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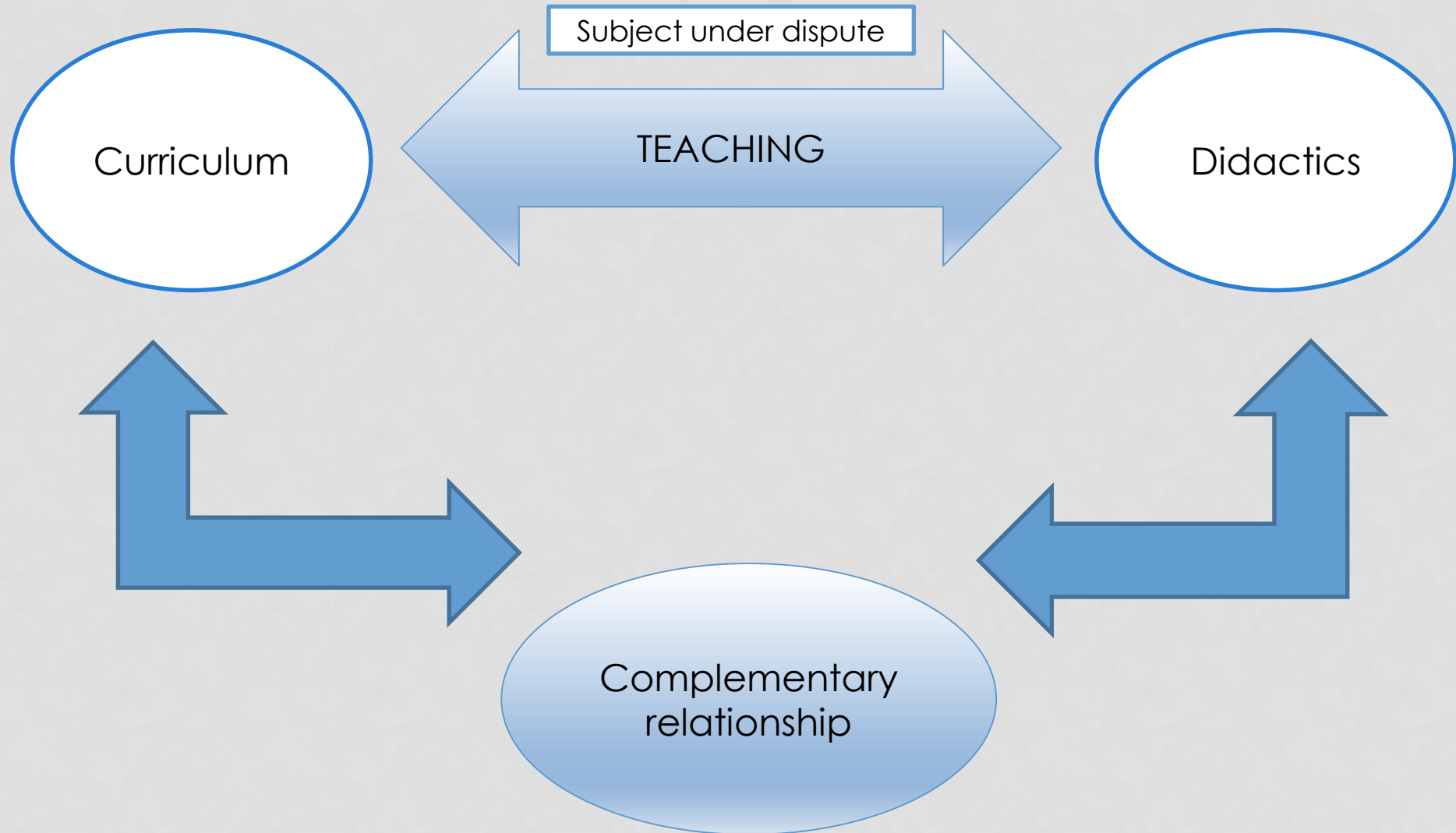
Centro de Estudios e Investigaciones  
sobre el Currículum y la Didáctica



