

KNOWLEDGE TRIANGLE IN HIGHER EDUCATION: A COMMITMENT TO PROCESS LEADERSHIP, CURRICULAR ARTICULATION AND INTERDISCIPLINARITY

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Abstract: *This document presents an analysis done at the Minuto de Dios University Corporation-UNIMINUTO Rectoría Regional Orinoquía, regarding Knowledge triangle in the programs of the Communication Sciences Unit of the Rectoría Regional Orinoquía and the strengthening of the mentioned at curricular level, allowed by the leadership of processes, the curricular articulation and interdisciplinarity. It discusses the way in which the teaching staff uses academic training to generate dialogical scenarios between various disciplines to favor the articulation of knowledge, as well as flexibility; considering these characteristic elements in the academic quality sought by the university's curricular structure and that allow us to focus on social entrepreneurship, research and innovation policies. To achieve this, a documentary review was initiated to delimit the conceptual approach of the reflection and, at the same time, serve as the basis for the construction of the data collection tool; then, a survey was applied to the teachers of the program, the results were systematized and the respective conclusions were generated. Among these, it stands out that, definitely, communication programs require versatile teachers with leadership capacity who develop focused research processes, rather than didactics in the creation of content -journalistic, audiovisual or strategic plans-, to the generation of methodologies that allow future communicators to create projects oriented to social transformation, according to the interaction dynamics of the different communities, starting from interpretative exercises of local, regional, national and international realities. It is about conceiving how the communicator is formed integrally through the execution of a curriculum directed by the investigative practice.*

Keywords: *Communication, Teacher qualification, Higher education, Social entrepreneurship, Interdisciplinary research, Knowledge triangle*

Today's realities force us to think about the dynamism of human relations, access to material goods, social conventions and cultural constructs that occur inside and outside the academy. With the indisputable weight of the discourse on globalization, the ease of access to information, the fantasies of economic development as well as online contact; trying to deal with the concern about how artificial intelligence has flooded the different spaces previously considered exclusive to the Human Being;



Assessing the scope of process automation and advances in genetics, plagued by ethical and moral dilemmas, there is no doubt that reflections on access, power and the significance of knowledge in relation to research and its application in entrepreneurial projects, are more than a task, because they constitute a necessity.

During its 30 years of existence, the Minuto de Dios University Corporation (UNIMINUTO) has developed a proposal for the comprehensive training of students in Higher Education, guided by an inclusive pedagogical model based on the praxeological approach; which, as well recognized by the Institutional Educational Project - PEI UNIMINUTO, arises in opposition to utilitarian theories in the field of schooling to favor humanization processes that lead, above all, to social transformation. Broadly speaking, here the theory is linked to action from the management of processes that allow building knowledge without assuming dogmatic positions, through a methodology that involves observation, interpretation, prospecting and intervention.

To materialize this educational proposal, that is, the training of leaders capable of innovating in the social environment on which they have reflected, the pedagogical model defines the teacher's actions around three aspects involved in a systemic way: human development, social responsibility and professional skills. The three articulated guide the type of mediation that must be carried out in terms of activities, learning environments and curriculum. It is pertinent to mention the organization criteria of the curricular structure of an educational model focused from a humanist, social and praxeological pedagogy, such as that of UNIMINUTO:

Globalization and Comprehensiveness: The capacity of the curriculum to promote comprehensiveness between knowledge based on the demands of the disciplines at the national and international level. **Flexibility:** Degree of adaptability that the curriculum has to adjust to the particular conditions of people according to their age, personal capabilities and amount of time that can be dedicated to university work. **Interdisciplinarity:** Joint effort of various disciplines to solve problems linked to the program or problems of the environment. **Transdisciplinarity:** Relational way of thinking and interpretations of knowledge from the perspective of human life and social commitment. **Social Relevance:** Validity of the model in relation to the needs of the context and the evaluation of social realities. (Uniminuto Web Portal)

