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INTEGRATION CURRICULUM AND SOLUTIONS FOR SUCCESSFUL IMPLEMENTATION IN HIGHER EDUCATION

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Background

Increasing extension of knowledge and specialization science on the one hand and irresponsibility of subject-oriented fields to social, cultural and educational problems in society raised on the other hand is not solved except with coordination and integration of science. Progresses which have occurred in various fields of science around the world also show the necessity of exchanging and applying information between them.

Of course, the role of higher education in the development of knowledge, efflorescence of youth talent, growing the creativity, critical thinking, skills in organizing affairs, decision-making and problem-solving; is completely obvious. In order to help youth to connect educational environment experiences with their daily life and use them out of the university environment, curriculum needs to be integrative.

As Hoddinott and Wuetherick (2005-2006) in their paper express that integration curriculum providing an enhanced learning experience and ensuring that students graduate not only with a comprehensive understanding of one or more disciplines, but also with an appropriate set of attributes to prepare them for work and life. In other words, we see the contradiction in a subject-oriented curriculum in higher educational systems. As expertise and new branches of knowledge are added every day, innovations and developments are expanded and the needs of the labor market are changed, these progresses do not represent any solution to the young educated people problems as the society members such as employment, education and social issues.

The research base on the effectiveness of integrated curriculum for student achievements -like increase students motivation, elicit higher order thinking, build strong interpersonal skills- is expanding. A significant body of theory and research supports the integrated curriculum design. Curriculum theorists (e.g. Jacobs,1989- Beans,1990- Vars, 1997, Nikitina,2005- Hammer,2006- yeung,2007- Wei,2009,...) advocate integrated curriculum models because they show it's important role for increase students thinking and understanding. Other scholars and researchers (e.g. Daniels & Hyde, 1998 - Duevel, 1999- Moore,2005-Evers & Wolstenholme, 2007- ...) detailed practical examples of it. Dark (1998) presents numerous findings from both quantitative and qualitative studies that substantiate the effects of it. Nikitina (2005) in the research represents a type of integration curriculum advantages in Pennsylvania, Swarthmore and San Francisco Universities. The focus of Evers & Wolstenholme's paper (2007) is the curriculum development process that led to the intentional integration of knowledge, skills, and values in any course in the University of Guelph-Humber.

Apparently, researches and strong theoretical bases validate the use of integration curriculum.

Research Questions

- What's the necessity and placement of integration curriculum in higher educational system?
- How we can increase prosperity of higher education by implication of integration curriculum?
- How we can implicate integration curriculum correctly with high quality?

Methods

This study has been done by using descriptive-analytical method in order to describe, compare and analyze the information and other studies to provide necessary solutions and suggestions for successful implementation of integration curriculum, and thus help to solve different society and youth problems that occurred due to separate subject-oriented approach.

Frame

This paper has been performed by using descriptive-analytical method to provide efficient solutions for successful implementation of integrative curriculum, and thus help to solve society and youth problems related to traditional curriculum approach e.g. subject-oriented approach. For this reason, first of all, reviewed the importance and necessity of integration curriculum and higher education, then discussed and analyzed the reasons of successful and unsuccessful experiences of its implementation in some universities in the world and finally, on the base of performed studies and analysis; suggested strategies and marginal notes for prosperous administration of integration curriculum in higher educational system.

Key words: Higher education, Integration, Integration curriculum, Integration in higher education.

Research findings

An actual integrated curriculum enables to make connections between educational experiences and real life, while the separate subject-oriented leaves students with unknown view of knowledge and science that can't reflect the way that young people afford problems in the real world outside of class and educational environment. Increasing unemployment rate, especially between educated people, lack of creativity, innovation; and totally, lack of necessary efficiency in graduates are some of the subject-oriented educational system problems.

By using integration curriculum, the false boundaries between different sciences will be removed; cohesion and unity will be created among the basic subjects and themes; creativity, initiative and critical thinking will be improved; real understanding in students will be obtained; the analysis, composition and evaluation ability will be formed, and eventually can cause developing in the various individual aspects and solving the problems that had been caused by the subject-oriented curriculum in educational system in the community.

There are diversity integration curriculum has been designed and implemented that combined courses for different levels of education in all over the world. According to this study that compare some reports show the successes and failures cases that ensuring of primarily designed and implementation of these programs. It's so important that in implementation step, must be considered all aspects of the plan. Many programs with unique and excellent design have failed because of the implement factors that hadn't been considered. Therefore, appropriate design and also observing all aspects of performance stage would assure successful implementation of integration curriculum.

One of the Problems that hindering the implementation is teachers' conception of integration curriculum. The finding indicate that teachers' conception of curriculum integration is generally confused and conservative. So the educational system must be considered the special courses and classes for teacher preparation and training.

Another important factor to have successful integration curriculum implementation is the needs of companies and society for work that must be regarded by curriculum designers in higher educational system. Because there are meaningful and relevant connections between what students are learning in the high school and university classrooms and the job skills companies are looking for in the years to come.

The other case that must be observed is students and their interests and needs which designers and executives can partner with them during design the educational plan.

Other virtual factors is use update subjects and themes in order to vail by student after graduating.