# CURRICULUM, TEACHING AND INTERDISCIPLINE

SCHOOL OF EDUCATIONAL SCIENCES

Silvia Morelli - Camila Carlachiani –  
3rd European Conference on Curriculum Studies.  
16-17 June 2017, University of Stirling



# TEACHING, CONTENT AND TEACHER

*The missing paradigm (Shulman, 1986).*

- What happens to the teacher when teaching?
- What are the sources of knowledge used by a teacher when teaching?
- What does a teacher know about the contents taught and how this teacher continues to acquire knowledge on that subject matter?
- What is the previous knowledge possessed by a teacher regarding the content development as a didactics issue?

# TEACHING AS A COMPLEX ACTIVITY

Creating situations in which students meet with knowledge (Schulman, 1986).

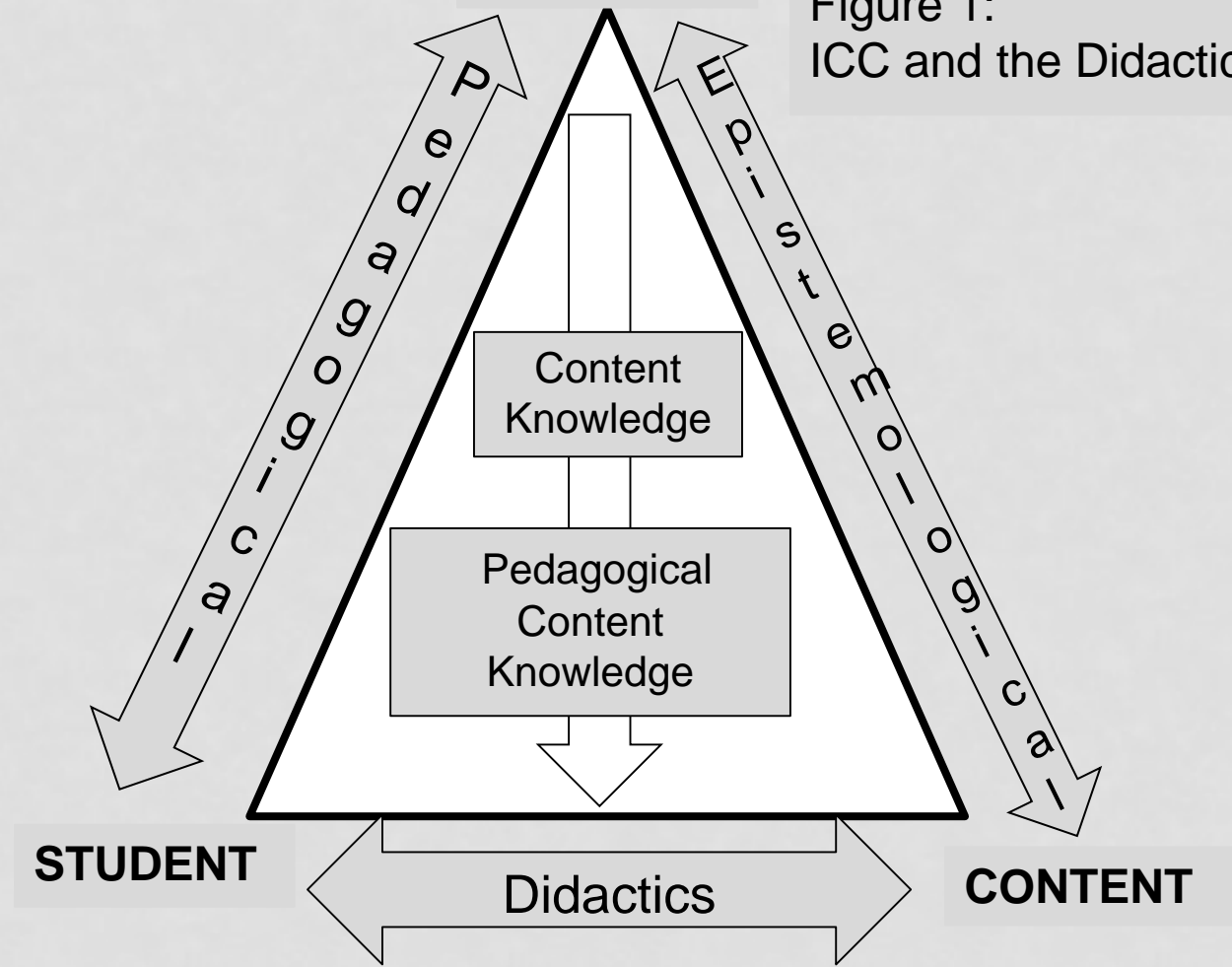
- Subject matter content knowledge.
- Pedagogical content knowledge.
- Curricular Knowledge.

