

**HUMANIZING HIGHER
EDUCATION THROUGH
INNOVATIVE APPROACHES FOR
TEACHING AND LEARNING**

Edited by Enakshi Sengupta,
Patrick Blessinger and Mandla Makhanya

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 35

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INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

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AND LEARNING VOLUME 35

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THROUGH INNOVATIVE APPROACHES
FOR TEACHING AND LEARNING**

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INVESTOR IN PEOPLE

CONTENTS

<i>List of Contributors</i>	vii
<i>Series Editors' Introduction</i>	ix

PART I PEDAGOGICAL IMPACT ON LEARNERS

Chapter 1 Introduction to Humanizing Higher Education Through Innovative Approaches for Teaching and Learning <i>Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya</i>	3
Chapter 2 The Interesting as a Pedagogical Concept: An Essay <i>Andreas Seland</i>	13
Chapter 3 Understanding Processes and Strategies for Integrating Sustainable Development in Curriculum <i>Divya Sharma</i>	27
Chapter 4 Supporting At-Risk Students in a Small Private University <i>Ellina Chernobilsky, Barbara Chesler, Henrietta Genfi, Susan Hayes and Jhoanna Oliva-Marquez</i>	43
Chapter 5 The Caring Teacher: A Philosophical Exercise in Praxis <i>Yvette P. Freter</i>	59
Chapter 6 Spinning in Higher Education: An Autoethnography of Finding Space to be Human in Academic Life <i>Jess Moriarty and Susan Diab</i>	73

PART II RE-DESIGNING LEARNING

Chapter 7 Disrupting Hierarchies and Shifting Identities in the Undergraduate Environment: Space as an Agent of Change <i>Gordon Heggie, Neil McPherson and Yvonne Harkness</i>	89
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Chapter 8 Toward Humanizing Assessment: A Call to Find Justice to Students, to Faculty, and to Data <i>Natalia Rybas and Andrea Quenette</i>	105
Chapter 9 Integrating Traditional-Religious Knowledge in Higher Education. Human Agency as Philosophical Norm <i>Patrick Giddy</i>	117
Chapter 10 Using Models of Cognitive Development to Design College Learning Experiences <i>Linden Higgins</i>	131
<i>About The Authors</i>	147
<i>Name Index</i>	153
<i>Subject Index</i>	159

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SERIES EDITORS' INTRODUCTION

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning are more effective when instructors and students are actively and meaningfully engaged in the teaching-learning process.

The main objectives of this series are to:

- (1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
- (2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
- (3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrate how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching-learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is a positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that lead to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and organizational contexts. The volumes in this series will explore a wide variety of teaching

and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

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CHAPTER 3

UNDERSTANDING PROCESSES AND STRATEGIES FOR INTEGRATING SUSTAINABLE DEVELOPMENT IN CURRICULUM

Divya Sharma

ABSTRACT

Curriculum designers have a colossal role to perform. They behold responsibility of viewing futuristic needs not only of society but also of the planet as a whole. They have taken into consideration not only intangible needs of society but also cognitive, affective, and psychomotor needs of individual learners. Curriculum as a whole tends to stress more on the cognitive development of the child more, whereas the, "affective learning ...is included infrequently in curriculum" (Sowell, 2005, p.74); thus at times affective and psychomotor domains are overlooked during curriculum transaction. Emotional development is important for the development of humane society. Combs (1982) notes that when we ignore emotional components of any subject we teach, we actually deprive students of meaningfulness. So there is a need to give importance to the development of values among the students. As microcosms of society school curriculum can play an important role in developing a humane society. This purpose can be realized to some extent by modifying the school curriculum in such a manner that values and skills that are expected for imbibing humane culture are integrated along with the content of the regular school curriculum. The process of designing school curriculum so as to integrate the sustainable development goals may include defining learning outcomes, identifying plug points for integration, ascertaining strategies for integration at cognitive, affective and psychomotor domain, devising curriculum transaction plan, implementing

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integrated curriculum, evaluating, reviewing and monitoring learning outcomes, and implementing process. It is possible to develop a climate of encouraging and safeguarding cultural heritage by developing resources to educate people. Cultural heritage and traditional knowledge can be safeguarded by supporting practitioners and transmission of skills and knowledge. Plugins can be provided in secondary education at various levels of languages, mathematics and sciences to integrate the curriculum. This text provides comprehensive process and strategies to equip curriculum designers and educators as they guide a whole generation to a bright, safe and beautiful future.

