

## 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 conceived 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-interdiscipline 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: minutes, correspondence, agreements, certificates, descriptions of courses and academic events, posters, telegrams, calls, invitations to invited professors, subject programs, academic projects, pre-projects, projects 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.

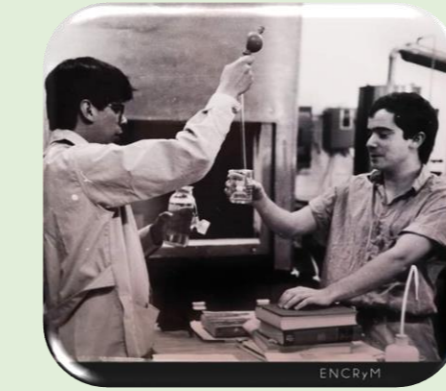
- **Multidiscipline:** two or more disciplines combine their own methods and techniques to resolve a problem.
- **Interdiscipline:** methodologies and techniques from different disciplines work together to analyze and resolve a common problem.
- **Transdiscipline:** fusion of theoretical-methodological resources to build a new conceptual domain.

Starting from these definitions, the multi-interdiscipline has been present in the ENCRyM since its creation up to now. We can analyze those notions in the following aspects:

### 1.- 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, past interventions, dating, condition, state of objects, evaluation of products and restoration procedures, review and control of environmental factors, etc.



**History and Archeology:** Incorporated since the 70's

They contribute to the identification and analysis of discourses, categories and theories about common notions: "work of art", "cultural heritage", "historical development", "historical, artistic, aesthetic, cultural aspects significances", "document", "memory", etc.



**Visual Arts:** Incorporated since the 70's

They contribute to the subject-content-meaning, and the theoretical and conceptual knowledge in the production of cultural heritage.



**Anthropology, ethnohistory and sociology:** Incorporated in the 90's.

They use ethnographic observation, interviews, and semiotics tools, while also contributing to the social interaction within heritage, the identification of meanings and discourses presented in identity processes, and communities developments.



**Philosophy, Political and Social Sciences, Theory of the Image, etc:** Incorporated recently

They contribute by exploring roles, professional practices and professional tasks by other conceptual notions, methodological and technical resources.

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



- 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-technical-scientific processes from different disciplinary fields in conservation issues.

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



They provoke dialogue between specialists about knowledge and the crossing of disciplinary boundaries.  
(Contemporary art conservation lab. Image Courtesy Facebook Encrym)



(Conservation-restoration practices in the different conservation labs at ENCRyM. Image Courtesy Encrym)



Activate cognitive processes through discussion, reflection, arguing and interpreting, relating new information with past, etc.  
(Archivo Histórico de la UAEH, Pachuca. Image Courtesy ENCRyM)

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



PRIMERA GENERACIÓN  
First Conservation class 1970's



Conservation class 2013-2018

Recent training models are in accordance with the needs and practice of professional work and by the educational paradigms.

Today, the ENCRyM has a dialectical perspective:

*"social evolution and affective-cognitive identity of students and teachers is put into play with new knowledge in strategic scenarios that provoke the development of knowledge, skills, attitudes and values and significant learning in students."*

### 5.- 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.



Activities with the community



Congress and symposium memories



Conservatory events



Publications

## 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.

It is necessary to study the ENCRyM as a reflexive device in terms of pedagogical experiences, documenting experiences, recording evidences and detonating questions of inquiry and problematization in the formative field of the Conservation professional.

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.**