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Cognition in Education Can Be Translated in Three Processes: Interdisciplinary, Multidisciplinary and Transdisciplinary

Jerônimo Moreira de Oliveira
(University of the People, Brazil)

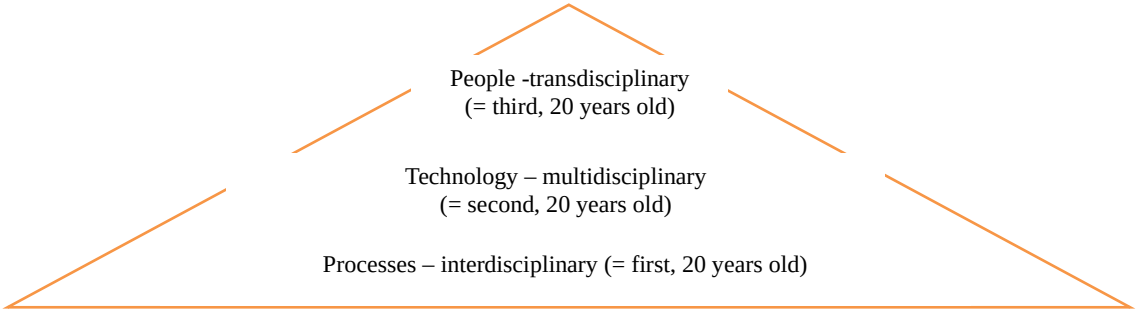
Abstract: Today, we are living a great expectation that is quality of life and within this scenario we are seeking knowledge and information to minimize the barriers and increase the happiness of being. All definitions and concepts are relevant when we are talking about Cognition in Education that includes: Work and participation of people in the social sphere. So, we can be established a distinction between a procedural knowledge and declarative memory, when learning means different things at different times to different people; for some reasons we have understand this language of sciences, because they all deal with the same idiosyncrasy (see the same thing from different angles). Thus, when we are arriving at the results, we are observing that it is the same problematic in evidence, that being discussed of different forms and structures. If we are to analyze Cognition in Education at the behavioral level, we will be dealing with questions related to the function and on the other side of learning; we tend to deal with questions of structure. When we observe a person and plan different consequences for the different responses that the person can be giving, we are determining the functions of the different responses, that is, the functional relations between the behavior and its consequences. Allow me to introduce the focus on function as the relations between terms and how to structure of the properties. We have an ordering or language of preference for mobilizing characteristics: **Goals-smarts, Planning, Persistence and Commitment**. Finally, Cognition in Education, particularly, obeyed a triangle divided into three parts, distributed as follows: in the vertically vision implies interdisciplinary, in the horizontally vision implies multidisciplinary and at the apex of the triangle with transdisciplinary, this is spiral.

Key words: knowledge management, cognitive processes, education, cognition in relationships

1. Introduction

Cognition is a process of the Synchronize between body-mind, when we are applying Cognition in Education we can be formed a network of the three fields: 1) Realizer implies **Goals-smarts** (**specific-measured-applied-realizable-time-satisfaction)**; 2) Power implies **planning** and **persistence**; 3) Dreamer implies **commitment** with the life. This link Cognition in Education we can be developed as structure of the scheme below:

Jerônimo Moreira de Oliveira, Ph.D., University of the People; E-mail: jeronimo.moreira@uol.com.br.



Plan Logic of the scheme, now it is distributing thus: 1) process in interdisciplinary, it has rhythm or frequency in reflective propriety between rational (noun concrete) and emotional (noun imaginary) in this part, for example, when we were childhood the cognition was joining letters with letters, we can be formed words, the words we can be formed sentences, the sentences we can be formed paragraph, etc.; 2) technology in multidisciplinary, it has rhythm or frequency of the commutative propriety between business plan and an order arrangement that guarantee planning and persistence; 3) people in transdisciplinary, they have rhythm or complex frequency because their field is accordance usually a transitive propriety.

