

Academic processes as a triadic totality integrated from the curriculum.

The academic processes of Teaching, Research and Extension are the fundamental entities that embody the Being of the university in relation to the educational purposes; Therefore, as they are conceived aligned and articulated as an integrated whole, both structurally in the curriculum and the globality of the curricular plans, and functionally in the daily educational practices, they become interdependent among themselves and feed back, given the flow of information and communication that circulate incessantly, as these curricular plans are managed through different research approaches as a strategy for the approach of the diverse contextual realities, the creation of knowledge and the generation of learning.

Forging the academic processes in an integrated and interrelated manner, makes the Curriculum, in itself a globality conceived as a triadic totality, constituted by Teaching, Research and Extension, which must embrace the different disciplinary, axiological, discursive, historical, political, cultural, economic and administrative elements that constitute it and guide the educational-managerial practices. This represents a new curricular culture and academic perspective that requires the creation of a pedagogical-didactic and managerial management matrix, consubstantiated with research and extension models, since it is built on the basis of an integrative, global, holistic and investigative training dynamics, which addresses the socio-community and productive contextual realities, making them educational, for a quality university professionalization.

These academic processes that are integrated from the curriculum, are established as a complex interrelated system of perspectives, methods, strategies, processes, techniques, procedures and practices, which is self-constructed as it advances at all levels of the organization as a framework of daily tasks. The very doing itself, which has the purpose of addressing the problems of reality as learning structures that, although they occur in an uncertain, changing and even confusing context, because they are intertwined with the system of ideas and underlying logics of being, acting and behaving of university individuals, constantly energize the educational and managerial praxis.

At the same time, they constitute an organizational systemic axis that is structurally and functionally positioned to guide academic programs and educational practices that transform reality, from innovative forms of managerial management, based on integration and intersubjectivity as guiding paradigms to plan, organize, direct-execute and control-evaluate in an amalgamated manner in practice, the processes of Teaching, Research and University Extension, at all levels of curricular concretion.

In this context, the curriculum itself, conceived as a triadic totality integrated by the processes of Teaching, Research and Extension, materializes as an interweaving of projects as curricular devices; which are globalizing organizational structures to be deployed through teaching-learning-evaluation processes and strategies, in a holistic, contextualized, collaborative, dialogical and investigative sense, focused on the problematization of the different realities of scientific, social, community, human order, in order to generate changes and transformations by socially creating knowledge.

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