## BACKGROUND

Created in 1968 in Mexico, ENCRyM, has received international recognition for its professional training programs, as well as its research and dissemination of conservation of cultural heritage and museum fields. In 2018, with the configuration of its Historical Archive, I began research to explore the multi-interdisciplinary characteristics of the conservation field in the curricular structures, reformulations of the study plans in the educational practice and the graduation profile of the different academic programs offered by ENCRyM in its 50 years of life.

## QUESTIONS

| Which kind of processes and moments conceded the interdisciplinary of Conservation in Mexico? |
| How has the dialogue between disciplines been in the ENCRyM? Is it multi, inter or transdisciplinary? |
| How does the documentary evidence show that multi-interdisciplinary has delineated the essence, profile and task of the conservator-restorer in the last 50 years? |

## METHODOLOGY

| Information processing in: |
| Analysis of various types of documents from the archives of the ENCRyM: sources, correspondence, agreements, certificates, descriptions of courses and academic events, posters, integrants, calls, invitations to invited professors, subject programs, academic projects, projects, programs of conservation, records, forms, reports, exams, regulations, photographs, newspaper, etc. |
| Events and academic forums |
| Bibliographic references about the historical and legal aspects of conservation, multi-interdisciplinary issues, and educational paradigms |

## RESULTS

The difference between multi, inter and transdiscipline is the way that knowledge circulates.

### Development of Curricular Maps.

In the 70's the maps had lists of subjects, today they have training axes/lines which:

- make explicit the transversality of knowledge and competencies in the development of students.
- allow for the resolution of dilemmas, the multiple meanings and discourses of cultural heritage with critical interpretations, discussions and exchange of knowledge.

#### Chemistry and Biology: Incorporated since the 60's.
They contribute to the analysis of constitutive materials and techniques, conditions, state of objects, evaluation of productive and restoration procedures, new and control of environmental factors, etc.

#### History and Archeology: Incorporated since the 70's.
They contribute to the identification and analysis of discourse, categories and theoretical frameworks in the field of “cultural heritage”, historical development, technical, artistic, aesthetic, cultural aspects significant, “documentary”, “memory” etc.

#### Visual Arts: Incorporated since the 70's.
They contribute to the subject content meaning, artistic development and the production of cultural heritage.

#### Anthropology, Ethnology and Sociology: Incorporated in the 80's.
They use ethnographic observation, interviews, and socio-cultural tasks, while also presenting the subject as a cultural-historical phenomenon, the identification of knowledge and discourses presented in identity processes, and community developments.

#### Philosophy, Political and Social Sciences, Theory of the Image, etc. Incorporated recently.
They contribute by exploring rules, professional protocols and professional tasks by other disciplinary fields, socio-scientific, social and technical resources.

Nowadays, the curricular maps have the following approaches:

- Seminar-workshops, seminars and modules are strategic scenarios of collaborative and meaningful learning where several academics of different profiles participate. Nowadays, there are fewer courses taught by a single professor.
- These “curricular figures” allow social interaction and the interrelation of theoretical-methodological-technological-scientific processes from different disciplinary fields in conservation issues.

### Consolidation of SEMINAR-WORKSHOPS and the change of subjects to new curricular figures named SEMINARS AND MODULES.

Both practices allow multiple learning situations directly on cultural heritage:

- They provoke dialogue between specialists about knowledge and the crossing of disciplinary boundaries.
- Seminar with indicative production in the different conservation labs at ENCRyM Image Courtesy ENCRyM

### Direct intervention on cultural heritage in laboratories/studies and in field practices.

- Activate cognitive processes through discussion, reflection, arguing and interpreting, relating new information with past, etc.
- In vivo (historical archives of the SMSH, Fichas, Image Courtesy ENCRyM)

### Moving from "past traditional" pedagogical models to recently by training models with a "competency-based" and "project solution" approach.

- Recent training models are in accordance with the needs and practice of professional work and by the educational paradigms.
- They contribute to the subject content meaning, artistic development and the production of cultural heritage.
- They contribute by exploring rules, professional protocols and professional tasks by other disciplinary fields, socio-scientific, social and technical resources.

### Other multi-interdisciplinary experiences.

- Events and publications that allow communication and dissemination with other fields.
- Links and agreements with different institutions that strengthen networks of work.
- Working groups and academic bodies allowing the interdisciplinary research consolidation.
- Internal working commissions integrated by different professional profiles.
- Professional updating in other areas of knowledge.

## FINAL CONSIDERATIONS

The ENCRyM has a great social responsibility as it forms professionals capable of making decisions on multidimensional issues of cultural heritage (material, technological, methodological, theoretical, social, etc.) based on analytical structures and processes where knowledge from different disciplines converges.

Through reflection, analysis and systematization of teaching experiences it will be possible to have new educational challenges and training scenarios that will allow a possible transdiscipline in the conservation field, attending current challenges on sustainability, identity, interculturality, landscape, territory, memory, etc.