

Disciplinary Boundaries, a Theoretical Horizon for Meaningful Learning through Transdisciplinary Didactics

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ABSTRACT

This bibliographic documentary research aimed to explore the theoretical horizon of transdisciplinary didactics as a strategy to foster meaningful learning in basic education. The methodology was based on a systematic review and qualitative analysis of specialized literature, including works by key authors in pedagogy, the psychology of learning, and the sociology of education. Bibliographic records and analysis matrices were used to organize and interpret the information. The results of the study revealed a significant theoretical consensus on the need to overcome traditional disciplinary boundaries to promote a more holistic and relevant understanding of knowledge. Authors such as Ausubel, Piaget, Bruner, and Gardner, along with the reflections of Morin and Wallerstein, support the idea that the integration of knowledge facilitates connections with prior knowledge, the active construction of learning, and attention to student diversity. Bernstein's sociology provided tools for analyzing curricular organization in relation to disciplinary integration. The discussion highlighted the potential of transdisciplinary didactics to enrich meaningful learning by offering multiple anchor points, encouraging active exploration, and addressing different learning styles. Implications for educational practice were noted, such as the need to rethink the curriculum and teacher training. In conclusion, the study reaffirms that transdisciplinary didactics represents a promising approach to transforming learning in basic education, cultivating a deeper and more connected understanding of the world in students. The need for future empirical research to explore its practical implementation is suggested.

Keywords: Disciplinary Boundaries, Theoretical Horizon, Meaningful Learning, Transdisciplinary Didactics, Elementary Education.

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