Keywords: Sustainable development; integration of curriculum; curriculum development; curriculum transaction; plug points in curriculum; innovative teaching learning strategies; humanizing higher education; process and strategies; sustainable development goals; learning outcomes

INTRODUCTION

The concept of curriculum has evolved fundamentally and radically from the traditionalist view to the progressivist view in the past years. In spite of this development, existing curriculum has failed to meet the demands posed by an increasingly complex society (Palte, 2012) and is still struggling to keep pace with the evolution of societal tendencies. Thus, there exists a consistent gap between the existing curriculum and the type of curriculum that is required. This gap raises the needs and thus gives the curriculum designers an opportunity to relook at framework. This need also develops from the fact that curriculum reflects and realizes the image of future society in which we humans wish to dwell. A possible answer to keep stride with this progression is viewing the curriculum framework within larger context that not only takes into consideration pre-defined and pre-identified knowledge and skills from various domains but also takes into consideration sustainable development goals (UN, 2019).

One of the most difficult task of curriculum designers is to set the correct priorities to identify what are the skills required in the society and which knowledge is necessary to help learner acquire the pre-identified skill.

UNDERSTANDING CURRICULUM, INTEGRATION AND SUSTAINABLE DEVELOPMENT

The notion of curriculum has evolved over a period of time. Traditionally, the curriculum was considered to be a rigid body of content that guided the classroom teaching. The concept gradually evolved from curriculum being a product or a program to curriculum as intended learning outcomes or as planned learning experiences. The concept of product or program amalgamates in it the idea of traditional concept wherein curriculum was more teacher- and teaching centered, whereas the concept of intended or planned learning outcomes envisages the needs of learner and reflects the modern concept of student-centered learning.

The concept of curriculum though might have evolved to a great extent, however, the focal point of curriculum framework at each stage of evolution remained the socio-political and economic structure of the society, its demands and future needs. This need and futuristic vision drives the curricular policies initiated by the government and designed by the curriculum designers.

The policy initiatives are driven by the vision of education reflected in national aims and objectives and also the present and futuristic needs of the society for which it is being framed. In turn, this vision and need impacts the existing framework of curriculum and provides the necessary drive for revising and updating the curriculum. Curricular issues and concerns allow for the further refinement of the curriculum and curricular framework.

During the design and development process, curriculum designers are presented with certain futuristic vision and needs that are in coherence with cognitive, affective (Engelhart, Furst, Hill, & Krathwohl, 1956) and psychomotor domains of knowledge. The task of curriculum designers is to align the needs of learners with necessary content, feelings and skills. Curriculum designers are faced with the question of selecting which content clearly defines the outcomes for predefined vision and needs. However, with the selection of content comes the evaluative task of alignment and meaningful integration. Alignment of content with skill requires visionary precision. During the alignment of the content with the learning outcomes, the curriculum designers must look in for the plug points where the affective domain can be integrated in the content (cognitive domain) and requisite skills (psychomotor domain) which can also be appropriately introduced through activities, assignments, projects, etc.

Other factors that play an important role in deciding the curricular priorities are the global concerns, aims, aspirations and projections set by the international bodies like United Nations Organisation, United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations International Children's Emergency Fund, Organisation for Economic Cooperation and Development, etc. While deciding the curricular frameworks, curriculum designers should have an understanding of the concept and need of aims with global purview. The curriculum designers here are not expected to integrate all the values, skills, etc., proposed by the various organizations, but they may select appropriate goals among the ones suggested by any of the national or international bodies. The point that they need to keep in mind while doing the selection is that the selected goals should also have enough flexibility for integration with the national goal. Further, the designers should be specifically aware of how broad curriculum is implemented at the classroom level and in identifying plug points to align broad goals with national development goals.

The concept of sustainability is the focal point of almost all the national and international organizations. A very obvious reason for it may be that nations have realized the importance of sustainable efforts for the sustenance of its humanity as a race. Bruntland Commission Report, 1987, remarked sustainable development is the "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." This concept raised global concerns and United Nations to develop sustainable development roadmap through sustainable development goals to be achieved by 2030. United

Nations Development Program (UNDP) has defined 17 goals which are mostly interlinked and revolve around the issues of poverty, universalization of access to basic services, education, innovation, environment, etc. They largely aim to impact economy, environment and social community at one go.

