AN URGENT GLOBAL NEED OF INTRODUCING MULTIDISCIPLINARY APPROACHES IN THE HUMANITIES AT THE UNIVERSITIES

SIVAGOWRI SIVAGURUNATHAN*

*Lecturer,
English Language Teaching Centre,
University of Jaffna, Thirunelvely,
Jaffna, Sri Lanka.

ABSTRACT

In the post modern world, many problems and challenges faced by the mankind cannot be solved without the understanding of many disciplines. So a broad and advanced education is necessary to solve the diverse contemporary challenges.

Nowadays the fields of study across traditional boundaries connecting all the academic disciplines have emerged in the universities.

The objectives of this paper on “An urgent global need of introducing Multidisciplinary approaches in the Humanities at the universities” are to reveal the urgent need for multidisciplinary approaches in the Humanities at the tertiary level and to emphasize the fact that dynamic knowledge construction is the way for the social revival. A descriptive methodology is carried out in this research paper.

By introducing multidisciplinary approaches in the field of humanities, the students would be empowered, augmenting the potentiality of human resources and this paves the way for accelerating the process of social, economic and environmental development and sustainability.

The presentation by examining the compelling reasons for implementing multidisciplinary approaches in the Humanities brings out the possibilities of promoting multidisciplinary and interdisciplinary learning and teaching methods.

This paper strongly emphasizes that multidisciplinary learning and teaching process uplifts the standard of education which in turn brings radical changes in the societal context.

It finally points out the difficulties of implementing multidisciplinary approaches in the Humanities at the tertiary level and suggests some strategies for the successful implementation.

KEYWORDS: approaches, interdisciplinary, multidisciplinary, societal needs, strategies.
INTRODUCTION

In the fast-moving world of today marked by tremendous scientific and technological advancement, the fields of study across traditional boundaries have emerged. The curricular concept of connecting academic subject areas has got significant attention in recent years. Nowadays various approaches and methods such as interdisciplinary, multidisciplinary, transdisciplinary and cross disciplinary are adopted in the teaching and learning process.

In the modern world we are dealing with many problems and challenges beyond the scope of a single discipline. So there is need for individuals to find solutions to a variety of challenges. Researches and case studies reveal that to overcome these challenges, a multidisciplinary approach is a must.

In the first instance, nature and society are complex, and our innate curiosity to understand the elements and forces within them requires examination from the perspective of multiple disciplines.

One of the burning issues in the field of higher education today is an effective pedagogic practice to enhance learning. Seminars and workshops have been conducted by educational scholars in the European and American countries to find out appropriate approaches of delivering content to undergraduate students in order to bring about the desired changes. Also, educators all over the world continuously search for quality methods and approaches of teaching Humanities at the tertiary level.

With urgent calls in recent years for colleges and universities to take up the role of educating undergraduates and to re-connect to their mission to serve the public good and social empowerment, multidisciplinary approach has emerged as a form of pedagogy especially in the field of humanities in order to improve students’ critical thinking skills, communication skills, appreciation of diversity, and understanding of social responsibility.

‘Any sustainable improvement in the human condition now requires an integrated and interactive mix of sciences, engineering, social sciences, and humanities’. (Rosalind Williams, 2007)

New knowledge and innovations increasingly emerge in the interface of different disciplines. That is, the co-operation networks between different fields of education, research and working life will have an even more significant role. This has made ‘the need for crossing the disciplinary and unit boundaries and combining the resources and know-how of different fields more topical’. (Gibbons et al., 1994)

To respond to the more complex problems present in the information communication technology society, higher education institutions are strengthening collaboration between different disciplines and lowering the boundaries between different fields of study. Crossing the boundaries between the different fields of study thus becomes essential.
OBJECTIVES OF THE PAPER

The objectives of this paper are:

1. To explain the concepts of interdisciplinary and multidisciplinary or integrated approaches in teaching and learning process

2. To Justify a rationale for introducing multidisciplinary approaches in the Humanities at the tertiary level and

3. To identify the barriers in implementing multidisciplinary approaches in the Humanities and suggest some strategies to mitigate the obstacles.

DEFINING THE CONCEPTS

In modern civilization the advancement of knowledge has taken a path of increasing specialization in different disciplines. Our world has been approached to understand by deconstructing it into smaller fragments creating the disciplines and sub disciplines in order to be able to predict and explain behaviour in nature, individuals, and society.

