

Interdisciplinary between Heritage and Creative?

Iwan Zahar

Universiti Malaysia Kelantan

Abstract

Interdisciplinary between two different courses or more will be important for student in the future. FTKW (Faculty of Creative Technology and Heritage), UMK, is an art faculty in Malaysia which integrates art, heritage, and bussiness. FTKW UMK starts to implement interdisciplinary since the first three semester. This novel idea is to make learning reflects real-world experience more accurately. Today, most contemporary jobs require integration of a range skills; therefore, heritage and creative students learn various subject matter including painting, computer, enterpreneuship, Melayu cultures, visual representation, and traditional craft in their first three semester. However, most students do not automatically can integrate various subject matter by them selves. We need to developed interdiscipline curriculums. This paper recommend interdiscipline method to integrate the different dicipline.

Key words: Interdiscipline, Integration, Curriculum

Introduction

Sometimes teachers thinks of intergrated curriculum is two teachers combining their classes and teaching their subject material in the same room at the same time. Eventhough team teaching is effective way to familiarize oneself with the work of a coleague and begin helping students make connections between subjects, but this is only the beginning to the integration process. In FTKW, the integration of interdisciplinary curricullum starts from the first to third semester. The subject matters are as follows hubungan Etnik (ethnic relationship), Kenegaraan & Pembangunan Malaysia (state and Malaysia Development), Titas, Kebudayaan dan Tamadun Melayu (culture and history), pengantar Antropologi dan Sosiologi (introduction Antrophology and Sociology), Asas Keusahawanan (basic entrepreneurship) which can be considered as sosial subject matters, in contrast with art subject matters such as lukisan (painting), asas studio (basic studio), asas rekabentuk produk (basic product design). The objective of this curriculum will produce heritage students who have computer, art and enterpreneurships skills in their first three semester and creative student who have social knowledge and enterpreneur ship skills.

Level of Integrated curriculum

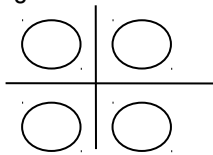
An integrated study is one in which children broadly explore knowledge in various subjects related to certain aspects of their environment (Humphreys, Post, Ellis, Buggey 1996). Mapping out the current curriculum and sharing with one another, revelations are likely to appear. Overlap of material will be discovered, opportunities of cross-diciplinary work will become apparent, and gaps in content will become clear.

Integrated curriculum usually presented in the form of thematic approaches, often requires project-based learning and flexible student grouping, and usually emphasize relationships between and among the concepts that cross disciplinary lines.

Robin Fogarty and Judy Stoehr proposed ten views define different types of integration examples and various configurations for designing integrated curriculum.

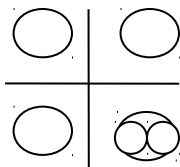
Form One: Within a Single Discipline

Fragmented



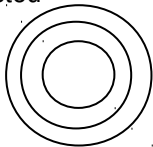
The fragmented methodology is a old curriculum design which separates topic and courses into distinct disciplines. In this model courses are separated into traditional areas of study: mathematics, science, humanities, social studies, art, technical art. Besides the fragmentation of this methodology, integration can start by listing and ranking topics, concepts, and skills to systematically organize curricular priorities within each subject

Connected



A connected methodology draw attention to details, subtleties, and interconnections within an individual discipline. The method focuses on making linkages between subjectd topics, skills and concepts.

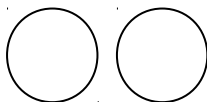
Nested



Nested integration takes advantage of natural combinations. Integration is done by overtly making links or creating combinations. This could be achieved in a lesson on the circulatory systems by having the lesson focus on both the circulatory systems and the concept of systems

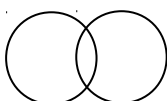
Form Two : Across the Disciplines

Sequenced Model



Lecturers taught the topic and units independently. However, they arrange and sequence the topic and units to provide a framework for related concepts. In FTKW, lecturer could plan units so that students can study Kelantan heritage in culture and history subject at the same time that these same students are studying kelantan handicrafts in reka bentuk produk (basic product design). This type of integration can be implemented, if the lecturers in both courses plan the sequence of their units so that they will be synchronized. Thus the lecturers will need to change the sequence topics contained in the course textbooks.

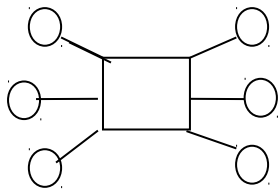
Shared



The shared model takes two distinct disciplines together into a single focus.