# INTERDISCIPLINARY CORE CONTENT (ICC): IN RESPONSE TO *MISSING PARADIGM*

- ICC are knowledge to be taught from an interdisciplinary perspective, configured from school subjects. It is based in social and cultural issues specific to the context where the students live.
- Each issue is understood as an event (Badiou, 2015; Lazzarato, 2006). A social event is a highlighted social moment. We do not know exactly when it started but when it is recognized and noticed, it begins to be treated by its problematic nature, conflict, particularity and need to know.

**TEACHER**

Figure 1:  
ICC and the Didactic Triad



Agreements for the institutional organization of the curriculum: School and *Event*

Nutrition, Cultures, Democracy, Climate change, Universe, Technology, Health, Energy, Violent relationships, Consumption, Dengue Fever ... ..

# PROFESSIONAL ART AND REFLECTION ON TEACHING

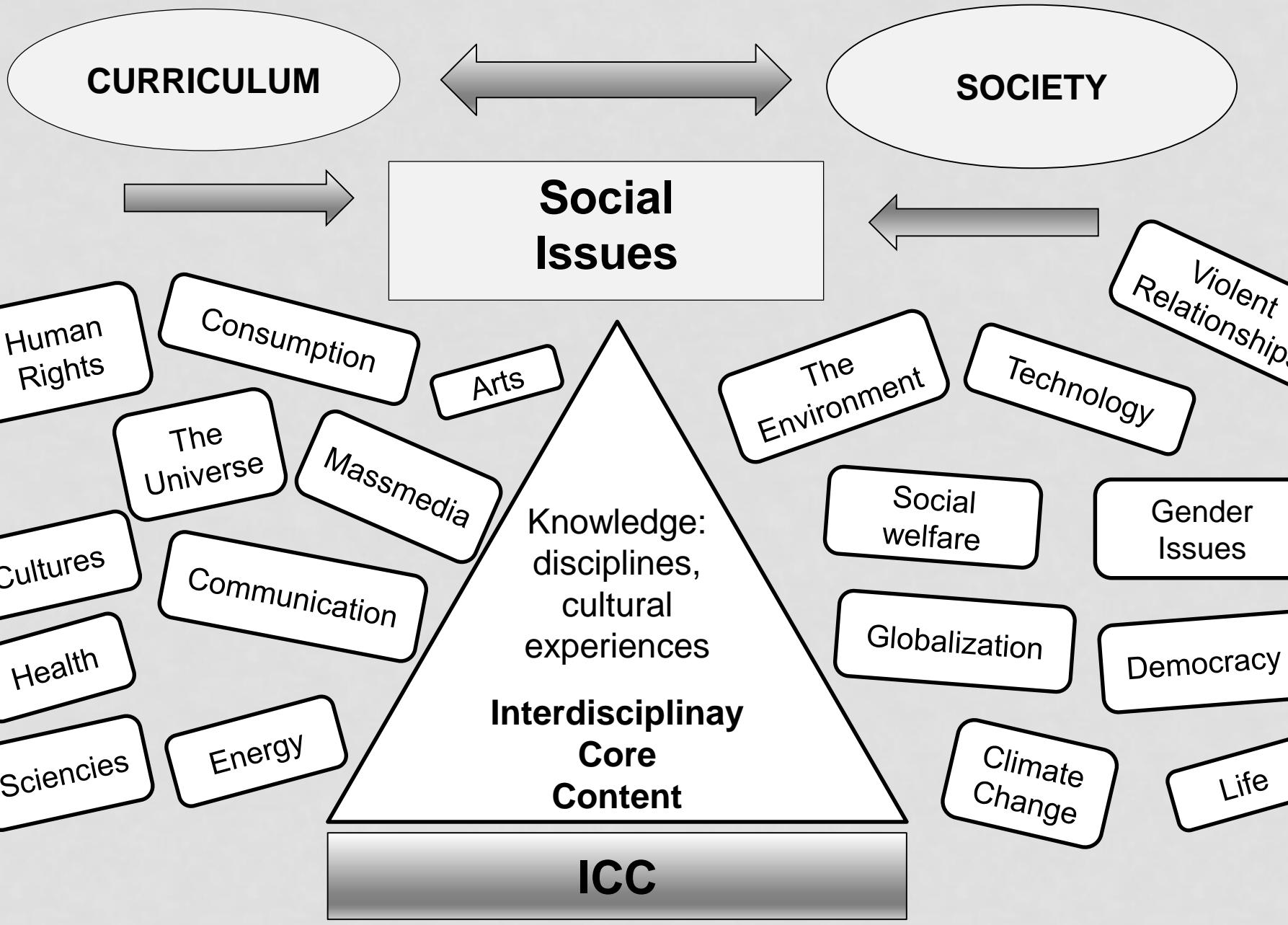
The difference between an *architect* and a *cartoonist* (Shulman, 1986).

