



The Study on Interdisciplinary Teaching in Classroom

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ABSTRACT

The Study focused on Interdisciplinary teaching practices in classroom. Interdisciplinary instruction develops strong systems of engaging and efficient whole student experiences. Interdisciplinary studies should go beyond the ordinary academic studies/ the level of use interdisciplinary approach and interdisciplinary strategies should be implemented through curriculum. The teachers found the interdisciplinary teaching practice relatively useful, as they provide more constructive classroom. the interdisciplinary teaching practices are spark of creativity coupled with experimentation, critical thinking, preparation for future problems exist in the classroom.

INTRODUCTION

Interdisciplinary approach is a teaching method or set of methods, used to teach across the curricular disciplines or “singing together of separate disciplines around common themes issues or problems. Interdisciplinary approach expands what students learn by allowing them to tackle problems that don’t fit the into one subject. It also changes how students learn by asking them to synthesize multiple perspective. Interdisciplinary teaching can also be defined as presentation the field of disciplinary topic by bringing together around certain concepts or themes meaningfully. The aim of the disciplinary teaching is both learning the selected topics as a meaningful whole, and providing students with opportunities to examine the same issue from perspective. This teaching a certain concept problems or issues is concentrated upon and knowledge and skills which might shed light on this issue from different perspective are adapted from the relevant fields and are integrated. Both learning the knowledge and skills which might shed light on this issue from different perspective are adapted from the relevant fields and are integrated. Both learning the knowledge and skills of certain disciplines and integrating them in a meaningful way become possible through an interdisciplinary arrangement.

The three interdisciplinary strategies described by **Nikitina (2006)** are as follows: -

1. Contextualizing is a method of embedding any disciplinary material in the fabric of the time, culture, and personal experience for example while covering the history of science the discipline of history and medicine can be integrated to teach together.
2. Conceptualizing involves identifying core concepts that are central to two or more disciplines and establishing a rigorous quantifiable connection among them. For example: - the concept of change may connect evolutionary theory in biology with learning about the physics of compression.
3. Problem centering involves enlisting the knowledge and modes of thinking in several disciplines to examine real life problems that requires more than one discipline to solve for example pollution diseases like AIDS.

According to **Jacobs (1989)**: -“The concept of interdisciplinary approach in which subject from several discipline is brought together in an effort to illuminate an event or a complex phenomenon”.

According to **Yildirim (1996)**: - “Interdisciplinary teaching is related to holistic teaching which uses knowledge skills and learning outcomes in different subjects’ areas to clarify any issues or phenomena”.

According to **Fredholm & Classon (2005)** **Leadman & Niess, 1997**: - “Interdisciplinary education like integrated education, we combine different subjects but the individuals’ disciplines are still identifiable within the lesson unit or curriculum”.

IMPACT OF INTERDISCIPLINARY TEACHING APPROACH IN CLASSROOM

Interdisciplinary approach is developed approach that commonly used as a wide spectrum of discipline. Jacobs, H. (1989) defines interdisciplinary learning as a “knowledge view and curriculum approach that consciously applied methodology and language from more than one discipline to examine a central theme, issues, problems topic or experience.

In order to maintain permanent learning, the teachers juxtapose and blend two or more discipline to connect the topic contents and the activities the teachers work together for planning the teaching and evaluation work together for planning the teaching and evaluation.

The interdisciplinary techniques help the teacher of different disciplines can collaborate and support each other while giving way to enliven their teaching (Austin & Baldwin 1991)

Interdisciplinary teaching has a lot of benefits for students and educators. It is a great way to engage students in the learning process by providing them with more opportunities for exploration and discovery. It also allows the teachers to provide a more comprehensive education by incorporating different disciplines and topics into their lesson plans. It provides students with opportunities to explore and understand a topic from multiple perspective and to see the connections between different disciplines. It helps students to develop critical thinking skills and gain more holistic understanding.