In this approach to integration it is compulsory that the lecturers of the two disciplines plan their teaching, which will take place in the individual classes together. The lecturers plan the unit of study draw attention to common topics, concepts and skills. As a team, both lecturers from two different disciplines identifies these commonalities, they determine overlaps in content. The lecturers should examine what concepts and skills the topics and unit(s) have in common.

Webbed



Webbed curricula use a thematic approach to integrate subject matter. Broad themes such as cultures, environments, urban, poverty etc provide opportunity for teachers of various disciplines to find common topics, concepts and skills.

Webbing is a systematic process for recording brainstorming. The process involves all the stakeholders of the integrated team, and is used to identify the topics, concepts and skill to be addressed in the curriculum. In the webbed method, brainstorming is necessary. Few guidelines make brainstorming more effective

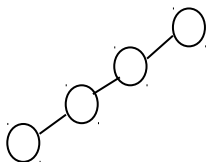
Generate as many ideas as possible

Accept all ideas

Seek clarification, if necessary, but do not edit at this stage

Encourage people to brainstorming is open-ended exercise. At any time, new ideas or directions may be introduced.

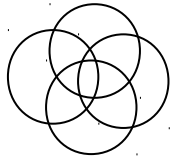
Do not close down the process too soon. Provide ample thinking time.



The threaded approach to integration is a metacurricular approach where big ideas are enlarged. This methodology threads thinking skills, social skills, study skills, graphic organizers, technology, and multiple intelligences approach to thinking throughout all disciplines. The threaded approach replace all subject matter content. Using this approach, interdepartmental teams can focus on thinking skills to integrate with content information.

The thread learning approach takes learning to a synthesis level. That is, teachers incorporate into their teaching strategies such techniques as inquiry and self-reflection

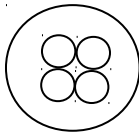
In an integrated methodology interdisciplinary topics are arranged around



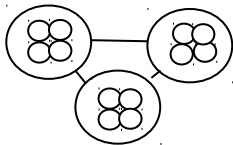
overlapping concepts and emergent pattern. This process blends the disciplines by finding overlapping skills, concepts, and attitudes found across the disciplines. The useful process of the integrated methodology is that lecturers work together on the topics or themes as commonalities emerge.

Form Three: Within and Across Learners

Immersed



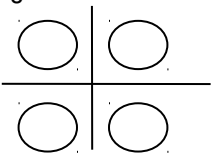
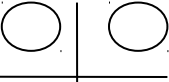
The immersed methodology focuses all curricular content on interest and expertise. With this methodology, integration takes place within the learners, with little or no outside intervention. For example, student such as doctoral candidates are generally immersed in a field of study. These students integrate all information and data to answer a question or interest or solve a problem. This immersed study is often undertaken in a field of intense interest or passion. Most artist and writers have a passion for their filed, immersed learners continually make connections between their chosen topic of interest and subjects. Immersion takes advantages of this intense interest and allows students to make these connections and self-direct their learning based on those interests.


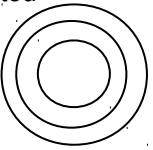
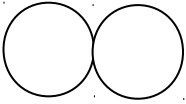
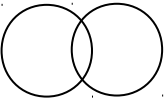
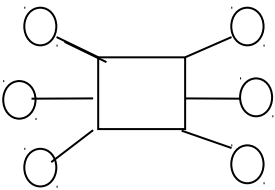
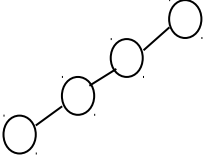
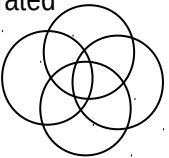
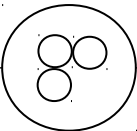


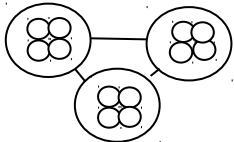
A networked methodology creates multiple dimensions and directions of focus. Like brainstorming, it provides various ideas and ways of discovering

The networked methodology is totally student centered. The methodology proposes that the learner knows their topic and can self-direct their focus on the necessary resources both within and across subject areas. Networkes are created between the learner and various information systems, subject matter experts, and other who have an interest, experience or knowledge of the topic of theme.