It is important to consider the idea of the discipline itself. Becher (1989) describes disciplines in terms of tribes with recognizable identities and particular cultural attributes. Each discipline has its professional language and literature and defends its territories (physical and intellectual) from outsiders. The discipline is different to the subject- a subject is a knowledge base, whereas a discipline is a tribe', a culture, a guild (Parker 2002)

‘Each discipline has its history and its heroic myths', through which it is produced and reproduced’ (Becher 1989)

Therefore, the concept of interdisciplinary and multidisciplinary teaching and learning process depends to a large extent upon disciplinarity itself. Effective multi and interdisciplinary teaching and research are not likely to occur without a strong disciplinary base. (Kennedy 2000: 3)

Disciplinary studies take place within the bounds of a single, currently recognized academic discipline. Appreciation is due to the artificial nature of subject boundaries and that they are dynamic. Multidisciplinary and interdisciplinary are confused and sometimes are used as synonymous. This is even more marked when cross disciplinary and transdisciplinary concepts are introduced. All of them contribute undoubtedly to knowledge generation through different approaches.

Interdisciplinary approach can be defined as ‘the conceptual and practical integration of more than one discipline to find solutions to complex a problem’ that require the participation and interaction of different disciplines and has a common object.
Interdisciplinary research refers to the integration of theories and knowledge of disciplines and this can be either multidisciplinary or interdisciplinary.

Multidisciplinary approach in teaching and learning process or research has been defined by Vedelel(1994) (cited by Perez Vazquez, 2005) as ‘research in which the researchers work in a parallel way on a certain topic’. In this kind of research, specialists from different disciplines are invited to work together as the topic assigned to each one. Different methods and approaches are applied to a common problem or theme. Four types of multidisciplinary approaches have been identified: additive, integrated, on-disciplinary and synthetic.

A multidisciplinary approach brings together several disciplines, usually two or three based around a theme, idea or concept. In this approach we juxtapose several disciplines to focus a theme or problem.

While interdisciplinary uses holistic and integral approaches and emergent innovative methods. Multidisciplinary uses reductionist methods and approaches could be integral. The distinction between multidisciplinary and interdisciplinary can be made in terms of the objectives and the level of interaction.

JUSTIFICATION FOR MULTIDISCIPLINARY APPROACHES IN THE HUMANITIES

In today’s knowledge landscape there are powerful drivers for multidisciplinary research. Multidisciplinary courses equip the Humanities students with a broad-based educational foundation, one that prepares them to use diverse but compatible educational disciplines to solve the scientific and technical challenges that increasingly cross “traditional” academic boundaries.

Answers or solutions to the existing significant problems faced by the community demand a widespread qualitative improvement in thinking and understanding. Life is multidisciplinary- a single disciplinary knowledge in Humanities cannot resolve the diverse contemporary challenges such as global warming, climate change, ecological problems, poverty, spreading harmful diseases, over population and distribution of resources, challenges in planning, administration, and public management without communication and higher problem solving skills and scientific and technological literacy. ’Employers require graduates prepared to meet multidisciplinary needs of the workplace. Resources and equipment can be shared between departments and technological change has affected the ways in which knowledge is transmitted and acquired’. (De Zure)

Multidisciplinary learning process in the humanities makes the students to gaining confidence in promoting new ideas, leading peer groups, managing project teams, and serving as advocates for others and community. Students’ exposure and deeper understandings of new problems and challenges help them to initiate, organize, and complete collaborative projects in their professional lives also.
‘Solving complex problems usually requires collaboration between many professions and integration of different disciplinary skills’. (Gibbons et al. 1994) Learning the value of interactions across disciplinary divisions and negotiating organizational territories in the academic education will enhance their communication skills through working with their peers, sharing information in their groups, and collaborating with members from other disciplines.

Dr. Graves is convinced that “It is absolutely critical that institutions re-examine their curriculum and rethink what they want to accomplish. Today, many universities have mix-and-match curriculum based on what faculties want to teach, not what students need to learn.” This may please students and professors, he says, but “it does not prepare students for the real world”. (Cited by Bruce E. Phillips)

Students crossing the borders into new domains, become more aware of the intricacies of social issues. Instead of simply learning theory and history of language, literature and Art and design students through ‘multidisciplinary approaches of bringing many disciplines together enhance their communication skills, leadership skills, community involvement, understanding of diversity, and career development’. (M. Kerrigan)