This curricular structure is what has allowed to offer to the country more than 100 graduates in each program working in different occupational fields, formed by a professional team that develops the substantive functions of social projection, teaching, research, academic-administrative management, university pastoral and institutional well-being. The Unidad Ciencias de la Comunicación de la Rectoría Regional Orinoquía has twenty-seven professors who guide more than six hundred students; educators with different professional profiles and pedagogical trajectories, but involved in common goals

It is worth asking then, how much do the teachers of the communication programs of the Rectoría Regional Orinoquía contribute to the fulfillment of the purpose and the application of the structure, mentioned above? How do they manage to adapt from their professional profile to the substantive functions that Are they inherent in the exercise of higher education? What tools do they have to overcome the positivist vision of disciplinary knowledge and seek an interdisciplinary dialogue that generates structural changes in the construction of the multiple knowledge that a communicator requires?

This article assumes the challenge of initiating reflection on this, with the aim of critically evaluating how teaching qualifications, the existence of a scientific

community, the culture of research and social projection allows strengthening the curriculum and paving the way for transdisciplinarity in institutional academic processes. Thus, it is necessary to analyze the perspectives of the actors in the teaching process and understand how the curriculum has an impact on the academic community that extends to society.

To correspond to the objective of the writing, it began with the documentary review of publications versed in the triangle of knowledge, social entrepreneurship, pedagogical model, curriculum, interdisciplinarity, higher education, didactics of Social and Human Sciences, teaching qualification and research.

Once the conceptual framework was defined, the data obtained from the "Survey on teacher profile, interdisciplinarity, curriculum and training in the programs of the Communication Sciences unit UNIMINUTO Rectoría Orinoquía" was classified. Instrument that consisted of 37 questions (29 multiple choice and 8 open response) that allowed the recollection of useful data for the study, around three variables: academic training (15 questions), teaching experience at the Minuto de Dios University (16 questions). and a critical look at the actions that at the curricular level are related to interdisciplinary processes (6 questions). Subsequently, the interpretation of the data obtained was made, they were submitted to the analysis to understand the results and the corresponding conclusions were proposed, product of both the dialogical exercise and critical reflection.

The target population were the professors of the Minuto de Dios University Corporation Rectoría Orinoquía, with a sample of 35 professors who guide classes in the Social Communication-Journalism and Graphic Communication Technology programs, among which are 22 dedicated exclusively to said programs and 13 transversal courses. It should be noted that this number corresponds to 90% of all professors in charge of courses in one or both programs. The results are presented according to the three classification variables of the survey questions already described.

1. Academic training

Among the data obtained from the survey of teachers of the Social Communication-Journalism and Technology in Graphic Communication programs of the Rectoría Orinoquía's Office, there were nineteen undergraduate courses carried out in national territory: bachelor's degrees, Social Communication-Journalism, Psychology, Law, Industrial Design, Graphic Design, Financial Management, Marketing and Advertising, Social Work, International Trade, Film and Television Production, Industrial Engineering and Anthropology.

To this are added the twenty specializations, Project Management, Project Formulation and Evaluation, Administration of Educational Information Technology, Occupational Health, Human Talent Management, Management of Educational Institutions, Pedagogy for Higher Education, Educational Communication, Social Sciences with Mention in Gender, Design Management, Multimedia for Teaching, Design of Learning Environments, Public Policies for Equality in Latin America, Senior Management, Educational Management, Social Management, Human Resource Management and Management, Integral Project Management, Legal Psychology and Forensic, Organizational Communication Management.

The fifteen master's degrees -eleven national and four international- studied are: Philosophy, Educational Management, Education, Linguistics, Peace, Development and Citizenship, Project Management, Economics, Communication and Corporate Identity, Marketing Management, Advanced Studies in Spanish and Latin American



Literature, Social Intervention in Knowledge Societies, Social Development, Participatory Regional Development Planning, Creation of Audiovisual Scripts, Anthropology.

