

BEYOND THE DISCIPLINE: DIALOGUES ON INTERDISCIPLINARY LEARNING AND TEACHING IN THE HUMANITIES

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ABSTRACT

The purpose of this project, currently in its first stage, is to collect reflections from educators around the world based on their experiences and perceptions of 'interdisciplinarity' by addressing the following questions:

What are the expectations/pressure of your discipline in terms of teaching approaches and learning outcomes?

Have you used methods/strategies/technology in your teaching that your discipline did not expect you to use? If so, describe in detail.

Was it supported/valued/recognized for tenure, promotion/professional advancement purposes?

What are the end products that your discipline expects?

Have your students developed end products not expected by your discipline?

How do these end products (expected and non-expected) compare?

Is there something that your discipline doesn't do but other disciplines do that would enhance your teaching?

Is innovation a trap when it becomes dated? '

This presentation will unveil initial data from Russian and North American educators, and will engage the audience in conversation -utilizing a campfire session format- with the purpose to gauge participants' understanding and experiences with interdisciplinary teaching and learning.

The presentation will also involve discussing the second stage of the project that will consist of formulating questions for students based on faculty input, and engage in a similar international dialogue with them – combining individual interviews with focus group methodology at this stage, and; the third stage of the project, that will encompass developing a website with resources on interdisciplinary learning and teaching that showcases the stories collected from educators and learners around the world, and would serve as a living resource open to the audiences worldwide. A prototype of such website will be also share at the presentation for the audience to offer critical feedback.