

SYMPAB - (16308) - STUDENTS JUGGLING DISCIPLINARY IDENTITIES IN AN INTERDISCIPLINARY SETTING

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Short Abstract

How does the interdisciplinary outlook develop? This work explores students using and recognizing disciplines in their interdisciplinary Nanoscience course. The data consists of recordings and transcriptions of students' group discussions throughout their lab sessions. The analysis utilizes thematic grouping and conversation analysis of the excerpts where disciplines entered the student group discussions. The course provided experiences in collaborating with students with different major subjects and ultimately, a small number of attempts at swapping between disciplinary perspectives; this was found to be particularly difficult for student groups on their own. The findings indicate that students already are apt disciplinary categorizers of one another as well as of concepts and methodologies. Findings also show a difference between students' categorizing oneself and others. The evidence of discomfort and strain between juggling a disciplinary identity and an interdisciplinary outlook show similarities to that of practicing researchers.