

List of topics and semester requirements

Subject: Integrative Pedagogy

Lecturer: Prof. Habil. Anikó Kálmán

| LECTURER | LEVEL | SEMESTER | YEAR |
|----------------------------|---------|----------|------|
| Prof. Dr . Kálmán Anikó | Masters | Fall | 2025 |

COURSE DESCRIPTION

This course introduces students to the theory and practice of integrative pedagogy with an emphasis on its application in diverse educational settings. It focuses on fostering meaningful and coherent learning experiences by integrating curriculum, instruction, assessment, and student development across disciplines and real-life contexts. The course emphasizes the educator's role as a facilitator of connections between theory and practice, between different fields of knowledge, and between learners' prior experiences and new challenges. The course uses a competency-based training approach to equip students with the skills, knowledge, and attitudes required to design and implement inclusive, interdisciplinary, and student-centered learning environments. Participants will engage in case studies, collaborative projects, and reflective practice to develop strategies that promote deep understanding, critical thinking, and the transfer of learning to complex, real-world situations.

Learning Outcomes

Knowledge

By the end of the course, students will be able to:

- Understand the principles, theoretical foundations, and historical development of integrative pedagogy across diverse educational settings.
- Distinguish integrative pedagogy from related approaches such as interdisciplinary teaching, holistic education, and traditional subject-based instruction.
- Identify core dimensions and models of integrative pedagogy used internationally and their applications in curriculum design and instruction.
- Analyze how integrative pedagogy supports student-centered learning, critical thinking, and real-world problem solving.
- Evaluate the role of equity, inclusion, and cultural responsiveness within integrative pedagogical frameworks.

Ability

Students will be able to:

- Apply integrative pedagogical approaches to support learners with diverse backgrounds and needs, including marginalized and underserved populations.
- Design and implement interdisciplinary learning experiences that are adaptable to various educational and community settings.
- Analyze and respond thoughtfully to real-life teaching scenarios and challenges using integrative strategies.
- Communicate effectively and empathetically with students, families, and educational stakeholders to foster collaborative learning environments.
- Reflect critically on their own practice to enhance inclusivity, engagement, and holistic student development through integrative pedagogy.

Attitude

Students will demonstrate:

- Respect for learners, colleagues, and communities, upholding confidentiality, ethical integrity, and human dignity in all professional actions.
- A strong orientation toward learner-centered, inclusive, and culturally responsive pedagogical practices.
- Commitment to promoting social justice, equity, and holistic development within educational settings.
- Openness to continuous learning, self-reflection, and adaptation in their teaching approaches.
- Valuing collaboration and interdisciplinary cooperation to enrich learning experiences and outcomes.

Autonomy and responsibility

- ☐ He/she demonstrates independent and responsible engagement in advancing integrative pedagogical practices that promote educational equity and inclusion.
- ☐ He/she takes personal responsibility for upholding professional and ethical standards in teaching, collaboration, and learner engagement.
- ☐ He/she is personally responsible for enforcing professional and ethical principles in

his work and with his fellow workers, and for the security and privacy of his clients and research persons.

| WEEK | TOPICS | SUB-TOPICS |
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| 1. | Aim and requirements of the course | Intended learning outcomes, Evaluation, Mapping course expectations with students |
| | Introduction to Integrative Pedagogy | <input type="checkbox"/> Pedagogy <input type="checkbox"/> Integrative Pedagogy |
| | Resources: <ul style="list-style-type: none"> Armour-Thomas, E., & Gordon, E. W. (2025). <i>Principles of Dynamic Pedagogy: An Integrative Model of Curriculum, Instruction, and Assessment</i>. Routledge. Sengupta, E. (Ed.). (2023). <i>Integrative Curricula: A Multi-Dimensional Approach to Pedagogy</i>. Emerald Publishing. Blackshields, D., Cronin, J., Higgs, B., Kilcommins, S., McCarthy, M., & Ryan, A. (Eds.). (2014). <i>Integrative Learning: International Research and Practice</i>. Routledge. | |
| 2. | Historical Evolution | Traditional Pedagogy Constructivist Pedagogy Transformative Pedagogy |
| | Theories and Applications in Integrative Pedagogy | Theories in Integrative Pedagogy Major Theoretical Foundations Learning Dimensions |
| | Resources: <ul style="list-style-type: none"> Klaassen, R., De Bruin, B., De Fouw, N., Kamp, A., & Hellendoorn, H. (2020). Cognitive, Social and Emotional Aspects of Interdisciplinary Learning. In <i>Proceedings of the 16th International CDIO Conference</i> (pp. 701-713). Kincheloe, J. L. (2008). <i>Critical Pedagogy Primer</i> (2nd ed.). Peter Lang. Huber, M. T., & Hutchings, P. (2004). <i>Integrative Learning: Mapping the Terrain</i>. Carnegie Foundation. | |

