3. RESULTS

1. INTRODUCTION

This study focuses on the analysis of key aspects leading to integration and interdisciplinarity in the Erasmus Mundus Joint Master’s Degrees (EMJMDs) and their potential to promote an integrated curriculum aimed to achieve comprehensive and interdisciplinary training of excellence.

CASE STUDY

Master’s Degree specialized in Education: PETaL “Play, Education, Toys and Languages”.

The Erasmus Mundus PETaL Master’s Degree fosters an environment where different but complementary disciplines converge, thus illustrating the possibilities of interdisciplinary collaboration in EMJMDs. Integration is also seen as a complex and gradual process. A need exists to continue strengthening teaching coordination as well as the aspects leading to further curricular integration.

2. METHODOLOGY

RESEARCH QUESTIONS

1. Does PETaL foster an environment where several disciplines come together?
2. Are professionals involved in PETaL aware of the concept of “interdisciplinarity” and the differences between the latter and the associated notions of “multidisciplinarity” and “transdisciplinarity”?
3. Does PETaL’s curriculum emphasize integration, moving from a subject-based approach to an integrated curriculum (Harden, 2000)?
4. Do teachers in PETaL promote a more integrated curriculum (through methodology, learning activities, assessment, teamwork, etc.)?

TECHNIQUE

Questionnaire ➞ PROVIDES:

1. Statistical Data
2. Open-response ➞ items studied through content analysis ➞ Grounded Theory.

3. SAMPLE PROFILE

SPANIARDS / MOTHER TONGUE: SPANISH

Teacher from the University of Córdoba

GENDER:

Women 80% / Men 20%

DEPARTMENTS:

Psychology 80% / English and German Studies 20%

EXPERIENCE:

6-14 years 80% / 20+ years 20%

LEVEL OF INTEGRATION IN PETaL

• SUBJECT-BASED CURRICULA
  100% assessment: Disciplines remain compartmentalized but confirm their effort to explicitly demonstrate the links.

• SUBJECT-BASED WITH INTEGRATED ACTIVITIES
  Different views are noted (because)
  • models that are less commonly experienced
  • require greater participation of teachers in curriculum planning and discussion

• INTEGRATED CURRICULA
  100% positive responses for the two items corresponding to “multidisciplinarity”

• OVERALL ASSESSMENT (MIT)
  Interdisciplinarity 40%, transdisciplinarity 40% > multidisciplinarity 20%

BUT ➞ no reasons can be found in open questions to categorize PETaL as a transdisciplinary program.

4. CONCLUSIONS

PETaL favors a scenario in which different but complementary disciplinary conceptions converge, thus illustrating the possibilities of interdisciplinary collaboration in EMJMDs. Integration is also seen as a complex and gradual process. A need exists to continue strengthening teaching coordination as well as the aspects leading to further curricular integration.