# THE INTEGRATED CURRICULUM, UNIVERSITY TEACHER IDENTITY AND TEACHING CULTURE: THE EFFECTS OF AN INTERDISCIPLINARY ACTIVITY

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#### **INTRODUCTION**



**METHODOLOGY** 



**RESULTS** 



**DISCUSSION** 



**CONCLUSIONS** 



## Goal

Design and implementation of an interdisciplinary curriculum in the Degree of Social Education of the UPV/EHU Sample and determination of the impact that both its modular organization, and interdisciplinary activity is having on the identities and the teaching culture.

## **Change**





### What's new?

#### The modular structure

The teachers participate in the development, planning and evaluation of the modules, using interdisciplinarity in both competences Analysis of data and subjects.



#### The Interdisciplinary Activity of the Module (IAM)

In each module there is one constant to all subjects (15% of the teaching load). It is addressed using methodologies called "active"

The communicative part, relies on the fact that the people investigated are part of the study process.





#### **Production of data**

Analysis of documents.

10 interviews to teachers and managers. Participatory observation in meetings.

2 discussion groups (10 teachers) and Difficulties, risks (10 students).

All data has been transcribed, recorded

and coded using the **nVivo** 10

qualitative analysis program.

### Positive and transforming aspects of the teaching identity and culture

- → The inclusion of different subjects.
- → The students' process and the development of their competency profile are seen more clearly.
- → Tutoring processes are more closely related.
- → Change and evolution in the training of

It is not easy to put the modular and interdisciplinary discourse into practice.



- → The lack of tutoring training, in particular to help tutors dealing with new needs such as reading the group dynamics, conflict resolution and the push to autonomous
- The way to approach evaluation with these methodologies.

### **Challenges**

- → Reflection and organization among teachers.
- → Link each subject to the IAM.
- → Institutional support for these new forms of teaching.



→ Students and teachers claim that an integrated curriculum provides a better opportunity to have more significant and detailed learning.



→ Interdisciplinary approaches encourage innovation more effectively than those based on a single-discipline.



An interdisciplinary educational offer provides better preparation for the **job market**, for **citizen participation** and it also simplifies problem solving and critical thinking.



Teachers should change from an expert type of role to a guidance and facilitator



We should move forward towards a teaching identity and culture that **allows** interdisciplinarity into the University curriculum

It shouldn't be a simple puzzle of contents and knowledge that nobody or almost nobody knows in its entirety.

It is an extensive change that has a bigger impact when applied to an entire degree.







This change is not an easy task; it takes time, training and learning spaces.