



BUILDING & ENHANCING NEW LITERACIES ACROSS THE CURRICULUM

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INTEGRATING NEW LITERACIES IN THE CURRICULUM



Learning Outcomes

- ❑ Discuss the concept of integrated curriculum
- ❑ Distinguish the different curriculum integration approaches, methods and type
- ❑ Identify lessons or course disciplines that may be appropriate for curriculum integration



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Learning Outcomes

- ❑ Draw relevant life lessons and significant values from integration of the curriculum experiences in class.
- ❑ Analyze research abstract on curriculum integration and its implications on teaching-learning process
- ❑ Make a lesson plan with thematic integration across related disciplines



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THE CONCEPT OF INTEGRATED CURRICULUM



In retrospect, the introduction of an integrated curriculum gained greatest support in the 1960s.



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Based on the essential organization of content, the design emphasizes the role of diverse entities called academic disciplines clearly defined in terms of **knowledge, skills and values.**



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Thus, an integrated curriculum...

- focuses on basic skills, content and higher-level thinking;
- encourages lifelong learning;



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Thus, an integrated curriculum...

- structures learning around themes, big ideas and meaningful concepts;
- provides connections among various curricular disciplines;



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Thus, an integrated curriculum...

- provides learners opportunities to apply skills they have learned;
- encourages active participation in relevant real-life experiences;
- captivates, motivates and challenges learners;



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Thus, an integrated curriculum...

- provides a deeper understanding of content;
- offers opportunities for more small group and industrialized instruction; &
- accommodates a variety of learning styles/theories (i.e., social learning theory, cooperative learning, intrinsic motivation, and self-efficacy) and multiple intelligences.



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APPROACHES TO INTEGRATION



The Association for Supervision and Curriculum Development (2004) presents three approaches to integration and these are **multidisciplinary, interdisciplinary** and **transdisciplinary.**



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MULTIDISCIPLINARY APPROACH



A **multidisciplinary approach** focuses primarily on different disciplines. Teachers, who employ this approach, may create standards from the disciplines within a theme. There are many different ways to create a multidisciplinary curriculum, and they tend to differ in the level of intensity of the integration effort.



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It can be recalled that the previous **Restructured Basic Education Curriculum (RBEC)** is a best depiction of a multidisciplinary approach.

The **Four disciplines (Araling Panlipunan, Values Education, MAPEH & TLE)**.



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were integrated along with a theme termed. **Makabayan as integrated subject served as a laboratory of life.** Makabayan was a learning area that stressed the development of social awareness, empathy and commitment for common good.



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Grades in these four disciplines were usually computed to comprise the general grade in **Makabayan** as a discipline. At the end of the week, the four disciplines collaborated to design a culminating activity along with the given theme that connected these four discipline areas.



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The following is the structure of Makabayan that used the multidisciplinary approach centered on a given theme.



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ARALING PANLIPUNAN

MAPEH

MAKABAYAN

TLE

VALUES EDUCATION



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When a teacher integrates subdisciplines within a subject area, he/she is practicing **intradisciplinary approach**. For example, one integrates reading, writing and oral communication in the English subject.



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Likewise, teachers often integrate Philippine history, world history, geography, economics and government in an intradisciplinary social studies program. Likewise, science integrates subdisciplines, such as earth science, biology, chemistry and physics that responds to **spiral curriculum approach**. This connection is presented in the next slide.



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EARTH SCIENCE

BIOLOGY

CHEMISTRY

PHYSICS

SCIENCE



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Through this integration, teachers expect students to understand the connections between the different subdisciplines and their relationship to the real world. In fact, this approach brings a positive impact on the achievement of students.



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In using the multidisciplinary integration approach, there is a need to organize a list of standards from various disciplines around one common theme. Likewise, come up with a list of standards from related disciplines, such as earth science, biology, chemistry and physics to focus on a common intradisciplinary science program.



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Another way of doing it is by fusing skills, knowledge and attitudes into the school curriculum or utilizing technology across the curriculum. In this way, students learn other subjects while enhancing their computer skills. Additionally, schools can utilize service-learning projects in the classroom (www.theclassroom.com).