This chapter proposes considering the 17 sustainable goals (refer UN Document for details) proposed by UNDP as an exemplar for moderating and redefining the curriculum. The author expects that curriculum designers may develop their own ideas after going through the possible integration process.

IMPORTANCE OF INTEGRATING SUSTAINABLE DEVELOPMENT IN CURRICULUM

Assessment of existing school education curricular frameworks may reveal that tangible goals that can have a physical quantitative measure are mostly selected as the part of curriculum and they largely address the cognitive domain of the learner. Somewhere the curriculum is struggling to address the individual affective needs of the learner and the society. Curriculum designers need to pay attention toward addressing the affective and psychomotor domains while developing any type of curriculum. The gap between the cognitive (Engelhart et al., 1956, p. 200) and affective domain is starkly visible from the fact that evidences for cognition that are largely evaluated and assessed are increasing at a hug pace. They largely include fact, information and knowledge. At the same time, events and incidences (not evidence as we call it in the field of measurement and evaluation) of violence and conflict have increased manifold. The lack of ability to resolve conflict indicates intolerance and weakening of the societal system as a whole which indicates goodwill and togetherness for a common cause. Further down the line, the widely accepted value system is crumbling beneath the feet of weary societal system.

Looking at the larger purview of the aims of curriculum development and analyzing the needs of the formal education system, one would recall that “knowledge for the sake of knowledge” and knowledge for the sake of livelihood have always been on the prime. The first aim reflects that the ancient education systems have always kept the value system at the top of their framework. This primacy of concern was lost somewhere in the pursuit toward materialism and more organized evidence-based beings.

Thus, the concern raised here is that in order to sustain integration becomes imminent. This takes me back to my initial question as to what is the right knowledge to be integrated. Looking at the common need of the society as a whole, we might start from the sustainable development goals, which are raised for the global concern and have the same footing for the whole humanity.

With this background in consciousness, role of curriculum framework and that of curriculum developers and designers (to be precise) is colossal. They behold responsibility of viewing futuristic needs not only of society but also of the planet as a whole; they have taken into consideration not only the intangible needs of the society but also cognitive, affective and psychomotor needs of learner in picture.

"Thus when answering questions related to integration first there is a need to operationalize sustenance." Curriculum can be a mean but not an end to sustenance. Thus, curriculum developers should be sensitized toward the needs for sustenance or either way round those who are already sensitized should be involved in curriculum development.

An understanding of operationalization will not only talk about the meaning of sustainable development and subsequent development goals but also create a dialogue about the right forms of knowledge and content that needs to be included in the main stream and presented for integration. It will also bring to forefront an understanding that evaluation does not always need to be evidence based. Curriculum designers will need to develop signals for the learning which can behold the gestures and postures for indications of becoming an affective learner.

While penning these lines, one of the biggest concern as the author is the fear that the designers should not adopt my lines as the ones written in any Holy Book and then follow it as an ardent disciple to develop core principles for evaluating affective domain which may consider a particular gesture or a posture as an evidence or proof of acquiring a particular feeling.

Thus importance of integration lies in the fact that it should not only cater to proposing outcome-based objectives and evidence-based evaluation process but also take into consideration the gestalt view of all round development of the learner which may cater to the development of cognitive, affective and psychomotor domain alike. Plugin points should look for affective cognition along with effective cognition, i.e., they should be able to create mindful knowers. The designers should propose transaction process effective in developing critical consciousness among the learners.