The main fields of academic training of the teachers surveyed, according to the United Nations Educational, Scientific and Cultural Organization-UNESCO classification of the areas of Science and Technology are: Pedagogy and Arts and Sciences Letters (31.4%), Sociology (28.6%), Linguistics (22.9%), Ethics and Economics (14.3%).

The teaching experience of the people surveyed ranges mostly between three and fifteen years, similar to the experience in university teaching, which is between one and fifteen years. 40% of them are graduates of UNIMINUTO and only 14.3% of them are from the Orinoquía Regional Vice-Rector's Office.

2. UNIMINUTO Teaching

34.3% of teachers guide courses in the two programs of the Communication Sciences unit, the rest do so in one of the two. 26% of those surveyed have been teaching at the institution for more than five years, 17.1% have been doing it for 1 and less than 1 year, 11.4% for 2 or 5 years, 8.6% for 3 and the remaining percentage four years ago. 40% of the teachers surveyed have carried out the substantive function of research during their time working at the institution. The product of this has been the presentations shared in meetings, the articles or chapters of books published, the artistic exhibitions, the projects created, directed or executed, the seedbeds founded, the primers designed, the audiovisual products, the participation in the direction and evaluation of degree projects. 80% of teachers know the research hotbeds, although only 20% belong to one of them. According to the teachers, their greatest contribution to student education during the time they have worked with the institution has been: 25.7% create scenarios for citizen participation and social transformation; 22.9% adequately develop the disciplinary-professional skills of the students, 17.1% adequately teach the courses complying with their particular requirements; 14.3% Share significant life experiences that generate awareness in students; 11.4% comprehensively develop the future technologist or professional in Communication. A much lower percentage compared to the previous ones chose other types of training actions.

3. Critical look at the actions that at the curricular level are related to leadership and the articulation of processes

The teachers surveyed evaluated how much the four criteria of the curricular structure stand out in the academic processes of the programs of the Communication Sciences unit, to which they responded that social relevance is the most notorious, followed by flexibility, globality and integrality. , interdisciplinarity and transdisciplinarity. Added to this, 54.3% consider that on a scale of 1 to 5, the programs of the Orinoquía Rectory Communication Sciences unit obtain a rating of 4 - on a scale of 1 to 5 - in terms of the multidisciplinary dialogue that promote with the activities developed. Even so, only 48.6% affirm that the institution has an explicit interdisciplinary policy. Regarding transdisciplinary work, that is, "a space that integrates and transcends disciplines to concentrate on solving problems of high social relevance" (UNIMINUTO Web Portal), the teachers consider that from the UNIMINUTO Communication Sciences unit Rectoría Orinoquía some These fields allow for more interdisciplinary work: 45.7% is occupied by communication, 42.9% by cultural studies, 8.6% by the mass media, and 2.9% by social, intercultural, and

accompaniment analyzes. the students. Below are some significant classroom experiences in which the transcendence of disciplinary knowledge of some of the courses that teachers have guided such as UNIMINUTO Rectoría Orinoquía, in the programs of the Communication Sciences Unit, where the numbers in parentheses correspond to: 1, the communication program in which it was developed; 2, the course of the program; 3, the semester; 4, the subject; 5, the methodological strategy used; 6, the conditions of its development and 7, the training actions.

Experience 1

Com. Social-Journalism (1). History of the 20th century (2). First (3). The moral problem of abortion (4). Round table: interventions from one minute to one and a half minutes, one-minute replies (5). Mastery and rigor in dealing with the subject, using communicative experiences typical of university education and disciplinary knowledge (6). The competence of oral expression, lexical competence, the ability to conceptualize and debate defending ideas or positions are staged; above all, respecting the criterion of otherness (7).