Broad education at the tertiary level is necessary to understand the impact of technological and scientific solutions in a societal context. These considerations have promoted ‘many educators also to suggest the need for a multidisciplinary teaching and learning process in the Humanities’. In 1959 the famous author and scientist, C.P. Snow presented a lecture in which he argued that the critical intellectual weakness of the later 20th century was the separation of humanities from sciences (Snow, 1963). This divide between sciences and humanities has become part of our intellectual baggage and is passed on to our students. As a result students in the humanities avoid science in order to focus on “real world” issues

Multidisciplinary teaching and learning is an approach that thoughtfully incorporates and connects key concepts and skills from many disciplines into the presentation of a single unit or discipline. Mathison and Maston (1989) observe that multidisciplinary instruction helps students connect and use information that they have learned from one discipline to address the problem at hand. Lucan (1981) argues that:

“A child sees the world as one unit and naturally asks questions which cut across artificial subject divisions. An integrated approach to learning attempts to follow the child’s natural ways of learning, viewing the world as a whole, the teacher’s role being to provide experiences and to assist the process by suggesting further lines that may be followed”.

Humanities students are motivated through multidisciplinary approaches to gain and apply knowledge, skills and strategies in multiple subject areas that allow them to construct a more integrated web of knowledge and information to handle current social issues. ‘It can be assumed therefore that multidisciplinary approach is learner-centred as it empowers students to see the connections, generalize and transfer knowledge to a variety of problem solving situations in the real world’. (Deborah Adeninhun Adeyemi, 2010)
There are compelling reasons for implementing technological education, science and practical knowledge in current issues with traditional academic knowledge in the study of Humanities. It is believed that Humanities has become increasingly irrelevant in a world dominated by modern science and technology by fragmented and incoherent curriculum without having any exposure to face common existing challenges of the world. Many researches indicate that most of the Humanities students don’t want to understand technological and technical details just beyond using computers for typing and utilizing internet facilities. Likewise they are not interested to know the scientific reasons for existing challenges or problems. They ‘rationalize the problem and give their own interpretation. Because Humanities study is not scholarly or scientific but purely political, ethical, vocational and spiritual’. (Dr Jan Oosthoek, 2007)

The goal and the aim of introducing multidisciplinary approaches in the Humanities are not intended to turn the Humanities students, into Scientists, IT experts or Mathematicians, but to ensure the broad understanding of many disciplines and to develop sufficient background knowledge in the fundamental areas such as science, technology, administration and social sciences. A Humanities graduate with technological skills, scientific knowledge and experience with real world problems can be easily transformed as a well-trained administrator or planner in his or her community which faces so many challenges. As we are part of this community, we have commitments to solve the problems faced by the community and serve the community at large.

The integration of the Humanities and social science with math, science and technology enable students to think more creatively and identify technological solution to real world problems. Facing new challenges, solving problems and answering complex questions with multiple facets is not possible by using a single-disciplinary approach. It should be answered with a new level of discourse and an integrated effective and efficient knowledge in multiple disciplines.

COLLABORATIVE LEARNING AND TEACHING PROCESS

Nowadays Humanities graduates are painfully aware of the fact that they can’t get job opportunities beyond their academic disciplines. Because in this competitive scientific technological world, employers want graduate who can able to meet the multidisciplinary needs of the present world with dynamic changes in knowledge construction, critical thinking and appreciation of diversity. In order to apply more efficient use of human resources in administration more digitized graduates are recruited in every field.

In this respect, Humanities students have the responsibilities for self-motivation and self learning of Science, Technology and social sciences in the realm of their everyday life. In the Humanities studies Science and Technology should be more humanized and integrated in order to connect it to the areas in which Humanities students are interested.

Humanities courses are viewed as inadequate in giving the needed broader base of scientific and technological knowledge for understanding diverse social problems. So
science curriculum in the Humanities can include the applications to connect contemporary social and environmental issues with a complete understanding of science and technology.

Multidisciplinary approaches in the teaching process can succeed in the Humanities when only Humanities students collaborate with interest, skills and experience. It will be achieved through interdisciplinary approaches where a unit is taught across different curricular disciplines. Humanities subjects can be viewed from different social science perspectives. In English, storytelling can be an important avenue for constructing knowledge in Science, Social Studies and Art and so on. Tomasino (1993) says that a good cultural literature and relevant social studies activities reveal peoples’ similarities and differences and develop cultural literacy. Furthermore, Knowles and Smith, (2001) see the value of integration in the teaching of literature in language as below:

“More and more emphasis has been placed on the power of literature to integrate curriculum, linking disciplines through literature provides a richer, more meaningful understanding of subject matter ... Linking disciplines with literature can facilitate collaborative learning as well as help students become independent problem solvers”. (cited by Deborah Adeninhun Adeyemi, 2010)

By using inter and multidisciplinary approaches in the teaching and learning process, Humanities studies not only enclose philosophy, psychology, cultural history but also administrative studies, science and technological education aiming to promote education to the younger generation, leaders of tomorrow who can make radical changes in the socio-economic, cultural, scientific and technological order.