PROCESS OF INTEGRATING SUSTAINABLE DEVELOPMENT GOALS IN CURRICULUM

There may not be a predefined process of integration during the curriculum development. The steps as well as their sequence may vary with the demands of the curriculum, approach of the curriculum designers, and the affective maturity and needs of the society. Some of the steps that may be necessarily assessed during the process of integration may be listed as follows:

a. Defining learning outcomes

Formulating and stating the learning outcomes in the achievable terms on the basis of the aims and objectives which predefines the curriculum. The learning outcomes should cater to the needs of cognitive, affective and psychomotor domains. During the framing of outcomes, care must be taken to avoid multiplication, duplication and ambiguity.

b. Identifying plug points for integration

The learning outcomes provide the basis for selecting the content. During the content selection, the three things that need to be kept in mind are Articulation

(A), Balance (B) and Continuity (C). This ABC of the curriculum not only forms the basis of content selections, organization and transaction but also ensures the provision of seamless learning experiences during the process of curriculum implementation. Identification of right plugin is important to make the integration effective because it will ensure amalgamation of affective and psychomotor domain with appropriate articulation, balance and continuity. This integration can be interdisciplinary, multidisciplinary and transdisciplinary to ensure holistic purview.

- c. The points that need to be kept in mind while making decisions for selecting plug points for integration may include choice for matching learning outcomes across the three domains, which may ensure not only continuity in terms of content offered but also balance in terms of types of learning experiences that are being added. The selection of plug points should be made in such a way that it ensures a smooth switchover from one domain to another. Further if required the plug point should be flexible enough for to and fro oscillation across the domains so as to enhance the smooth continuity and articulation of the teaching-learning process.

d. Ascertaining strategies for integration at cognitive, affective and psychomotor domain

One of the most difficult task poised in front of the curriculum designer is that of the selection of appropriate strategies. The reason for it is that during this selection process they have to keep in mind not only the varying teaching style of educator but also the multiple learning style of the learner while adhering to basic curricular demands. So, mostly the strategies proposed during the curriculum designing are suggestive rather than prescriptive.

Some of the strategies that may be adopted during the process are discussed here.

- i. **Integration through educational objective** – The aims and objectives (Krathwohl et al., 1973) of an education system across the nations are generally framed for the development of an individual and society at large. There are many common points at a time carry similar perspectives with reference to the framing of the objective. Aims are written with an intention of achieving a higher intangible vision including some larger perspectives such as social development, environmental safety or economic growth. To operationalize the aims, these larger perspectives are broken down in to issues that need to be addressed or tackled. To name a few it may include sustainability, climate change, skill development, etc. These issues are then integrated with the content and are considered as the means of achieving the objectives and learning outcomes. Generally, these outcomes address cognitive domain. Several objectives across the curriculum can be framed, which can be used to achieve the outcomes of sustainable development. (This is one suggestive idea by the author, and curriculum developers may look at the specific requirements of society and needs of learner to frame other such designs.) They may include attitudes, values (care beliefs, respect), skills (communication, literacy, numeracy, social) with reference to sustainable development.

Objectives of the curriculum are the broad statements of intent out of which learning outcomes are derived. The process of converting learning objectives to outcome is of utmost importance because the vision of curriculum designer is put to reality at this point of time.

As objectives are spread horizontally as well as vertically across the curriculum, careful construction of learning outcomes will ensure that the whole gamut of experiences is selected for curriculum transaction. During the process of integration, care should be taken for the identification of outcomes that may result in the development of character (affective domain) and skills (psychomotor domain). As character building is at the top of hierarchy of affective domain of Bloom's Taxonomy, the selection of learning outcomes should be in a gradual fashion along a line of continuum. A continuum can have a vertical or a horizontal spread. Either the case may be, care should be taken to ensure that the real purpose of operationalization of learning outcomes is not lost. For ensuring this, there is a need to have a committee of curriculum designers whose members belong to diverse faculty and age group and are able to identify outcomes and content for a curriculum as a whole.

- ii. **Integration through learning experiences** – Learning experiences are the efforts put in by the curriculum implementer or the educator to transact the curriculum during teaching–learning process in the classroom. Learning experiences can be auditory, visual and kinesthetic in form and can be used individually or in cluster. It is imperative to match the learning experiences with the learning outcomes because during the classroom interaction this assimilation ensures the realization of outcomes. The selection of learning experiences may be matched to ensure continuity and progression across the curriculum. This may help in the effective realization of learning outcomes. The selection of learning experiences should be based on the content (cognitive domain) that is to be explicitly taught: the awareness (affective domain) that needs to be implicitly sensitized and the skills (psychomotor domain) that need to be overtly imparted. The point that needs to be kept in mind while shortlisting the learning experiences is that there should not be clustering of a particular type of experience. For example, a cluster of too much visuals or activity may restrict the actual comprehension of the content that needs to be addressed. Curriculum designers during the selection of content and learning experiences should also ensure that there should be an integration of experiences for the cognitive and affective domain. For example, while dealing with the concept of sustainability or climate change the educator needs to transact the concept through audio and visual media. He/she may use teaching methods like lecture, discussion, case studies, etc., during the teaching–learning process. At this point of time too much of auditory experiences may sound boring and a sort of moral lecture may not appeal to the student. An educator can successfully sensitize learner or arouse their critical consciousness if the teacher couples the auditory lecture with some visuals of environmental destruction and climate change, and supplements it with the activity related to sustainability.