The teachers provide a more comprehensive educator to students. This encourages students to think outside the box and become more creative in their approach to problem solving it allows teacher to explore different perspectives and approaches effective learning.

The curricular concept of integrating or connecting school subject areas has gained significant attention in recent areas as a plausible and effective approach to teaching and learning

Interdisciplinary can play an essential role in education. It helps the learners to integrate school lesson and life with one another.

It helps the learners to realize our thinking and learning style, enabling them to think and learn effectively. it is an efficient way of learning as Schubert (1993) states a true window on the world.” Lipson et al 1993 stated that by help of this effective learning way the learners focus on the topics easily comprehend why they are learning the topic grasp connections through disciplines and transfer their learning from one situation to another.

The learners can comprehend the relation between the content and process and can acquire the integrated knowledge base.

The interdisciplinary approach of teaching aims to bring the teachers from different disciplines together in order to solve the problem of effective teaching. As they are aware of the levels and the needs of their students, they design their syllabus and materials accordingly. Integrating various disciplines can help the children comprehend a topic which may lead to effective learning. Students are highly motivated as they have a vested interest in pursuing topics that are interesting to them. As a result, the content is after rooted in life experiences, giving an authentic purpose for the learning and connecting it to the real-world context. Consequently, the learning becomes learning experiences that stay with the students for a life time. Transferable skills of critical thinking synthesis and research are developed and are applicable to future clearing experiences

METHODOLOGY

Purpose of the Study

The aim of this study is to present the ways of applying interdisciplinary teaching approach in classroom. In order to find out this the researches will integrate school subjects and other streams in order to conduct this research.

Method / Procedure

In this research, the description research design was employed in order to find out the teaching approaches of the teachers in classroom and the level of use of interdisciplinary approach by teachers. Various subjects has been integrated like “Science and Technology” “English” “Geography” Science etc. The chosen disciplines were integrated in the classroom to teach a topic.

Classroom Applications

During Science and Technology lesson, the teacher started the lesson after motivating the students. The teacher used different teaching techniques such as questioning, eliciting, brain storming. The students learn how to classify living things such as animals and plants. They talked about env. They lived and also learnt about food chain and the effect of people on Environment by using different teaching techniques.

In English, the Students learnt the names of animals, vegetables and fruits by using actively games. The Teacher integrated the topic of living things and their lives which was studied in Science and Technology. During the lesson, matching activity games were used So that the students could learn the living things in digital environment. At the end the learning was assessed by using digital test and this integration improved their learning.

Integration of Geography and History subject topic like big bang theory and Human Settlement makes more interesting and more realistic for Students. They find more interesting when infused with student centric approach.

In drawing lesson, the topic of living things and their lives was taken and two groups were divided. One group drew the combination of animals and Plants another made a leaf press activity in the classroom.

CONCLUSION AND RECOMMENDATION

In view of the changing face of globalization our perception and understanding what constitutes education are also changing. The new modern approaches and techniques are slowly replacing the classical teaching pattern of education (Gaur 2008). Interdisciplinary instruction develops strong systems of engaging and efficient whole students experience. By taking an interdisciplinary approach to teaching and learning schools integrate multiple academic fields. By focusing on providing interdisciplinary students engagement learning opportunities, whereby a culture of students directed learning becomes the norms.

By the end of the disciplines and topics were integrated with other disciplines and other topics, permanent learning was maintained. Having learnt the targeted topic, the students reflected their knowledge to other disciplines and used it in their daily

lives. Moreover, with the help of interdisciplinary teaching methods, students are exposed to work with multiple sources of information, thus ensuring they are receiving a perspective broader than they gain from merely consulting

one textbook (Wood, 1997).

Conducting interdisciplinary strategies provide support for future teaching and learning environments, as well as justifications to collaborate with other subjects. It holds that interdisciplinary teaching is considered more effective way to produce with pedagogical innovations.

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