The transformation of knowledge occurs in four compartments: 1) self-conscious; 2) emotional managed; 3) self-motivation; 4) social abilities. I developed a recognition algorithm for person-transdisciplinary compartment.

A final concept to consider in relation to knowledge management from the technological point of view would be automatic processing of knowledge; we can be included through use of an information technology system, in sequence to increase the value of collections of the knowledge. The relationship between the People -Technologies, is a relation: [is - a], knowledge can transform by moving up the hierarchy of knowledge, a higher state in the same, that is, we can call cognition in knowledge integrated through distributed system human (body-soul) and easy access as perception in senses cognitive: visual, hear, taste, touch, smell; in addition the intuition of the thoughts. As an example, we can be transformed the rules of data or cases, we are using techniques of machine learning in Cognition in Education, this process is very interesting, for example, Mayowa is Advisor in UoPeople, she writes always in her e-mails: “Remember, I am only an email away and you can reach me at any time.” The Cognition in Education is practice of the knowledge management. The development of this rule is to give understanding of the philosophical questions that sometimes appear seem esoteric, but whose reasoning applied science in practice and often pass through pragmatic before passing through the analyzers of our brain that are: lexical, it recognizes words; syntactic, it recognizes the combination of the words in the sentence; semantic, it recognizes the meaning of the words; pragmatics used to express our feels through of the words (semantic symbols). Human language uses sounds, symbols, gestures. Moreover, the signs of language are organized as a syntax-specific to each language or dialect. The language compiled in human brain is kaleidoscopic and for science can seem as Geometric’ Computing, when the brain is compared with microprocess of the computer, in my opinion this is failure, because it is a process ontological. In addition let us for example: sum of the letters = words, for example: LOVE (English) = AMOR (Spanish) - the Lexical compartment, it recognizes the word (two vowels and two consonants); Syntactic, it recognizes the combination of the word in the sentence (I love you = Te amo); Semantic, it recognizes the meaning of the word (Good feel = Buen sentimiento); Pragmatics is used in the words (Love one other = Amem-se uns aos outros (Portuguese) = Aménse (Spanish)).

When the DBP: Dynamic Balance Point is a Matrix of Conceptual Relations and Behavioral? The classical logic

(first order) is a simple language with a limited number of basic symbols. The level of detail depends on the variety of predicates, which strictly speaking do not belong to logic. In this paper we will use the DBP Mental Model and ontological methodology to model all the relevant entities are considered being represented. Different varieties of predicates represent the DBP Mental Model and the ontological commitments, examples: Person (P) (*is-a*) living, but every living being is a person. Person is (*part-of*) of an organization. Technology is (*part-of*) an organization, because technology (*is-a*) tool to achieve success, but not every tool is technology. Process is (*part-of*) an organization, it is a process (*is-a*) means to achieve success, but not all process leads to success. In technology when there is a failure, (*is-a*), it implies problem that is solved by expert Human Being. For DBP Mental Model, staff management is unique, because it depends on one Human Being (person-person or people-people).

The cognition network of this model is a Personal Planning is different from one to another individual, but not separate from one part of the universe, is the set of personal values and behavioral, to which they relate. Note that the arguments of decisions are present in the concepts and the corresponding algorithms, the key words*: if, then, purpose*. In this model we can say that relations between conceptual and behavioral: Person-Person; Person-Process; People-Technology; Technology-Process, occurring in many ontological relationships and mathematical properties. Ontological relations classified Human Being as activities in organizations or projects under the Knowledge Management and/or Personnel Management, its successes and/or problems occur only in relations Person - Process.