Experience 2

Technol. in Graphic Communication (1). Printing Techniques (2). Third (3). Graphic and printing challenge (4). Students are proposed to develop a challenge applied to their profile: "Manual of Identity / Personal Brand". The activity begins with a creative process and culminates with the delivery of a PDF to be supported at the end of the course. Two business visits are made: one for offset printing and the other for digital printing to make the printing of a graphic proposal developed and presented by each student a reality. It is each one who leads the entire printing process that ends in a physical product: agenda, notebook, logbook or booklet to draw (planography / digital) or mug, t-shirt (sublimation). Finally, he makes the delivery to the customer (5). Master class, workshops in the room, exhibition, workshop outside the walls (6). It allows the student to compare the content developed in class with the reality of the graphic sector and apply theoretical knowledge in the creation of a real project. At the individual level, it promotes graphic skills, stimulates soft skills such as security, body language and assertive communication. At a collective level, it strengthens team decision-making (7).

Experience 3

Technol. in Graphic Communication (1). Printing Techniques (2). Third (3). Graphic and printing challenge (4). Students are proposed to develop a challenge applied to their profile: "Manual of Identity / Personal Brand". The activity begins with a creative process and culminates with the delivery of a PDF to be supported at the end of the course. Two business visits are made: one for offset printing and the other for digital printing to make the printing of a graphic proposal developed and presented by each student a reality. It is each one who leads the entire printing process that ends in a physical product: agenda, notebook, logbook or booklet to draw (planography / digital) or mug, t-shirt (sublimation). Finally, he makes the delivery to the customer (5). Master class, workshops in the room, exhibition, workshop outside the walls (6). It allows the student to compare the content developed in class with the reality of the graphic sector and apply theoretical knowledge in the creation of a real project. At the individual level, it promotes graphic skills, stimulates soft skills such as security, body language and assertive communication. At a collective level, it strengthens team decision-making (7).

Experience 4



Com. Social-Journalism (1). Democracy and Public Opinion (2). Fourth (3). Exercise of democracy and construction of public opinion (4). Students represent a nation, make opening speeches, use MUN motions and parliamentary procedure, write press releases, and raise resolutions, around a discussion on a topical issue: the humanitarian crisis resulting from Venezuelan migration. (5). Parliamentary debate simulation Model United Nations. Students must document themselves in advance, plan their speeches, prepare their outfits, follow the instructions of the presidents (invited students who are experts in United Nations models) and have a willingness to dialogue (6). Students manage to enhance documentary, communication and interpersonal skills that are essential in their future professional development (7).

Experience 5

Com. Social-Journalism (1). Communication and Participation in Digital Media (2). Fifth (3). Movements and social networks (4). Social movements are created in Villavicencio, led by students, around situations and issues of local interest. From the theoretical development of the class, the structural part is worked on: background, context, strategy, public, content, media; which is complemented by practical application in asynchronous work (5). Adequate relationship between digital work through social networks and the implementation of actions designed from communication for a positive impact on the community (6). Students manage to articulate their knowledge in journalism and communications: for Social, Strategic, Organizational and Digital Change (7).

Experience 6

Social-Journalism (1). CPC Elective (2). Eighth (3). Gender and development (4). Report of students' personal experiences (5). Students must find a place of enunciation from their subjectivities starting from the category of gender analysis (6). From this space have emerged degree works, journalistic products systematization of professional practices, but most importantly this class has transformed lives. Students understand the responsibility of communication and the importance of the profession in building a less macho and violent culture, a more just society. In addition, they are recognized as agents promoting social change (7).

Experience 7

Com. Social-Journalism (1). Elective CPC (Organizational Communication) (2). Ninth (3). Organizational communication strategies (4). Business Roundtable, Coffee Meeting, Counseling with the sports leagues of Meta (5). Characterization of the sports leagues in the Meta, recognition of their projection objectives, planning of the organizational communication strategy, development and accompaniment of the communication proposal (6). The role of the university in the region was projected and a real exercise was articulated from the classrooms (7).