WEEK TOPICS

SUB-TOPICS

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| 3. | Characteristics of Curriculum | <p>Characteristics of Curriculum</p> <p>Principles of Integrative Curriculum Development</p> <p>Models of Interdisciplinary and Cross-Curricular Design</p> <p>Types of Curriculum Development Models</p> <p>Process Of Curriculum Development</p> |
| | Pedagogical Content Knowledge (PCK) | <p>Pedagogical Content Knowledge (PCK)</p> <p>7 Ways to Develop Effective Pedagogical Content Knowledge</p> <p>Developing Pedagogical Content Knowledge</p> |
| | The Experiential Learning Styles | <p>Theoretical Frameworks Supporting Integrative Pedagogy</p> <p>The Experiential Learning Styles</p> |
| | <p>Resources:</p> <ul style="list-style-type: none"> • Beane, J. A. (1997). <i>Curriculum Integration: Designing the Core of Democratic Education</i>. Teachers College Press. • Drake, S. M. (2012). <i>Creating Standards-Based Integrated Curriculum: Aligning Curriculum, Content, Assessment, and Instruction</i> (3rd ed.). Corwin. • Fogarty, R. (1991). <i>The Mindful School: How to Integrate the Curricula</i>. IRI/Skylight Publishing • Kolb, D. A. (1984). <i>Experiential learning: Experience as the source of learning and development</i>. Prentice Hall. • Jacobs, H. H. (1989). <i>Interdisciplinary Curriculum: Design and Implementation</i>. ASCD. • Tyler, R. W. (1949). <i>Basic Principles of Curriculum and Instruction</i>. University of Chicago Press. • Tynjälä, P., Heikkinen, H., & Kiviniemi, U. (2011). <i>Integrative Pedagogy in Practicum: Meeting the Second Order Paradox of Teacher Education</i>. In <i>A Practicum Turn in Teacher Education</i>. | |
| 4. | The Five Ts of the Action Learning Process | Five Ts |

WEEK TOPICS
SUB-TOPICS

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| | Steps in the Integrative Learning Process | Integrative Learning Process Activities Steps in the Integrative Learning Process |
| | Formative Assessment and Summative Assessment | Formative Assessment Summative Assessment |
| | UNESCO's Education of Sustainable Development (ESD) Education Management Approach | UNESCO's Whole-School Approach |
| | Resources: <ul style="list-style-type: none"> Chaisri, R. R. (2024). Integrative Learning Process to Enhance Competencies for Sustainable Development. In <i>Effective and Meaningful Student Engagement Through Service Learning</i> (pp. 165-187). IGI Global Scientific Publishing. | |
| 5. | Country case studies | Group Presentation (Discussion) of each country |
| | Title: Comparative perspectives on curriculum integration | *Group presentation of selected country cases (e.g., Finland, Singapore, USA). |
| | Resources: Godawa & Rákó (2022). Social pedagogy training in Poland and Hungary. | |
| 6. | Integrated Learning and Assessment: a blended approach | |
| | Reflection on the course | |
| | Resources: https://www.youtube.com/watch?v=E9Du43XQ6EY https://www.youtube.com/watch?v=Is1L-h20uyI | |
| 7. | Implementation of Integrative Pedagogy | Topics: <ul style="list-style-type: none"> Curriculum design and interdisciplinary frameworks |