Our activities are measured through TIME, these measures very important for us, because our plans are dependent on this frequency (= inverse of the time) which is defined as being the ratio between — ongoing events by time, when this time is unit (second), the measure is namely Hertz. Allow to a metaphor follow, very important at Cognition in Education, because our projects spin around of “to do the things” step by step, this motive is — there are thousands of grains of sand in the top of the hourglass and they all pass slowly and evenly through the narrow neck in the middle. We cannot accelerate those grains because we cause failures in organization of the systems inside and outside. The goals smarts depend of the TIME. The other hands, we start in the morning, there are very activities which we feel that we must accomplish in this day, but if we do not take them one at a time and let them pass through the day step by step and evenly, as don’t accelerate the grains of sand passing through the narrow neck of the hourglass, if compared with our system human, then, if we can be precise in ourselves, though confusedly perceived, we cannot be bound to break our own structure physical and mental. I modeled my Cognition in Education through of the Aristotle’s project: 5W2H (= who; what; why; where; when; how much; how). This project is based by function of TIME and step by step of the processes.

Figure 1 Hourglass in Action

2. Skills and Competences of the Cognition in Education

Management the skills and competences in education: We are meeting the flow of the information about steps logics of the works in education: 1) knowledge management; 2) agenda of the time; 3) creativity; 4) interrelationship; 5) performance of the learners; 6) use of materials and equipment; 7) quality of work; 8) productivity; 9) institutional engagement; 10) punctuality; 11) assiduity; 12) technical and work knowledge; 13) flexibility and adaptability and 14) administration of working conditions. All this list of the skills and competences are formed by Virtual University, for example, University of the People (UoPeople) – CA- USA, 100% virtual Cognition in Education, this Institution meets all requirements.

2.1 Transformation as a Stimulus the Symbolic System

The symbolic system has also contributed to the understanding of the most different cultures, abilities and competences to achieve coherence between thinking, feel and act within science, technology and innovation, becoming a multidisciplinary educator moving towards transdisciplinary that in this separation presents an ontological spectrum to cross the barriers with discipline and organization of the routines that expend energy, reinforcing the cognition with planning, persistence and commitment so that the goals are guaranteed with quality, experience and professional trajectory.

2.1.1 The Quantic Physic Transformed in Cognition in Education

What is this? Cognitive in Education is the study of thinking and the processes underlying mental events. Of course, this creates various problems and their complexities algorithms over the new problem of what a mental event is actualized.

Extracted the master's degree of the Religion' Science emerged the book by Oliveira in 2013 — The Alchemy of the Oracle: Seeking Transformation Having as a Stimulus the Symbolic System, I was able to write about my own experiences and events as phenomena of the peculiar manner.

The master's degree made me wake up to awaken to the psychobiophysical phenomena broadened my perception and intuition in Cognition in Education.

The method used was: Mental Model DBP: Dynamic Balance Point among People, Technologies and Processes. The methodology of the model is DBP: [Experiential Cycle of Learning—**ECL**] and [Experiential Cycle of Learning of the Imaginary—**ECLI**], both cycles are to action the human being seeking the management motivation, self-control add at peers forming a resultant of the process that with reflective propriety obtain an equilibrate force. In addition, the equilibrate force from inside force through acts: self-discipline, self-awareness, development, and the quotient individual and collective or in combination with the quotient of the triangle through the dynamic balance point.

The construct of force of the quotient in the proposition that answers the question: For an action — what do you to do...? The construct has the bases of calculations, deductions, ups and downs in business; heaven, hell, eat; constitution; rights: administrative, civil, criminal, constitutional laws, commodities and products we consume in daily life, everything quotient is a manifestation of our individual and collective ratio, this being much higher. It is very difficult to discern what is the quotient individual and collective ratio, there is need for much self-analysis, psychoanalysis, the wisdom to realize that consciousness is individual, is in our "mind's compartment = engram", but was the result of happiness, the sorrow, the skills and the wears and strengths and weaknesses of all with whom he has been in contact. The ratio in the individual mind and collective quotient are compartments, while

information can be recorded in our memories, this event nothing is completely public or completely individual. The ratio may be part of the individual public ratio and vice versa, but collectively as the quotient is greater than the quotient detached, this becomes small, so the secondary mind is more to the external than for the internal. This is the nature inner of being: the quotient ratio is seen in peer individual-collective, and collective ratio is seen in the individual ratio. With regard to this declarative memory in the area of professional behavior, one can argue with the following event: We believe that we are not violent, but in ourselves there is the "quotient of violence" that has been cultivated, for example when we participant in interact technology [social networks, violent games, television, newspapers and other channels supporters a violence] and that we have either seen or experienced. If we analyze in depth, in a logical, see and/or realize that this "event" has at the same time, both natures: Individual and collective.

