

Summary

Integrated curriculum as a function of pedagogic competencies development

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Theoretical origins of this paper stem from the holistic pedagogy and integrative didactics that replace linear models of classroom teaching with hyperactive ones. They place three kinds of learning outcomes at the core: „to know”, „to do” and „to be”. „To know” refers to learning outcomes within individual disciplines, „to do” refers to those that connect disciplines and „to be” to those learning outcomes that exceed disciplines.

My aim here is to present, on a multidisciplinary, interdisciplinary and transdisciplinary level, ten different models/methodologies for linking and integrating teaching plans and programmes and to throw light upon their contribution to the development of pedagogic competencies.

Qualitative analysis results have shown that integrated curriculum contributes to the development of pedagogic competencies, especially of the „competency to act”, which is built and developed through integrative learning. Metacognitive and self-regulated learning is encouraged by theoretical knowledge, experiential knowledge, competency to act and „reflection in action” (during learning), as well as by „reflection on action” (after learning).

Integrated curriculum as a function of pedagogic competencies development is interactive, focused on the process and action, not only on learning outcomes. It creates a new learning culture and changes the existing school structure dividing students according to age, programme, subjects and time tables. It advocates holistic learning, teamwork and the development of own pedagogic concept that is based on competencies.

Keywords: classroom teaching, learning, integration, curriculum, competencies.