Complexity and particularity of the *art of teaching* (Schön, 1992):

- Knowledge in action.
- Reflection in action.
- Reflection on knowledge in action and reflection in action.

# INTERDISCIPLINARY CORE CONTENT (ICC) AND *THE EVENT*

- Once noticed and attended an event, the social scene is not the same. It means that people take it as such and from that moment changed the meaning and practices regarding the problem.
- At school it means taking as a starting point the treatment of social issues that belongs to the school context that emerges, shocks, mobilizes, challenging institutional actors to do something.
- It opens unimagined possibilities of approach with a dosage of creativity and collective work because a single field of knowledge is not enough to attend their treatment.



# ICC AND THE CURRICULUM AS INSTITUTIONAL DEVELOPMENT UNIT

- The curriculum as a formative education process.
- The school institution as an education unit with its own identity.
- The teacher as a curriculum professional. (Zabalza, 2000).

# THE INSTITUTIONAL CULTURE

1. The collaborative professionalism of the teacher.
2. The leadership of the headship regarding guidance and assistance provided to teachers.
3. The proper pedagogical perspective as regards interdisciplinary work.
4. The collective construction of knowledge.
5. Technological perspectives in education.
6. Willingness to intervene in physical environments.

# CONCLUSION

The ICC proposal allows that the development of the curriculum takes place within the school, involving not only the disciplines but also the articulation environments that the curriculum permits. But the value in the interdisciplinary is boosted even more when its configuration is based on local social issues whose recognition as an event allows the school to build its identity, not only in the institutional history, but also in the curricular development. On account of the reasons stated, when referring to the micro-level we highlight the curriculum as an institutional development unit.

