

Integrated/Inter disciplinary Learning

Introduction

Integration of teaching is defined as the organisation of teaching matter to interrelate or unify the subjects which are frequently taught in separate academic courses or departments . It means bridging connections between academic knowledge and practicals

Some examples of modules are :

1. **Topic -based modules** : Develop from multi-disciplinary topics e.g. UTI, DM, Tuberculosis and Hypertension
2. **Problem-based modules**: Develop from multi-disciplinary clinical problems e.g acute abdomen, headache and shock
3. **Task-based modules**: derived from multidisciplinary tasks e.g -first aid

Steps

Step 1: Core group formation

Step 2: Develop the goal of integrated programme

Step 3: Frame the specific learning objectives aligned of the goal

Step 4: Choose appropriate teaching learning methods and assessment aligned to the specific learning objectives

Step 5: Develop resources

Step 6: Conduct faculty training programmes

Step 7: Conduct student orientation programme

Step 8: Evaluate the programme

Step 9: Use evaluation findings to modify/improve the programme

A programme prepared jointly by a group of persons is less liable to error than one prepared by a single person .

The different types of integration include

1. Horizontal integration : Where preclinical, para-clinical and clinical departments integrate independently whereas in vertical integration all these departments integrate one topic
2. Topic : Some topic of common interest can be selected and horizontal/vertical integration is done
3. System : Integrated teaching is carried out for a particular body system
4. Health issues : Integration is done to discuss a common health issue

Ways of integration

1. Horizontal / Vertical
2. Through early clinical exposure (ECE)
3. Problem based learning (PBL)
4. Small group laboratory exposure

Detail stepwise process of devising a module

1. Train the staff members
2. Decide on scope of integration
3. Choose the level of integration
4. Go for both vertical and horizontal integration
5. Establish working groups and elucidate their responsibilities

Form Module Integration Committee (MIC) and Faculty Integration Committee (FIC)

The Module Coordinator(MC) would present their integrated modules to the FIC where each module should be examined thoroughly and critically, mainly emphasizing on

- a. Learning outcomes.
- b. Contents.
- c. Relationship of contents to the learning outcomes and themes.
- d. Sequencing of topics.
- e. Teaching/learning methods for each topic.
- f. Contents of each topic and their relation to the learning outcomes.
- g. Assessment method

- 6 Determine learning outcomes
- 7 Identify the content (knowledge, skills and attitude)
- 8 Prepare a comprehensive timetable
- 9. Select assessment method
- 10. Communicate with students and staff
- 11. Commit to re-evaluation and revision

Faculty Guide

Integrate/ Interdisciplinary learning

Faculty:-----

Time:-----

Time	Activity	Person	Logistics
11.15- 11.30 am	Introduction and brief review of Integrated teaching process		Powerpoint slides
11.35- 11.50 am	Different methods of Integration at each level		Powerpoint slides
11.55- 12.25pm	<p style="text-align: center;">Activity</p> Participation in development of integrated module <ul style="list-style-type: none"> • Divide all the participants into Module Integration Committee (MIC) and Faculty Integration Committee (FIC) • Ask module coordinator from MIC to present their module • Change of roles 		1.Participants from all the specialities 2. Computer 3. Flip chart and markers 4. Assessment sheets (FIC)
12.30- 01.00pm	<ul style="list-style-type: none"> • Presentation of Integrated teaching module by Module coordinator to FIC • FIC will assess the module presented by MC • Comments by FIC • Presentation of the integrated module Curriculum committee 		facilitator to write on flip chart in the sequence; Process, Role of participants Role of

	<ul style="list-style-type: none">• Discussion on the potential problems and find out the solutions		facilitator Assessment
12.20-12.30	Difference between Conventional teaching and integrated teaching Summary		