



**EDCI 5315- Introduction to Interdisciplinarity**  
**College of Education & Human Development**  
**Department of Curriculum & Instruction**

**COURSE DESCRIPTION:**

During this course students will explore the concept of *Interdisciplinarity*. Interdisciplinarity refers to a method or mindset that merges traditional educational concepts or methods in order to arrive at new curriculum and instruction approaches, solutions or innovations. More than just pasting together different subjects and methods, students will learn that interdisciplinarity represents the process of developing an integration of methods that are traditionally thought of as separate fields. Interdisciplinarity is an increasingly important concept within both academic research and within a variety of sectors concerning education practitioners (teachers, curriculum leaders, and administrators).

**Objectives:**

1. Detail the fundamental principles of interdisciplinarity as they are related to the natural and health sciences, social sciences, humanities and fine arts.
2. Recognize the complexity of problems within the fields of education (curriculum and instruction, educational leadership, etc.) and identify different perspectives from which problems and questions can be viewed and approached using an interdisciplinary lens.
3. Identify potential research topics within various educational contexts that well suited for interdisciplinary inquiry.
4. Effectively communicate intellectual interests and professional goals clearly in writing by drawing on common genres and conventions within a particular discipline or profession while incorporating interdisciplinary perspectives.
5. Express life-long learning skills, including the ability to place problems in personally meaningful contexts, and assess what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources, i.e. recognize interdisciplinary research opportunities.
6. Demonstrate awareness of one's own place in, and effect on, an interdisciplinary world.
7. Identify an interdisciplinary topic that integrates their areas of study and generate productive research questions about that topic
8. Articulate a research methodology for their individual project
9. Access and collect necessary information from appropriate primary and secondary sources
10. Communicate ideas clearly both verbally and in writing

**Texas Administrative Code**

- (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
- (A) professional ethical conduct, practices, and performance;
  - (B) ethical conduct toward professional colleagues; and
  - (C) ethical conduct toward students;
- (7) appropriate relationships, boundaries, and communications between educators and students;



**MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION**

<b>Assignment</b>	<b>% of points</b>
Weekly Attendance and Participation	25
Weekly Reading Assignments	25
Weekly Written Assignments	25
Final Project/Paper	25
Total	100

**Assignments**

- Each assignment is either a formative or summative assessment of your understanding of the processes and content of the class.
- Each formative assessment lets me know that you are on track to perform the summative assessment (final product/paper).
- All assignments are part of the overall assessment strategy of the course and are expected to be turned in on time.

**Textbooks:**

- National Academies of Sciences, Engineering, and Medicine. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>
- National Academies of Sciences, Engineering, and Medicine. 2018. *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24783>
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