- iii. **Integration through selected teaching-learning strategies** – Learning experiences which are anticipated to be used by curriculum designers during the process of curriculum transaction, when integrated with appropriate teaching-learning strategies can prove to be very effective in achieving the defined learning outcome.

Teaching-learning strategies act as a gel to integrate the content, teaching-learning aids, and the learning experiences to provide a seamless education experiences that may have the capability of making learning a delightful experience. The points to be kept in mind while selecting strategies are the amount of content that deals with cognition, affection and kinesthetic.

An instructional program focusing on cognition should look for strategies that rely more on verbal interaction supplemented with very few visual aids and kinesthetic activities (Weinstein, Ernest, & Patricia, 1988) for integrating the attitudes and values that are implied in the curriculum. For this teacher-centered direct curriculum, transaction strategies are more appropriate.

An instructional program focusing on psychomotor development and looking for skill development should look for student-centered activity-based learning strategies. The strategy selected should be able to integrate adequate amount of content in the activity while developing the technical, social and/or emotional skills that may be required and predefined in the curriculum. It is important to understand that when the instructional program for affective and psychomotor domain-based outcomes is developed there is a need to carefully pick the script. Teaching-learning strategies such as experiential learning, storytelling, value education, inquiry learning, community and service learning may be utilized for the purpose. These strategies are student centered and are generally based on concepts that relate with affective domain.

- iv. **Integration through subject-based or theme-based approach** – Integration can be done within the content of the existing subject as discipline-specific or interdisciplinary approach. This type of integration can be facilitated at the time of curriculum designing wherein the designers can develop a paper on the basis of a theme rather than on the basis of subject. The theme can then further be divided into linear and branched concepts. The selection of theme can be based on the aims and aspiration of the curriculum and themes like culture and religion, indigenous knowledge, gender and women, poverty and hunger, peace and conflict, sustainability, etc., which can be used to tackle the outcomes related to affective domain. Themes like water, energy, space, migration, ecosystem, etc., can be used to tackle outcomes related to cognitions. Curriculum designers may take the liberty to design outcomes to address the corresponding domains depending on their own ideas and needs.

These strategies are just suggestive and are listed to give the readers an idea of how they can do curriculum integration using plug points. There remains the scope of innovation in the strategies depending on the need of the curriculum.

e. Devising curriculum transaction plan

Formulation of learning outcomes, selecting and organizing content, and integrating the learning experiences require a great deal of visualization and planning. This visualization and planning is put into practice during the transaction process. Devising a curriculum transaction plan is a meticulous job wherein the designer should not only think about the content, the values and the skills to be integrated but also about the conditions that would be faced by the educator during the teaching–learning process.

The points that need to be taken care of while devising the curriculum transaction plan are availability of the infrastructure and the resources to be used as teaching aids, expertise of the educator in understanding the expectations of the curriculum designer, knowledge base of the teacher and the technical know-how of strategies and styles of integration.

The curriculum designers should take care to develop a teacher handbook that draws in the vision of curriculum as a whole along with the detailed instructional plans and information about materials and procedures that can be used by the educators. This handbook can have modules that may act as self-learning material for the educators.

f. Implementing integrated curriculum

Implementation means the actual teaching of the contents that have been on paper for the whole part of planning and development. It involves execution of the instructional plans with actual accomplishment of all the tasks that have been listed in the teacher handbook developed for the ease of understanding and implementing the curriculum.