The application of multidisciplinary approach allows the lecturer/teacher to combine a variety of methods, techniques and technological devices in humanities. In fact, it is believed that multidisciplinary teaching gets the whole university, lecturers, parents and the community involved as it has facilitated collaborative activities.

The multidisciplinary approach aims to cultivate a cognitive understanding of the fields of knowledge by making students recognize their responsibilities to create a viable future where they can easily meet all challenges. By implementing multidisciplinary teaching and learning approaches in the Humanities, Humanities students who need the depth and focus of disciplinary ways of knowledge for crossing intellectual boundaries realize the importance of the multidisciplinary approach and enjoy its benefits at large scale.

Students also learn collaboratively as they do group or pair projects and presentations. In fact, everyone benefits as the students see their curriculum come addresses the issues in the subjects, across disciplines, in the university as well as in the community. It is presumed that the ‘greater the level of integration desired, the higher the level of collaboration required in multidisciplinary approaches’.

Working collectively has given greater strategic insights and understanding the roles of peers and challenges from outside world which provide greater variety of learning experience and improved attitudes and work habits. Students should be able to get the
importance of working together to solve common problems and get the exposure to professional strategies of modern development administration, business and industry.

This approach gives not only to the students but also to the teachers a greater flexibility in working together with diverse experiences and knowledge to use multiple approaches and skills for addressing problems and solving them.

The multidisciplinary curricular design in the Humanities studies seeks to help students learn and appreciate the relevancy of how Science and Technology are tied together in their everyday life and how these disciplines can be built on to the Humanities.

The multidisciplinary approach in the graduate programme enables students to break down the barriers and boundaries about professionals and to face common challenges and issues of community development in order to work in an integrated manner with strong strategic insights.

This approach not only recognizes and values the roles of learners and teachers but also the involvement of other stakeholders in the educational process. To heighten the sense of collaboration needed in integrated teaching methods, Hennings (2000) says that teachers today are unleashing the power of communication by introducing learning strategies that rely on social interaction, dialogue and collaboration. She states further:

“In teaching language for instance, one needs to look at aspects of language such as speaking, reading, writing and listening. Again in teaching a composition topic such as, ‘Advertising’ will use music, art, technology, psychology etc. to teach effectively.” (Hennings, 2000).

From the above point of view, it is appropriate to teaching of the languages - English and French and literature at the tertiary level which may encourage critical awareness of related concepts across the curriculum such as the environment, administration, human rights, moral and emotional development of family and individual, and community life in ways that touch on personal and social experiences. It also makes sense to assume that such integration of disciplines to the teaching of language can help to develop morals and value judgments. ‘Students can, at the same time have the added advantage of increasing their knowledge of vocabulary of the disciplines while working on related topics in the different subject areas’. (Deborah Adeninhun Adeyemi, 2010)

Students can able to see and connect several subjects and disciplines which enable them to explore the relationship between fields of knowledge. In multidisciplinary teaching where the collaboration is the ideal, teachers from various disciplines come to work together using team planning for instructions and effective team work which is the key factor for the success of this approach.

**BARRIERS IN IMPLEMENTING MULTIDISCIPLINARY APPROACHES**
Multidisciplinary approaches enable learners to ask questions which cut across artificial subject divisions and see the whole exercise from a ‘holistic’ angle. In this way, though the subjects are utilized in teaching and ultimately make connections between and among different disciplines toward a better understanding of humans and their interaction with their total environment, there are conceptual, methodological, administrative and institutional barriers in the implementation of the multidisciplinary approaches in the Humanities at the tertiary level.

There are conceptual or ideological barriers which stand in the way of the implementation of this approach in higher education. Because Humanities students believe that other disciplines such as math, science and technology are more non-humanised; they just apply equations without giving any room for own thinking.