| WEEK | TOPICS | SUB-TOPICS |
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| | | <ul style="list-style-type: none"> • Collaborative lesson planning <p>Sub-topic: Mapping learning outcomes, content, and assessments.</p> <p>Activities: Workshop on integrative curriculum mapping.</p> |
| | <p>Resources:</p> <ul style="list-style-type: none"> • Jacobs, H. H. (1989). <i>Interdisciplinary Curriculum: Design and Implementation</i>. | |
| 8. | Clinical Practice Classroom Management in Integrative Pedagogy | <p>Topics:</p> <ul style="list-style-type: none"> • Creating collaborative learning environments • Flexible classroom structures and grouping strategies <p>Sub-topic: Engagement and behavior management strategies.</p> <p>Activities: Role-play classroom scenarios.</p> <p>Or</p> <p>Peer-teaching sessions</p> <ul style="list-style-type: none"> • Micro-teaching with a focus on integration • Feedback and analysis |
| | <p>Resources:</p> <ul style="list-style-type: none"> • | |
| 9. | Assessment in Integrative Pedagogy | <p>Topics:</p> <ul style="list-style-type: none"> • Formative and summative assessments in integrated settings • Peer and self-assessment <p>Sub-topic: Reflective practice as assessment.</p> <p>Activities: Analysis of assessment case studies</p> |

| WEEK | TOPICS | SUB-TOPICS |
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| | Resources: Black, P. & Wiliam, D. (1998). Assessment and classroom learning | |
| 10. | Lifelong Learning in Integrative Pedagogy | Topics: <ul style="list-style-type: none">• Teacher as lifelong learner• Knowledge triangle (research, practice, innovation) Sub-topic: Continuous professional development. Activities: Reflective journaling. |
| | Resources: articles | |
| 11. | Presentation of Essay/Project | Peer-review of group work |
| | Presentation of personal Diaries | |
| | Resources: Presentation Slides and Essay/Project Document | |
| 12. | Presentation of Essay/Project | Peer-review of group work |
| | Presentation of personal Diaries | |
| | Resources: Presentation Slides and Essay/Project Document | |
| 13. | Presentation of Essay/Project | Peer-review of group work |
| | Presentation of personal Diaries | |
| | Resources: Presentation Slides and Essay/Project Document | |
| 14. | Final Course Reflection | Evaluation and Feedback |
| | Trends and Research Areas | Creative Methods in Pedagogy |
| | Resources: | |

SUGGESTED BIBLIOGRAPHY

Foundational Books on Integrative Pedagogy

1. **"Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses"** by L. Dee Fink. This is an indispensable guide for designing courses from an integrative perspective. Fink introduces his influential taxonomy of significant learning, which moves beyond rote knowledge to include application, integration, human dimension, and learning how to learn. It is a practical handbook for educators.
 - **Reference:** Fink, L. D. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (Revised and updated ed.). Jossey-Bass. ISBN: 978-1-118-12425-3.
2. **"Integrative Learning: International Research and Practice"** edited by Daniel Blackshields et al. This collection of essays from various international researchers offers a comprehensive overview of how integrative learning is conceptualized and applied across different disciplines and institutions. It's an excellent resource for understanding the global scope of the movement.
 - **Reference:** Blackshields, D., Cronin, J. G., Higgs, B., Kilcommmins, S., McCarthy, M., & Ryan, A. (Eds.). (2014). *Integrative Learning: International research and practice*. Routledge. ISBN: 978-0-415-71107-4.
3. **"The Integrated Curriculum: The Whole Child"** by James A. Beane. A seminal work in the field, Beane's book makes a powerful case for a curriculum organized around students' personal and social concerns rather than traditional subjects. He argues that this approach fosters a more democratic and meaningful educational experience.
 - **Reference:** Beane, J. A. (1997). *Curriculum Integration: Designing the Core of Democratic Education*. Teachers College Press. ISBN: 978-0-8077-3683-X.
4. **"Understanding by Design"** by Grant Wiggins and Jay McTighe. While not exclusively about integrative learning, the backward design model proposed in this book is fundamental to it. By starting with desired learning outcomes and then designing the curriculum to achieve them, educators can ensure that knowledge is not taught in isolation but is purposefully integrated and applied.
 - **Reference:** Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). ASCD. ISBN: 978-0-13-108785-5.

Key Articles and Applied Research

5. **"Integrative Pedagogy in Practicum"** by Päivi Tynjälä. This article introduces a core model of integrative pedagogy that combines theoretical knowledge, practical skills, and metacognitive

abilities. It's a must-read for anyone interested in how students can learn to apply theory to real-world practice.