A curriculum transaction plan can be effectively implemented by the teachers/educators only when the educators involved in the teaching–learning process are aware of its whole idea. This development of the holistic purview among the educators can be attained by orienting them about the expected outcomes of the curriculum and the means to achieve them, before they are handed over the teachers handbook and the syllabus that is to be taught. This orientation can also be used as the platform to bring different educators who would be transacting the curriculum at the same footing and also for reviewing the curriculum before it is given a final touch.

g. Evaluating, reviewing and monitoring learning outcomes and implementing process

Evaluation and review is one of the most important part of any curriculum development process. The evaluation and review exercise can be performed in two phases – formative phase, i.e., during the development of the whole curriculum and module; and the summative phase, i.e., after the development process is complete and during the implementation of the curriculum.

An exercise of this sort before the implementation of the curriculum, i.e., during the formative phase, can help in removing many discrepancies and can also bring to forefront what might not have been foreseen by the designers. Summative evaluation and review helps in bringing to the forefront the difficulties faced at ground level and they are more in terms of teacher competency, infrastructure, and vague guidelines for curriculum implementation.

Whatever the case may be, it is imperative to assess as to what extent the planning is successful (can be assessed by marking the number of changes that were made in the module during the teaching–learning process or by marking the number of deviations from original module that was written). The level of achievement of learning outcomes can also be assessed by the evaluation procedure that is defined in the curriculum. This assessment is helpful in continuous monitoring of the curriculum that is being implemented and can be helpful in improving the level of outcomes.

ILLUSTRATIVE EXAMPLE – CULTURAL HERITAGE AND SCIENCE

Preservation of Cultural Heritage is one of the prime objectives of UNESCO. It is possible to develop a climate of encouraging and safeguarding cultural heritage by developing resources to educate people. The efforts can have more chance of success if they are initiated at an earlier stage. For this there is a need to introduce academic integration and interventions for encouraging and safeguarding cultural heritage such as nature reserves, national parks, museums, historic houses and gardens, festivals and fairs, etc. Fig. 1 shows the different areas wherein cultural heritage may be integrated for early intervention.

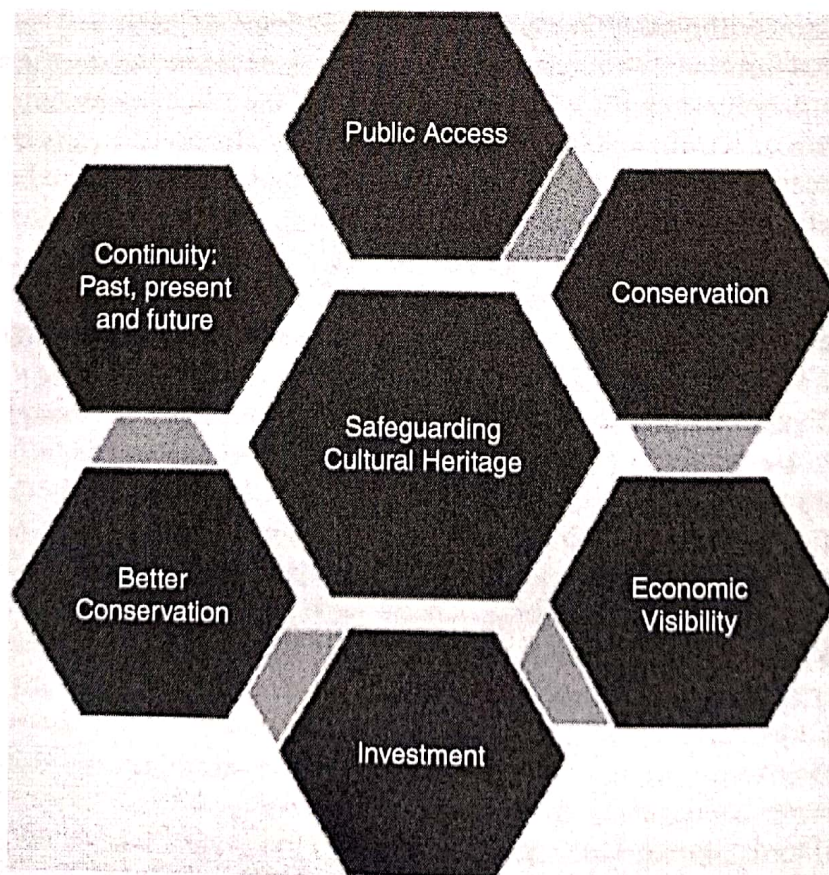


Fig. 1. Safeguarding Cultural Heritage.