Many researches and case studies reveal that most of the Humanities students don’t want to study science, social science, technology and math thinking that these subjects are dull and uninteresting; other disciplines never produce ‘ready made clear answers which according to the Humanities students are difficult to understand and apply’. (Jan Oosthoek, 2007) At the same time students are trapped in single disciplinary structure from G.C.E Advanced level which limits or completely rejects the development of multidisciplinary teaching and learning approaches in the Humanities-where students are reluctant to transfer knowledge from one discipline to another.

Most of the participants are used to traditional disciplinary boundaries from their secondary education. These artificial boundaries in school based learning exist still in the tertiary education. Humanities students believe that the aims and operations of other disciplines which associate with quantitative methodology are mechanical and intellectually alien to them. ‘All the academic disciplines have traditionally been segregated. Participants also became aware of how borders prohibit various individuals from interacting with one another’.

Students have problems of working across disciplines, working in different discipline and synthesizing different disciplines. This poses difficulties for the development of multidisciplinary thinking in multidisciplinary higher education

At the same time teachers coming from other disciplines who think of themselves as more scientific than Humanities students, often indicate the inability of the Humanities students to understand the broader dimensions of a challenge or problem because they are accustomed to soft thinking incapable of rigorous thinking.

There are curricular and institutional barriers for implementing multidisciplinary approaches in the Humanities at the tertiary level. Faculties at the university level maintain their roles as the representatives and advocates for their own separate disciplines and giving ways for specialization in a single discipline. So the multidisciplinary teaching and learning approach in the Humanities emerges as a disjoint approach.
There are many difficulties in designing an appropriate curriculum format for multidisciplinary teaching approaches in the Humanities. Faculty members have to work collectively to create, identify and develop new instructional strategies for the integration of the curriculum. Mostly administrators are against the use of multiple curricular activities crossing faculty boundaries. Nowadays we can see that even Humanities and social sciences emerge as two separate faculties and this kind of faculty structure and bifurcation also disturbs the cooperation in teaching and learning.

Sometimes, students are provided with multiple disciplinary perspectives, but are not given effective guidance in resolving the conflicts and achieving a coherent view of the subject because of the lack of trained lecturers.

Teachers also still prefer to limit themselves to their traditional subject compartments. The lack of well-trained teachers having degrees from two or more disciplines and technology centered laboratories are also major limitations for implementing multidisciplinary approaches in the developing countries.

There are difficulties in collaborating professors and teachers from various disciplines including difficulties in interpersonal communication and lack of commitment in the output of this approach.

The conceptual beliefs and institutional administrative structure put barriers in the career path of those who choose multidisciplinary projects or researches. At the same time students who follow multidisciplinary courses are unable to get scholarships because funding for students is provided by each discipline-funding body.

Teachers who get degrees from more disciplines face many difficulties to get promotion, because of the evaluators’ fear that the denial of specialization in one discipline may bring the lack of commitment. The specialization in one discipline is often emphasized as a norm for the development in the academic career path in most of the countries.

STRATEGIES TO MITIGATE THE OBSTACLES

Debates over the conceptual, methodological, institutional and broader social or political implications of views of multidisciplinary approaches in the Humanities are going on. At the same time there are heated debates taking place regarding this approach in the present academic intellectual arena.

In most of the developed countries, there are many researchers and case studies which analyze the pros and cons of implementing the multidisciplinary approach in the Humanities. These researches contribute a lot to start new courses in the Humanities by bringing various disciplines. So in developing countries, researches should be carried out in a large scale to evaluate the multidisciplinary approach in every field.
In many countries the most common form of Bachelor of Arts in Humanities is discipline bound—that is a single honours degree. By breaking the institutional barriers, faculties can introduce joint and combined studies degrees which give students more confidence and enable them to study two or more disciplines.

Many European countries have adopted a new structure in the higher education system by reducing BA degree courses to main subject. In USA, Norway, Germany and Spain, there are possibilities to complete a bachelor’s degree not only in a discipline but also in a multidisciplinary programme. And many post graduate degree programmes too add new disciplinary perspectives and provide the possibilities of inter and multidisciplinary combination with other disciplines.

Faculty discussions should seek to create curricular structures that allow deep multidisciplinary at strategic points through the undergraduate years. To do this, we need a process of experimentation modeled after the goal we are seeking. Proposals should, from the start, include the major disciplinary sets – science, engineering, humanities, and social sciences. They should be linked to current research efforts at the tertiary level that involve a wide range of approaches, and they should have significant “learning by doing” components. Above all, ‘they should approach multidisciplinarity not as a trend, not as a substitute for disciplinary education, but as an essential goal of university education: introducing students to the universe of learning’. (Rosalind Williams ,2007)

It is obvious in most of the developing countries academic institutions are largely organized in ways that promote the advancement of individual disciplines, or sub-disciplines. Policies that govern hiring, promotion, and the allocation of resources often work against multidisciplinary research. If Multi and interdisciplinary approaches are to flourish in academia, then the reward systems in academia have to recognize the different pace with which this research may proceed and the fact that it is often a team rather than individual accomplishment. There also is a need for flexible organizational structures that can operate across discipline-focused departments.