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INTERDISCIPLINARY APPROACH



In this approach to integration, teachers organize and capsulize the curriculum around common learning across disciplines to emphasize interdisciplinary skills and concepts. The disciplines are identifiable, but they assume less importance than in the multidisciplinary approach.



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For example, in teaching Filipino as a discipline, the teacher hones students' language skills while resorting to content and topics in Araling Panlipunan. Next slide is an illustration of interdisciplinary structure.



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Skills

Filipino

Content

Araling Panlipunan

FILIPINO



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Therefore, there are times that a teacher in Filipino teams up with a teacher in Araling Panlipunan to teach a lesson in Araling Panlipunan while she teaches the needed skills in the Filipino 1 subject.



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In addition, in using the interdisciplinary integration approach, there is a need to structure the curriculum around common learning areas across disciplines.



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For example, incorporate interdisciplinary skills, such as thinking skills, problem solving and analytic skills in teaching Science, Math and English. The purpose is to learn the skills and concepts that are beyond the immediate lesson (www.theclassroom.com).



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TRANSDISCIPLINARY APPROACH



In the **transdisciplinary approach to integration**, teachers design a curriculum within student needs and concerns. Students develop life skills as they apply disciplinary and interdisciplinary skills in a real-life context. Two routes lead to transdisciplinary integration, namely: **project-based learning** and **negotiating the curriculum**.



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In using the transdisciplinary integration approach, there is a need to plan out the curriculum around student needs and concerns. **Transdisciplinary integration** is utilized through project-based learning, which involves allowing the students to present a problem.



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Project-based learning allows students to make connections among different subjects by solving social problems and answering open-ended questions. It can also be done by utilizing student questions as a basis for curriculum design. Learning how to solve problems and to ask questions enables students to apply the skills in real-life situations.



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Subject Areas

THEME AND CONCEPTS
LIFE SKILLS
REAL-WORLD CONTEXT
CAREER PROSPECTS
COMMUNITY INTEGRATION
SOCIAL PROBLEMS & DILEMMAS
LIFE EXPERIENCES
STUDENT QUESTIONS



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Knowledge is
POWER



IF YOU ARE
NOT WILLING TO
LEARN,
NO ONE CAN
HELP YOU.
IF YOU ARE
DETERMINED TO
LEARN, NO ONE
CAN STOP
YOU.

KUSHANDWIZDOM

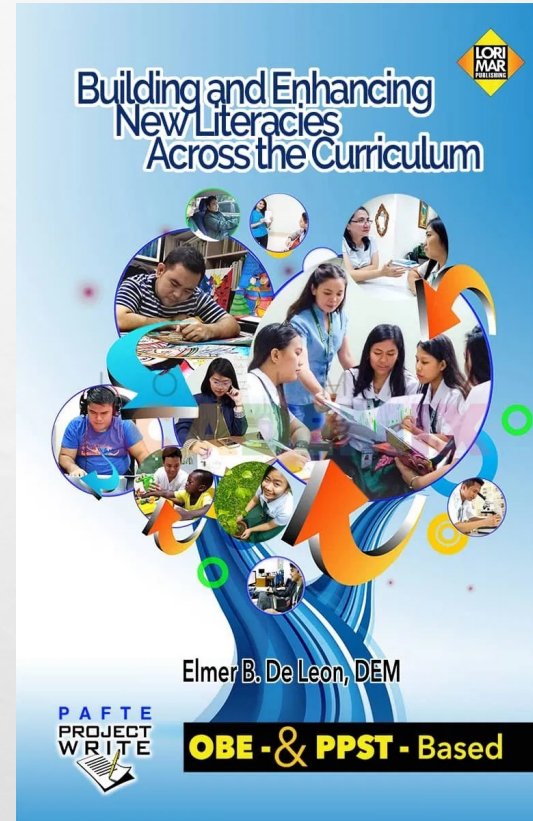
Any Questions??



New Literacies, Functional Literacies and Multiliteracy



Reference:



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