Cultural heritage is a synchronized relationship involving society (i.e., systems of interactions connecting people), norms and values (i.e., ideas, for instance, belief systems that attribute relative importance). Cultural heritage is understood in two forms – tangible and intangible. Symbols, technologies and objects are tangible evidence of underlying norms and values and are responsible for establishing symbiotic relationship between tangible and intangible. Intangible heritage should be regarded as the larger framework within which tangible heritage takes on shape and significance.

UNESCO has listed number of intangible and tangible cultural heritage elements in its list. The reflections on importance of safeguarding cultural heritage lead us to the development of comprehensive approach for promoting and appreciating intangible heritage as a source of cultural identity, creativity and diversity. Intangible heritage includes customs and oral traditions, music, languages, poetry, dance, festivities, religious ceremonies as well as systems of healing, traditional knowledge systems and skills connected with the material aspects of culture, such as tools and the habitat.

STRATEGIES FOR SAFEGUARDING INTANGIBLE HERITAGE

Intangible heritage, consists of processes and practices, is fragile and vulnerable. Safeguarding intangible heritage involves collection, documentation and archiving of cultural property and protection and support of its bearers. Intangible heritage is intimately related to its creators and depends mostly on oral transmission, therefore, its significant elements relate to particular systems of knowledge and value and a specific social and cultural context. Thus safeguarding and transmission of cultural practices and traditional knowledge need following approach:

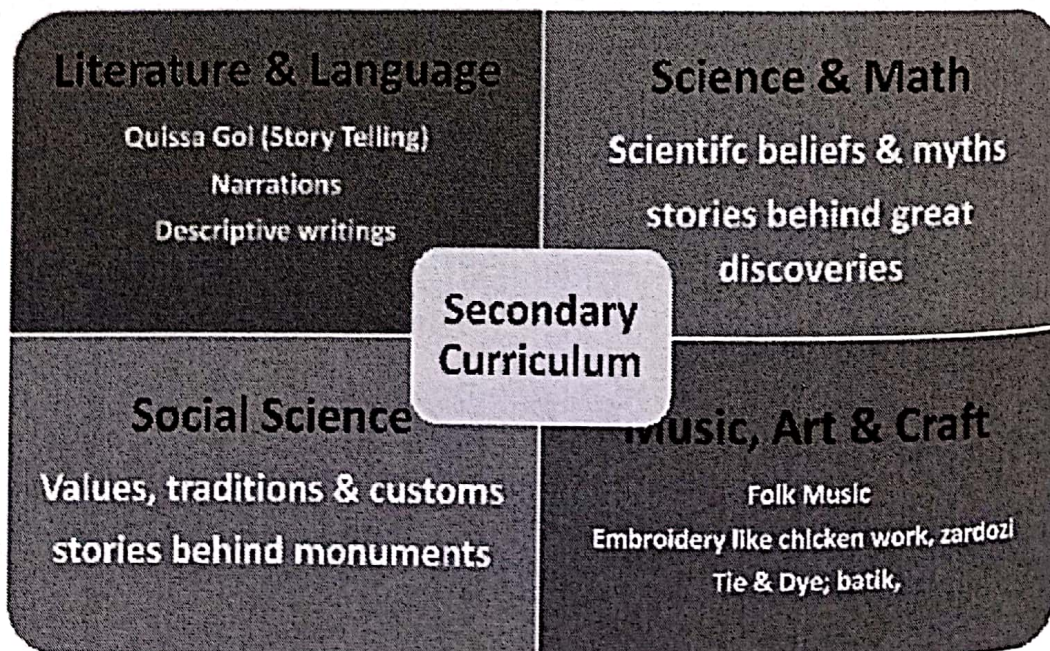
1. Translating intangible heritage into “materiality”: Safeguarding intangible heritage calls for its “translation” from oral form into some form of materiality, e.g., archives, inventories, museums and audio or film records. Although this could be regarded as “freezing” intangible heritage in the form of documents, it should be clear that this is only one aspect of safeguarding and that great thoughtfulness and care should be given to choosing the most appropriate methods and materials for the task.
2. Supporting practitioners and transmission of skills and knowledge: “Living Human Treasures” system (UNESCO, 1993) is designed to enable tradition holders to pass their know-how on to future generations. When artists, craftspeople and other “living libraries” are given official recognition and support, better care can be taken to ensure the transfer of their skills and techniques to others.

