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Articulation of Transdisciplinary Knowledge of New Pedagogical Practices for University Socio-Educational Transformation

Author: Ledys Annedis Castro Rivas, MSc.

EPB Lerida Flores

Email: ledysc2010@gmail.com

ORCID Code: Ledysc80

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ABSTRACT

This research addressed the articulation of transdisciplinary knowledge of new pedagogical practices for university socio-educational transformation. The main objective was to analyze the articulation of transdisciplinary knowledge in the configuration of new pedagogical practices for university socio-educational transformation. To this end, a qualitative bibliographical documentary methodology was used, based on a critical review of relevant academic sources on transdisciplinarity, teaching praxis, pedagogical practices, and socio-educational transformation. This approach allowed for the construction of a solid theoretical framework and a comparative analysis of the positions of key authors such as Nicolescu, Morin, Freire, and Dussel. The results showed a consensus on the value of transdisciplinarity in overcoming disciplinary fragmentation and promoting holistic education. Likewise, tensions related to institutional resistance and the rigidity of traditional university structures were identified, which hinder the effective implementation of transdisciplinary pedagogical practices. The discussion highlighted the need for critical, ethical, and reflective teaching practices that articulate knowledge from a complex and socially engaged perspective. It is evident that socio-educational transformation requires structural changes, adequate teacher training, and participatory academic management. Finally, the conclusions emphasize that transdisciplinary articulation is a promising avenue for innovation in university education, provided there is institutional will and ethical commitment. Further empirical studies are suggested to validate these proposals and advance toward a more inclusive, critical, and transformative higher education.

Descriptors: Articulation, Knowledge, Transdisciplinary, Practices, Pedagogical, Transformation, Socio-educational, University

Biographical Summary: PhD candidate in Educational Sciences (UNESR). Professor of Comprehensive Education. Libertador Experimental Pedagogical University (UPEL). Master's degree in Technical Education. IUPMA University. Specialist in Management and Supervision, UNEM. Samuel Robinson. Classroom Teacher, EPB Lèrida Flores. SS ERCE APURE UNEM. Samuel Robinson. Teacher with SUPERVISOR function. All levels and modalities. APU0201003 Biruaca. C. I No. 15,999,092



**Articulación de Saberes Transdisciplinarios de Nuevas Prácticas
Pedagógicas para la Transformación Socioeducativa Universitaria**

MSc. Ledys Annedis Castro Rivas