3. Human Being (HB) as a Team like in Interpersonal Relationships with Technology

Should be this relationship transdisciplinary? It then gives the relations between the elements described above as a method of confirmation of actions and plans chosen by the organization that is managed by HB. C_1: equipment (a). It is a conceptual relationship of Person-Person. The HB is (*part-of*) a team. Then, the behavioral relationships in the model DBP are satisfied. This does not mean they are alike, but belong to the same sets of successes/problems as "a whole", as (*part-of*) an organization and/or project, sharing everything (people, technology and process). Let's for relation, a = b, then b = a. The successes and/or problems are symmetrical, have the same degree of similarity. They are transitive: if a = b and b = c then a = c. C_2: interpersonal (b). It is a conceptual relationship of person-person. HB is related in a civilized manner, it is a peer relationship, cooperation, integration and participation. C_3: performance (c). In relationships, person-technology and/or person-process, HB is related so that their motivation levels are very high, planned, structured and with a mastery of subject knowledge to solve. C_4: Work (d). It is dynamic the conceptual relationships: Person-Person, Person-Technology; Person-Process, Technology-Process. The HB interacts seamlessly with the DBP and ontological methodology.

3.1 The Practice of the DBP Mental Model Ontology and Computational Mathematics Properties

As the collective is whole of the individual, the individual also has an effect on the collective, with the same intensity, same direction, but the lines are opposed, and as the ratio is very strong collective impact we have as a kind of "crushing" the ratio individually, and as this is in the mind of man, this feels depressed, sad, helpless, insecure, afraid, weak. The cognitive holistic psychotherapy works this way as described in transdisciplinary methodologic, because the ideas of individual and collective, in and out, **ECL** and **ECLI**, must be transdisciplinary. The inside is made of what is outside. When we drink a cup of coffee with hot milk in the morning, this act can transcend a feeling of pleasure, memories of places he had been for some and displeasing to others for not liking of components are also allergies. When we touch, smell, hear, taste, our skin, water, heat, air, earth, elements that are forming the construct from outside, also at the same time there is a correlation with the thinking, intuiting, feeling, and have a sense of "something" within us, that means: when we touch the skin of another, touched the water, hear the music, feel the air, we walk on earth, we know that these elements exist outside of our body, but at the same time we realize that are within us.

4. Conclusion and Discussion

Knowledge Management about Relationship between Persons and Technologies in the Ontology of the Behavioral through DBP apply in Cognition in Education.

DBP: Dynamic Balance Point is a methodology was used to find the Dynamic Balance Point between the Person (P) and Person (P); Person (P) and Technologies (T); Person (P) and Processes (Pr). In 2000 it was started with the development of DBP between Person and Person. At this moment, we are starting the study of DBP between Person (P) and Technologies (T) that are interacting with network.

The most important reason the thesis based in three ontological properties: i) Reflective (Person is similar as Person, not equal), it implies P = P. ii) Commutative (Person is similar Person, so Person is similar as Human Being), it implies $P_1 = P_2$; then, $P_2 = P_1$. iii) Transitive (Person is not similar as Technologies, but in rational relation is equated like: $P_1 = T_1$ and $P_2 = T_1$; then, $P_1 = P_2$, it is because the thesis will have as a starting point interaction between Persons with social networks.

The online education offered by UoPeople is a field of study with this purpose between Persons and Technology in Cognition in Education. For example, Thinking and Learning - Student Survey.

You've completed this survey. The graph below shows a summary of your results compared to the class averages. 2034 people have completed this survey so far.

