INTRODUCTION

Goal
Design and implementation of an interdisciplinary curriculum in the Degree of Social Education of the UPV/EHU.

Change
In the scope of each teacher and subject.

What’s new?
Transition towards a more collaborative teaching culture.

METHODOLOGY

Sample
3 managerial positions
28 teachers
10 students

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 two meetings. 2 discussion groups (10 teachers) and (10 students).

RESULTS

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 students.
- 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.

Difficulties, risks
- 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 learning.
- An interdisciplinary educational offer provides better preparation for the job market, for citizen participation and it also simplifies problem solving and critical thinking.
- The communicative part, relies on the fact that the people investigated are part of the study process.

Challenges
- Reflection and organization among teachers.
- Link each subject to the IAM.
- Institutional support for these new forms of teaching.
- Teachers should change from an expert type of role to a guidance and facilitator one.

DISCUSSION

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.

CONCLUSIONS

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.