The curriculum should not be debated between an intention or a practice, but be seen as a practice endowed with intentions, from teaching to learning; it is the direct and indirect responsibility of all its actors, it is not possible to think about it without those who give it meaning, appropriate it and materialize it. In this regard, Young (quoted by Goodson, 1991) asserts that,

The 'curriculum as fact' must be seen as more than just a mirage or a superficial veneer on the practices of students and teachers in the classroom; it must be conceived as a specific historical social reality that expresses a particular mode of relationship between men (p. 8).

Such a definition suggests how the curriculum is transformed or has connotations for students, teachers, institutions, and of course, society in general. Nieda and Macedo (1997) in turn emphasize that,

Vygotsky also proposes the idea of double training (Martin, 1992), arguing that all cognitive function appears first at the interpersonal level and then is reconstructed at the intrapersonal level. That is, learning in interaction with others and development occurs when the process is internally controlled, integrating the new competencies into the cognitive structure (para. 25).

However, the academic programs offered by the institution in the Rectoría Regional Orinoquía, are articulated in what is now called the Communication Sciences Unit, made up of the professional program Social Communication - Journalism, Visual Communication and Graphic Communication Technology. A team of professionals from different fields, areas and cores of knowledge -through their professional experiences, academic profiles, methodologies- give identity to each academic program, in which multidisciplinary and transdisciplinarity guide the training objectives and mobilize projects research, social and academic, from a region and territory approach. Through these, enriching experiences have been achieved summarized in presentations and socialized in national and international meetings, publication of articles, design and illustration of primers and artistic exhibitions.

The scientific community recognizes the importance of communication in all disciplines and in the mid-twentieth century, this concept enters into dialogue with the so-called interdisciplinarity. The representatives of these ideas were Gottfried Wilhelm Leibnitz and Jean Amos Komenski, who proposed the pedagogy of unity, capable of eliminating the fragmentation of knowledge of the disciplines and ensuring their integration. To these contributions, is added the interest that, according to Sánchez (2010), UNESCO had around 1960 with the promotion of work from the interdisciplinary perspective, in order to solve the fundamental problems of the time. On the other hand, interdisciplinarity is not achieved only by having professors from different disciplines, it is necessary to generate common spaces, where debate, reflection, dialogue of knowledge, and the articulation of projects open up. In the case of Social Communication - Journalism, the program has social communicators -journalists with clear focuses (for social, community, organizational change and journalism); professionals in the area of language: graduates in Spanish Language and Literature, in Philosophy and Letters, in Communication. In addition, the list gives rise to sociologists, anthropologists, producer of audiovisual media, graphic designer. In coherence with Nieda and Macedo (1997): "The attributional variables of the teachers are so important that it has been observed that they affect the different educational aids that they provide to their students" (para. 62). So, thinking about the curriculum is even thinking about social transformation. The actors must be endowed with active roles, it is not only the responsibility of the teacher; both institutions, society and students are responsible for making the teaching-learning process viable, which includes: the hidden curriculum, human relations, motivations, apprehending, knowing/recognizing, practice and even the stresses it may generate.

Knowledge Triangle or Articulation Processes in the Social Communication-Journalism Program

The articulation in the program is thought from innovation, with entrepreneurship, professional practices and the class route where entrepreneurship is encouraged; as well as, from research and formation of scientific culture, with research in the program, degree options, seedbeds and the class route where research is encouraged.

Entrepreneurship

Entrepreneurship, innovation and social cooperation policy.



Program Entrepreneurship Route. The entrepreneurship route, which covers courses from the first to the ninth semester, takes into account the dimensions of social entrepreneurship or one oriented towards insertion into a sustainable market that responds to social problems, generates benefits for entrepreneurs, has a social impact, link cultural practices and promote the potential of people in a different sense than the traditional market would do (Vera and Prialé, 2017, p. 6). It is articulated with fairs carried out from the platform for the visibility of the projects of graduates, students, administrators and even external people allied to other projects and programs of the university such as the MD MICRONEGOCIOS program that covers an entire "Service Ecosystem" (Microbusinesses, UNIMINUTO Web Portal).

