

Interdisciplinarity as a Regular Pedagogical Practice in the Classrooms

Authors : Catarina Maria Neto Da Cruz, Ana Maria Reis D'Azevedo Breda

Abstract : The world is changing and, consequently, the young people need more sophisticated tools and skills to lead with the world's complexity. The Organisation for Economic Co-operation and Development Learning Framework 2030 suggests an interdisciplinary knowledge as a principle for the future of education systems. In the curricular document Portuguese about the profile of students leaving compulsory education, the critical thinking and creative thinking are pointed out as skills to be developed, which imply the interconnection of different knowledge, applying it in different contexts and learning areas. Unlike primary school teachers, teachers specialized in a specific area lead to more difficulties in the implementation of interdisciplinary approaches in the classrooms and, despite the effort, the interdisciplinarity is not a common practice in schools. Statement like "Mathematics is everywhere" is unquestionable, however, many math teachers show difficulties in presenting such evidence in their classes. Mathematical modelling and problems in real contexts are promising in the development of interdisciplinary pedagogical practices and in Portugal there is a continuous training offer to contribute to the development of teachers in terms of their pedagogical approaches. But when teachers find themselves in the classroom, without a support, do they feel able to implement interdisciplinary practices? In this communication we will try to approach this issue through a case study involving a group of Mathematics teachers, who attended a training aimed at stimulating interdisciplinary practices in real contexts, namely related to the COVID-19 pandemic.

Keywords : education, mathematics, teacher training, interdisciplinarity

Conference Title : ICELS 2024 : International Conference on Education and Learning Sciences

Conference Location : Miami, United States

Conference Dates : March 11-12, 2024