# APPROACHES OF ICC FROM SOCIAL ISSUES

- Violent relationships
- Consumption
- The Nutrition
- Energy
- The challenges of democracy
- Dengue fever
- Cultures, ways of inhabiting the world
- Climate change
- The universe
- Technology in the digital age
- The environment
- Healthy relationship
- Social networks
- Safe transit
- Water care
- The job
- The game
- Communication
- Pollution
- Democracy and young vote

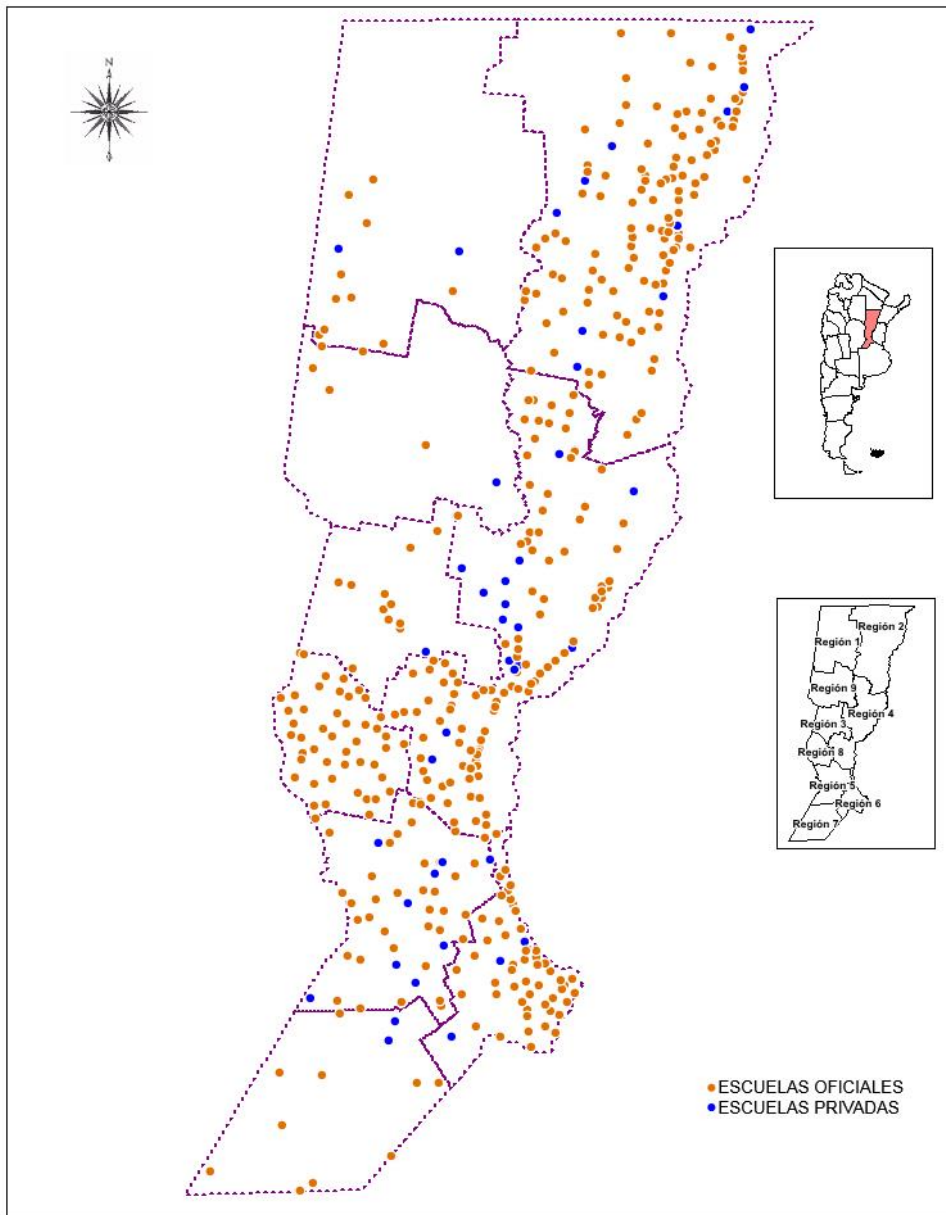
# VOLUME OF SCHOOLS

Totally Primary, Secondary and Special  
Education Schools: 2829.

Schools working with ICC: 1370.

# Provincia de SANTA FE

- Escuelas de Gestión Oficial y Privada que Trabajan con NIC -



## PUBLIC AND PRIVATE SCHOOLS WORKING WITH ICC

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