The importance given to the axiological dimension cannot be ignored, while the social entrepreneur requires a system of values and training aimed at the development of personality and social skills that facilitate his role as a participant in interaction practices mediated by assertive communication. Thus, from the first semester with the Life Project course, to the ninth semester with the courses Development Project Management, Social Practice in Entrepreneurship and Degree Option (business plan for entrepreneurship) coherence is maintained with the vision of entrepreneurship that integrates the corporate name and the humanistic approach of UNIMINUTO.

Entrepreneurship fair. Organized in classes through experiential learning as well, students can strengthen skills for "conflict resolution", "management ability", "assertive communication", "interpersonal relationship and communication" and "time management". Students must do logistics, planning and, from there, execute their proposals. They are real processes where they are divided into committees and groups, each with specific functions that stimulate autonomy and self-management. Entrepreneurship in general from UNIMINUTO has a social commitment that privileges processes, meets the needs of the local and national context, strengthens the bets of relationship with the external sector and supports business ideas as well as entrepreneurs. To achieve this, it has Centro Progresia Minuto de Dios: "it facilitates opportunities for employability, entrepreneurship and education, with the aim of integrating the services offered by the entities of the Minuto de Dios, to contribute to human development, the realization of life projects of all its beneficiaries and contribute to the social and economic progress of the country." (Centro Progresia, Uniminuto Web Portal). It does so through the provision of the following services: "Entrepreneurship and microbusiness development", "Marketing and commercial development", "Social financing", "Academic services", "Social integration", "Education for work and human development", "Professional practice" and "Employability". The latter offers: "Occupational guidance", "Access to information and tools to strengthen the job profile", "Access to mentors for employability", "Job bank", "Education and qualification".

Investigation

Promotion of Scientific Culture.

Program Research Path. It consists of the sequence of academic courses that from the fourth to the ninth semester prepare the student in skills for both academic and journalistic investigation, in the courses "Communication Research Formulation", "Investigation Methods I and II", "Formulation and Design of Research Projects", "Research Project Implementation" and "Degree Option". All these, from the research lines and sub-lines conceived by UNIMINUTO: Communication and Human and Social Development, Communication and Culture, Journalistic Practices, Media and Advertising, Strategic Communication.

Degree Option. There are several modalities that adjust to the interests, abilities, preferences and types of research that the student wants to carry out. Among them, Systematization of internationalization experience, Systematization of professional practice; Academic research work; Journalistic investigation with journalistic product; Specialization or master's module; Graduate; Entrepreneurship; Social immersion.

Research seedbeds. "Unfolding stories", "Pig animation", "SEO" (Incubator of Organizational Studies), Comunicarte, ComunicAcción, Observatory of Meta Media, Communication, Gender and Sexual Diversity (COMGENDIS) and Traso, function as spaces or social laboratories integrated by students of the Communication Sciences Unit where research is strengthened based on thematic focuses of interest to build projects that respond to the transforming needs of society, the promotion of a culture of participation, the creation and dissemination of products that They result from documentary, interpretative, and experiential exercises, with a focus on imaginaries of the region, territory, city, and community. Each seedbed proposes its own research route, its knowledge transfer conditions, its action plan and its management.

Innovation processes of Communication programs

An added value to the leadership of processes in the articulation of research practices, scientific culture and knowledge transfer, is scientific production, given that the Social Communication-Journalism program is recognized in category C before the Ministry of Science, Technology and Innovation with the research group "Trabajo de Llano", where projects are registered in the lines of: Education, Social Transformation and Innovation; Human Development and Communication; Social and productive innovations; Social Management, Participation and Community Development.