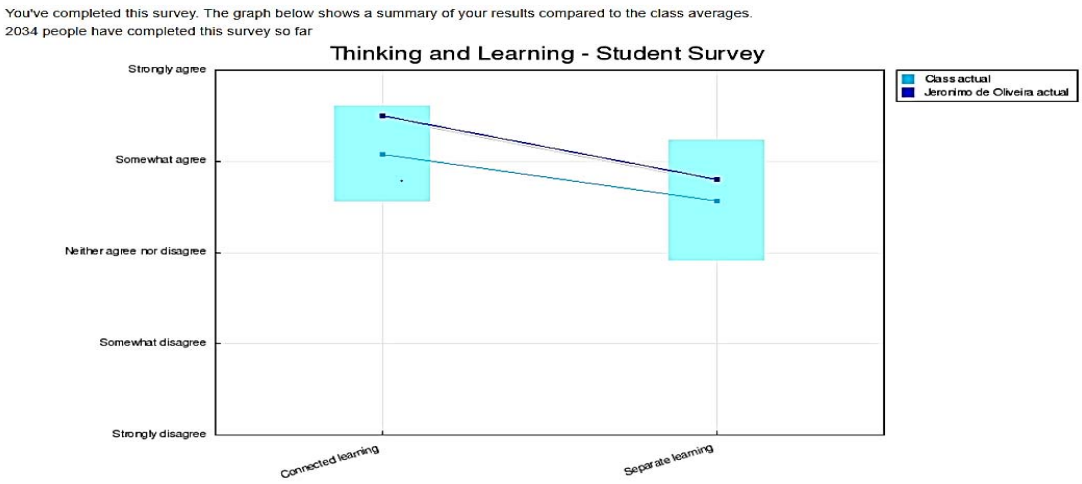


Figure 2 Graph Thinking and Learning — Survey

Professor (Person) contributes to completing goal ending in the "thesis", this guidance is very important in the beginning. In addition, your questions that make us think, it is necessary that Professor encourages students with their reflections. His posture reminded me in 2005, I went to Oxford University, I spoke with Professor of Education, he said: "You complete your doctoral thesis by making 80% knowledge of British culture and 20% to rest for your thesis". In fact, I was very happy because I was studying to complete 80% in process transdisciplinary in my doctorate. In conclusion, although analyze of the behavior relationship between persons and network. The process is gesture what demonstrate: innocent; shock: the state or feeling caused by ...; annoy; pleasure; measured with hands; reinforcing a point. Cognition about how is third part of the triangle in apex. Both **how** and **what are used in exclamations! For people — transdisciplinary this event occurs consciously, but in first part process — interdisciplinary the exclamations symbols occur unconsciously.** How to overcome the

difficulties of receiving feedback? 1) establish a relationship of trust; 2) recognize that feedback is a joint examination process; 3) learning to listen to feedback without intense emotional reactions or rational reactions; 4) learning to give feedback without intense emotional reactions or connotations; 5) feedback is a process of helping change behavior. Flow of thoughts that make up the thesis in general: "… how difficult it is to be a perfect human being, that is why Holy God gave us free will in god$, we make our choices consciously, having every day to work our limitations, deficiencies and propensities, in self-assessments, asking our God to balance, so that we can have a quality of life and provide our descendants with the true state of LOVE. What is the DBP? It is the MIND sound = SOUL sound! Rational Musicality is the DBP between the two expressions, which for the neural network (Brain) means the "connection" of both. LOVE is health, happiness, and Holy God is the state of recognition and gratitude!" (Oliveira, 2017, p. 106). The observation and perception as reader is in anything part of the stories, there are references about balance of the behavior, it is motivation in my researches and a point common sense between the tales: "Sanctuary by Agatha Christie" – "'I don't know, Mrs. Harmon', said Sergeant Hayes. 'There's no accounting. If the balance of the mind is disturbed—'". In Murakami: "I often get the feeling that things around me have lost their proper balance" (Murakami, 1985. p. 2).

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