So in the developing countries, there is a need for researches to implement this approach and overcome obstacles. A new university institutional structure has to be introduced reproducing disciplinary boundaries and the combination of Humanities studies and social science should first emerge as an ideal organizational structure contributing cross-disciplinary studies.

It is clear that the traditional university curricular system does not include multidisciplinary approaches. So changes have to be made in the administrative-organizational structure of the university. In this respect the government has to play a vital role in regulating multidisciplinary curricular system from secondary education and at the same time the national universities at the faculty level must take the responsibility for putting the multidisciplinary programmes into practice by consulting educationists, researchers and curriculum designers.
Multidisciplinary methods and approaches aim towards the all round development and welfare of the students and taking into consideration their needs, problems, abilities and limitations, multidisciplinary programme for Humanities students should be planned. Towards this realization, teacher education should provide exposure to integrated instruction to students as teacher training institutions seem to lack in this area or fail to provide adequate orientation to integrated teaching.

Professional training of probationary lecturers should also incorporate multidisciplinary methods. In order to enjoy the credit of professional efficiency; senior lecturers must encourage collaborative activities within and outside the university setting. Collaboration between the schools and academia should be strengthened to provide extension lectures, seminars on research, refresher courses, exhibitions, and current trends/innovations in instructional approaches.

Training researchers who can transcend the barriers that exist between the disciplines requires innovation in teaching and learning.

To develop the pool of researchers who are best prepared for multidisciplinary courses, we need undergraduate programs that provide depth in the major discipline(s) while also enabling students to participate in interdisciplinary courses and be exposed to research experiences that transcend the discipline of their major.

Lowering the barriers to students moving between institutions and even disciplines could have great benefits for our ability to train the next generation of multi and interdisciplinary researchers. We need to recognize the benefits for students who gain training in one discipline to be able to acquire training in another – and enable it to happen.

CONCLUSION

By breaking down the autonomy among the disciplines through multidisciplinary learning, the students are able to realize an improvement in self-esteem, structured learning activities and the development in team work in addressing and solving a problem with input from a large variety of views, while the teachers/lecturers have positive thoughts about the team teaching environment and the necessity for enhancing their knowledge in different disciplines.

This is the urgent need of the present society of bringing graduates to cope the needs of their community. Multidisciplinary approach is a new way in teaching and learning process which enables to develop great collaborative working and understanding. The establishment of new level of discourse and integration of knowledge in academic studies through multidisciplinary approach is the output of the introduction of this approach in the humanities. But there are some barriers in the way of implementing this approach.

Though few strategies have been suggested to overcome the long standing conceptual, methodological, administrative and institutional barriers in implementing
multidisciplinary teaching and learning approaches in the Humanities, they won’t be achieved successfully within a short span of time. Because all of these barriers reflect not only the general psychological tendencies and socio-political dynamics but also shaped by various historical, cultural and institutional conditions. Case studies and research should be carried out at the tertiary level.

Further investigations in interdisciplinary and multidisciplinary teaching and learning are necessary. More needs to be known about how colleagues teach in multi and interdisciplinary ways in the classroom and how lecturers interact with the intellectuals outside their disciplines teaching on the same course.

Hence we can say that Multidisciplinary approaches in the Humanities at the tertiary level is vital in the present global trend. It is believed that the global world is a socially, economically, politically, culturally and linguistically diverse entity that can best be comprehended only through multidisciplinary perspective. As an innovation, it tries to rectify the divisive effects that the old traditional concept of learning as a discipline, pursued in the study of subjects, has upon the child’s concept of knowledge. ‘Multidisciplinary instruction enables learners to recognize contrasting perspectives, synthesize, think critically, and re-examine the world we take for granted’. (Davis, 1997). As mentioned already in this paper, multidisciplinary approach enables to tackle meaningful but complex issues in scientific. Therefore, multidisciplinary approaches in the Humanities at the tertiary level should be explored encouraged, and utilized in appropriate ways considering various parameters.

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