- **Reference:** Tynjälä, P. (2008). Integrative pedagogy in practicum. In M. R. M. Leijen, J. M. S. Ruohotie-Lyhty, & H. L. T. Heikkinen (Eds.), *A Practicum Turn in Teacher Education* (pp. 91-112). Sense Publishers.
6. **"Interdisciplinary Knowledge and Research: The Case for Integrated Learning"** by William H. Newell. Newell, a leading scholar of interdisciplinary studies, provides a comprehensive argument for the intellectual rigor and necessity of integrated learning. He outlines why connecting disparate fields of knowledge is crucial for solving complex, real-world problems.
- **Reference:** Newell, W. H. (2000). Interdisciplinary knowledge and research: The case for integrated learning. In H. M. L. E. A. King, & W. B. J. M. T. W. M. T. L. W. M. T. T. T. C. C. M. L. W. M. L. M. E. A. King, *The Challenge of the New Millenium* (pp. 57-69). University of North Carolina Press.
7. **"How Learning Works: Seven Research-Based Principles for Smart Teaching"** by Susan A. Ambrose et al. This book connects cognitive science research to practical teaching principles. While not exclusively about integrative learning, its principles, such as **how students' prior knowledge and skills affect their learning**, are fundamental to designing integrated curricula that build on what students already know and can do.
- **Reference:** Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass. ISBN: 978-0-470-48410-4.

Articles on Modern Applications

8. **"Integrative Learning Process to Enhance Competencies for Sustainable Development"** by H. Na-songkhla and A. Thawinkarn. This article provides a modern example of integrative pedagogy applied to a critical global issue: sustainable development. It demonstrates how interdisciplinary, problem-based learning can be used to cultivate the skills and mindsets needed for addressing complex challenges.
- **Reference:** Na-songkhla, H., & Thawinkarn, A. (2024). Integrative Learning Process to Enhance Competencies for Sustainable Development. *Journal of Applied Learning & Teaching*, 7(1), 1-13.
9. **"The Disciplines of Education: Their Role in the Future of Education Research"** by Lee S. Shulman. In this classic article, Shulman introduced the concept of **Pedagogical Content Knowledge (PCK)**. This concept is central to integrative pedagogy as it emphasizes that effective teaching involves not just knowing the subject matter but also knowing how to teach it in a way that connects with students and helps them make connections.
- **Reference:** Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.

10. "An Integrated Approach to Language Teaching and Reading Strategies" by J. M. Brown. This article provides a practical, domain-specific example of integrative pedagogy in action. It argues that language skills (reading, writing, speaking, and listening) should not be taught in isolation but should be integrated to improve overall language proficiency and comprehension.
- **Reference:** Brown, J. M. (2007). *An Integrated Approach to Language Teaching and Reading Strategies*. Cambridge University Press. ISBN: 978-0-521-69234-8.

OTHER READINGS

1. Beane, J. A. (1997). *Curriculum Integration: Designing the Core of Democratic Education*. Teachers College Press.
2. Drake, S. M. (2012). *Creating Standards-Based Integrated Curriculum: Aligning Curriculum, Content, Assessment, and Instruction* (3rd ed.). Corwin.
3. Fogarty, R. (1991). *The Mindful School: How to Integrate the Curricula*. IRI/Skylight Publishing.
4. Jacobs, H. H. (1989). *Interdisciplinary Curriculum: Design and Implementation*. ASCD.
5. Klein, J. T. (2017). *Inter-disciplining Digital Humanities: Boundary Work in an Emerging Field*. University of Michigan Press.
6. Fraser, S. P., & Bosanquet, A. M. (2006). *The Curriculum? That's Just a Unit Outline, Isn't It?* *Studies in Higher Education*, 31(3), 269–284.
7. Newell, W. H. (2007). *Decision Making in Interdisciplinary Studies*. *Issues in Integrative Studies*, 25, 1–31.
8. Barnes, J. (2011). *Cross-Curricular Learning 3–14* (2nd ed.). SAGE Publications.
9. Klein, J. T., & Newell, W. H. (1997). *Advancing Interdisciplinary Studies*. In J. Gaff & J. Ratcliff (Eds.), *Handbook of the Undergraduate Curriculum*. Jossey-Bass.
10. Beane, J. A. (2005). *A Reason to Teach: Creating Classrooms of Dignity and Hope*. Heinemann.