



University teaching: A process of self-leadership that transforms the thinking-feeling-acting system

University teaching becomes a process of transforming self-leadership of the system of thought-feeling-action, from the self, in itself that emerges in the university daily life. This transforming self-leadership, which is manifested with the turn in the teaching thought matrix that leads to the permanent reconstruction of the taught knowledge, learning and curricular action in spiral, is what makes possible the emergence of new contextualized and transforming pedagogical circumstances of reality itself.

It should be said that assuming teaching in this way implies considering it recursively, in the sense that it is, in itself, a process called to be a referentiality similarly recreated by the students. Thus, the teaching process is constituted as a generator of interdisciplinary, globalizing learning that is produced from an epistemological perspective and of knowledge construction from an investigative perspective; originating that both teachers and students become an epistemic entity of intersubjective relationship for the reconstruction of the existential reality of those who participate in this process.

Deploying learning from an investigative perspective requires teachers to overcome their reproductivist condition of the concept established through their teaching strategy, by developing methods, educational experiences; from a didactic-evaluative perspective linked and integrated to the investigative and extensionist action. This perspective constitutes a strategic platform for learning to become a significant social act of transformation, when it occurs in a processual, contextualized way, to the recognition and understanding of the existence of diverse situations and circumstances that constitute everyday reality, which, although it occurs at different levels and in different ways, does not exclude dissimilar logical ways of knowing and transforming it.

This necessarily implies assuming an interdisciplinary and globalizing approach. In this sense, opening up and comprehensively apprehending external reality as knowledge demands an interdisciplinary vision that refocuses on how to approach, in the different socio-educational scenarios and events, the treatment and practical resolution of the problems of reality, natural or socio-cultural, that surround daily academic-educational tasks; considering the interaction and interrelation of notions, knowledge and disciplinary logics that merge, in order to discover and present it as integrated and non-fragmented knowledge.

This investigative and interdisciplinary vision of learning, with which the student assumes himself as a researcher subject from his daily life circumstances, does not remain at the ontic level or inquiry of objects or things, as existences with independent referents of his thought. On the contrary, it transcends to the ontological sphere, where knowledge is mediated by the comprehensive-interpretative process on the Being-is of the entities, as objects of learning. It is to know that, these entities that exist there in the internal experiences product of the daily socio-educational experience, are intentionally felt from their being, in themselves or self-mystify and discovered by way of meanings that can be reconstructed; therefore, they are constituted in existential reality.

Thus, learning becomes a praxis that allows the student to acquire and manage himself, leading his learning process as a continuum of life. Therefore, it becomes globalizing and integrating when deployed with strategies that allow them to deconstruct and reconstruct the entities of their lived reality from their being, knowing, doing and living together; which can be translated into



thoughts, knowledge, actions, behaviors, feelings and interrelations, which are transformed and empowered.

Carol Elizabeth Ianni-Gómez

<https://orcid.org/0000-0001-7390-114X>