (To be published in Conservation 360°. 3.v. Education and Pedagogy in Conservation).

3. Plan of a lesson: Two meetings of three hours are enough to present elementary aspects and run discussions.

FIRST MEETING

concepts and analysis categories are defined for identification in the final exercise

The undelined words are Keys for the exercise

FRAGMENTATION

The fragmentation of knowledge is a simplifying, reduced and disjunctive approach, which was based on mathematics as a fundamental discipline to build knowledge about material reality, starting to influence empirical and rational scientific methods and culminating in the hyperspecialization of knowledge.

DEFRAGMENTATION

Process that began with the advent of modern physics, whose research results shook the structure of materialistic and rational thinking, resulting in new ways of understanding. From the 1970s onwards, the concepts of pluridisciplinarity, multidisciplinarity, interdisciplinarity and transdisciplinarity are formed, which form an interconnected system of defragmentation gradations.

TRANSDISCIPLINARITY

Maximum degree of knowledge defragmentation. The concept was defined through the 15 articles of the 1994 transdisciplinarity charter and can also be inferred through the methodological pillars of transdisciplinary research: complexity, levels of reality and the logic of included middle.

SECOND MEETING

The instructor needs to recap the concepts and present examples of application in the field.

Students can work in groups. We recommend reading short articles (maximum 10 pages) to point out the fragmentation and defragmentation characteristics

Fragmentation can be found in specialized articles

Defragmentation can be found in multi, pluri, and interdisciplinary articles

Transdisciplinarity can be found in is conservation Works that consider disciplinary and non-disciplinary aspects: People centred approaches and living heritage.

Promoting discussion

What concepts are involved?
How are they perceived?

4. The evaluation of the activity can be done through discussions and student self-assessment.