From the above, it can be concluded that it is inherent to Higher Education institutions to promote scenarios where the relevance of practices around the articulation of the axes that make up the Knowledge Triangle is questioned, leaving no doubt that in the Minuto de Dios University Corporation, the Communication Sciences Unit has programs that implement relevant policies in relation to the labor market, the business idea, knowledge transfer, innovation and entrepreneurship. True social laboratories where knowledge is built that even goes beyond academia and becomes businesses in favor of social change, local and national needs, discourse is linked with practice, development is committed and policies based on innovation, entrepreneurship and research are articulated.

On the other hand, talking about interdisciplinarity is not new because it has been theorized since the last century when, at the forefront of socio-cultural transformations and industrial dynamics, the school is called to rethink itself to give renewed meaning to teaching practices. However, in the educational context of countries such as Colombia, where opportunities are concentrated in economic and political powers, it is worth reflecting on the extent to which this paradigm becomes a powerful discourse, capable of impacting higher education and fertilizing ground among the disciplines included within the Human Sciences and Communication.

It is interesting to delve into concepts such as interdisciplinarity and multidisciplinary, so current in educational matters that even national and international faculties, networks, collectives and academic centers have been constituted. Proof of this are, as mentioned by Uribe Mallarino (2013), the Faculty of Interdisciplinary Studies (FEI) of the Pontificia Universidad Javeriana de Bogotá, the Interdisciplinary Center for Development Studies (CIDER) of the Universidad de los Andes, the International Center for Research and Transdisciplinary Studies (CIET) with headquarters in Mexico, the Center for Interdisciplinary Research in Sciences



and Humanities (CIIECH) of the National Autonomous University of Mexico, the Center for Interdisciplinary Research (ZiF) of the University of Bielefeld and the International Network for Interdisciplinarity and Transdisciplinarity (INIT), among others.

It happens that, paradoxically, in such a diverse world where forms of professional fulfillment proliferate, which demands an enormous amount of specialized knowledge, collective strength and project work are basically required. Hence, the need arises to undertake challenges on the part of educational centers, converted into research centers, to promote programs that address these integrative dynamics that go beyond the unidisciplinary view; even if, it is from her that it is used when it comes to cementing the bases of the discourse around inter, multi and transdisciplinarity. However, Dr. Remolina Vargas (cited by Uribe, 2013) makes it clear that discussions in this regard go beyond the curricular or academic issue and permeate economic, political and organizational provisions that institutions must assume to guarantee their development.

In other words, collaborative work, inherent in the development of projects in the university environment, stimulates interdisciplinary dialogue where each teacher is called to think beyond his discipline complex issues that are problematized to meet a specific reality, where research makes sense and takes effect. So, why not analyze the way in which the Communications programs of UNIMINUTO Rectoría Orinoquía are constituted as a scenario of interdisciplinary dialogue thanks to the variety of professional profiles of the faculty and the way in which this multidisciplinary knowledge ties together to contribute to the training process of future social, visual and graphic communicators? That said, in a context that is usually bleak in terms of official media, it is about it, but hopeful in terms of the creation of mass content and the possibilities of alternative communication.

Could a communicator be at once a philosopher, writer, linguist, journalist, graphic designer, filmmaker, anthropologist, engineer, psychologist and administrator? The answer is certainly no. So, why should a program require such a variety of profiles in a training process?

Even if one of the graduates of the programs claimed to be simply communicators, they could not deny that, in the very nature of the career, their professional development is not limited to the production of journalistic notes, organizational communication, the development of audiovisual content, the coverage of news events, the creation of a brand or a logo, to advertising design, to the layout of an editorial publication or to printing in different formats and through varied techniques.

Therefore, the look that each teacher brings from his specialty gives the student the tools to explore various abilities, theories, practices, dimensions of knowledge, but whose north is integration because its axis is language, that differentiating faculty of the human species against any other capacity, which endows it with intelligence, allows cognitive development, It enhances thinking and, consequently, allows interaction. Talking about language today goes beyond the limits of linguistics, psychopedagogy, sociology and philosophy; It poses challenges that challenge the most prolific investigations. In any case, the epistemological reflection on Communication Sciences must be a good start.

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