PLUGINS IN SECONDARY CURRICULUM

Plugins as discussed previously can be referred as the entry points in the existing curriculum which can be used to integrate the modules related to intangible cultural heritage for integration and interventions in secondary curriculum.

The secondary curriculum talks about intangible cultural heritage at numerous points in subjects like history, geography and even literature. Generally, text books either present text in the form of text with figures or describe the content in the form of the case study. During this explicit description the heritage simply appears to be an object, a monument, a physical features, a story or a ritual with adjectives used for describing the features or expressing emotions, etc. Most of the times the teachers are neither trained nor acquainted about the need to inform learners about these heritages. Some of the examples of plugins include:

1. **Literature and Language:** The subjects can include descriptions and narrative related to literary people, essays on the lives of poets and writers, narrations of their writings and the use of their writings to teach multiple subjects.
2. **Science and Math:** STEM subject are considered totally scientific and therefore far from emotions and intangibility. But this is not so. Science can be used to talk about misconceptions and nature of science, scientific facts, beliefs and superstitions. Maths can be taught using architectural marvels (D. Sharma, 2018) and examples from the lives of great mathematicians and stories behind their discoveries.
3. **Social Science:** Social Science is a subject that embraces the history, culture and the evolution of the mankind with reference to the societal aspects and the geographical features. This subject has lots of scope of integration of various aspects of both cognition and affection. The teacher needs to be oriented and trained in transacting the curriculum which is having integral plug points. The different topics in history describing war and peace, society and



Plugins in Secondary Curriculum for Intangible Cultural Heritage

Fig. 2. Plugin in Secondary Curriculum.

culture, art and architecture, etc., can be used as plug points for integrating the components of sustainability.

4. **Music, Art and Craft:** Music and Art have a rich traditional history of *gharanas* and style, respectively. These subjects can be taught using some innovative strategies which may utilize not only the recitation and practice of art but also the importance of each piece of art.

ACADEMIC INTERVENTIONS AND STRATEGIES

The curriculum that is devised for a secondary school graduate across the nations is comprehensive enough to imbibe the objective of amalgamating intangible cultural heritage in its aegis. The only thing that is required is the versatility of the curriculum designers in not only planning the curriculum transaction process but also orienting and training the teachers in this regard. Some of the suggested academic interventions include:

1. Training the teachers in integration process and developing training module for the same so as to form a repository of trainers.
2. Develop modules that can be used by teacher and resources for teaching-learning material in the class.
3. Develop workshops for teachers and students and ensure that they are widely implemented. These workshops should be region specific, wherein the teachers can be motivated to develop modules specific to the heritage of their own region.

FURTHER RECOMMENDATIONS

- Provisions on educational programs to strengthen appreciation and respect for the intangible heritage.
- Drawing national inventories and comprehensive registers of intangible heritage and promoting their research and documentation at national level.
- Contributing to fostering the recognition and protection of the concerned practitioners.
- Establishing more appropriate legislation and mechanisms of protection.
- Ensuring the dissemination, through education and awareness-raising of the values and significance of the intangible cultural heritage.

CONCLUSION

Curriculum designing is important for realizing the objective of developing the society and directing humanity toward the desired values and customs. It also brings to forefront the necessary knowledge that needs to be disseminated, searched and researched. Though there are several factors that affect the process

of curriculum development, the major ones being social, political, cultural and technological, the prominence of the factor is decided by the socio-political situation of the country and its societal needs. Whatever may be the case it is a high time to realize that knowledge is not all about cognitive development, it is about all round development which includes cognitive, affective and psychomotor domains.

To cater to the needs of all round development, the curriculum designers should think of integration, wherein the educators not only impart knowledge about the subject but also impact the lives of the learner by inducing value characters and life skills. The integration cannot have any set pattern or type. It may depend upon the creative visualization of the designer or the skills of the educator to integrate the knowledge into concept or disintegrate the concept into knowledge. Whatever the case may be as a curriculum designer or as an educator, one should always remember that they behold the responsibility of guiding a whole generation to a bright, safe and a beautiful future.

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