Table 1. Level of integration (Forgaty, R.J. 1994)

Name	Description	Advantages	Disadvantages
Fragmented 	Separate and distinct disciplines	Clear and discrete view of a discipline	Connections are not made clear for students; less transfer of learning
Connected 	Topics within a discipline are connected	Key concepts are connected, leading to the review, reconceptualization	Disciplines are not related; content focus remains within the

		and assimilation of ideas within discipline	discipline
<p>Nested</p> 	Social, thinking and content skills	Give attention to several areas at once, leading to enriched and enhanced learning	Student may be confused and lose sight of the main concept of the activity or lesson
<p>Shared</p> 	Similar ideas are thought in concert, although subjects are separate	Facilitates transfer of learning across content areas	Requires ongoing collaboration and flexibility, as lectures have less autonomy in sequencing curricula
<p>Webbed</p> 	Team planning and/or teaching that involves two disciplines focuses on shared concepts, skills or attitudes	Shared instructional experiences; with two lecturers on a team it is less difficult to collaborate	Requires time, flexibility, commitment and compromise
<p>Webbed</p> 	Thematic teaching, using a theme as a base for instruction in many disciplines	Motivating for students, helps students see connections between ideas	Theme must be carefully and thoughtfully selected to be meaningful, with relevant and rigorous content
<p>Threaded</p> 	Thinking skills, social skills, multiple intelligences, and study skills are "threaded" throughout the disciplines	Students learn how they are learning, facilitating future transfer of learning	Disciplines remain separate
<p>Integrated</p> 	Priorities that overlap multiple disciplines are examined for common skills, concepts, and attitudes.	Encourages students to see interconnectedness and interrelationships among disciplines, students are motivated as they see these connections	Requires interdepartmental teams with common planning and teaching time
<p>Immersed</p> 	Learner integrates by viewing all learning through the perspective	Integration takes place within the learner	May narrow the focus of the learner

○	of one area of interest		
<p>Networked</p> 	Learner directs the integration process through selection of a network of experts and resources	Pro-active, with learner stimulated by new information, skills or concepts	Learner can be spread too thin, efforts become ineffective

Interdisciplinary within a single subject

Some subjects in the first three semester have two or three different disciplines within a single subject. One of the subjects is CFT 1063 Asas Multimedia dan Teknologi Web (basic multimedia and web technology) which have three area of study: how to use software programme, web design (art,) and *humaniora* subjects.

“How to” course

In CFT 1063, how to use software computer is the main objective of the course; however, student in university need more than just only “how to” course. Actually students can practice their independent learning by reading tutorial, youtube, and 24 hours self thought book. CFT 1063 has main reference books is *Multimedia: Making at Work*, The book explains a lot about terminology and concentrated in computer, software programme and little discussion to integrate with *humaniora* subjects.

Humaniora subjects or environment issues

Although in CFT 1063 has not mentioned about *humaniora* subject ((Kamus besar bahasa Indonesia <http://pusatbahasa.kemdiknas.go.id/kbbi/> consist of theology, philosophy, arts, literature, history, culture, language, psychology, law), but students will have assignments with relate to *humaniora* or environment issues as a theme. The assignment is to make CD interactive which has a theme. The theme can be developed from all source of informations, books, internet, magazine, television programme, tv cable etc. Consequently, students need to comprehend non computer books as a content for their cd interactive.

Web Design

Design become important part of web design. The students has to have previous knowledge about basic designs such as using typography, using color, using photo and video. Design of student works will be important during final assessment. 30% out of student 's mark will be judged by outside examiner or multimedia experts. That is possibility that design become their consideration because the outside examiner do not follow the student progress.

Students from two disciplines (heritages and creative students) took multimedia course has to master “how to” use software programme, *humaniora* or environment as a theme, and web design. I made survey to the students who took CFT 1063 Asas Multimedia dan Teknologi Web (basic multimedia and web technology). The results show that Heritage students found difficulty to study computer because 12% of heritage students knew adobe flash programmes, 76% of heritage students know only how to

use word and power point, and 12% of heritage students did not know computer before they enter UMK. Also the creative student show 9% know adobe flash and dreamweaver programmes, 13% know flash or dreamweaver, 66% know microsoft and power point and 12% did not know computer before they enter UMK.

The recommendation are as follows

1. Both students from two disciplines should learn independently about “how to” adobe flash programmes or the lecturers add tutorial courses in their first fourth weeks. Thus students have time to learn non computer materials as their project theme and to design the web.
2. The students from two disciplines can collaborate to make same project; therefore, they can be connected. So they can learn to work together since the beginning of the course. This way will reflects real life situations.
3. During tutorial, the lecturers have time to brainstorm the theme of the project because the “how to” learn software computer have to finish at the first month of the teachings process.
4. The lectures from art and heritage should prepare material and found commonality between two subjects.
5. Sharing theme, the lecturers should use heritage as the theme and students from both department can collaborate to finish on the assignments.

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