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Department of English

Higher Institute of Human Sciences
of Jendouba

Ministry of Higher Education
and Scientific Research

University of Jendouba

Call for papers

ISSHJ Study Day on

Fostering Multidisciplinary Education through Transfer of Learning

February 15th, 2023

A focal and enduring goal of education is to offer learning experiences that are useful beyond the limited sphere of initial learning. To ensure students' understanding and make the learning process more productive and fruitful, learners need to experience and make use of the interconnection between different subjects and disciplines of the respective curriculum. This reflects the advocacy of a multidisciplinary education which is a unique way of curriculum integration to illustrate a theme, subject or issue with the help of distinct subjects. It is a powerful method of teaching that crosses the boundaries of a discipline or curriculum in order to enrich and enhance the subject area (Roy, 2022, p. 645).

Yet, when it comes to the hierarchical educational structure, the concept of 'learning' becomes constrained by many issues such as curriculum, teaching-learning methodologies, time constraints, among many others. To this end, in today's highly innovative competitive world, boundless learning, a unique educational system that advocates a multidisciplinary approach to help students achieve their potential is crucial.

One of the main vehicles that fosters the implementation of a multidisciplinary approach to education is transfer of learning which refers to the application of knowledge and skills in one situation or course to a different one. Understanding how to make learners transfer their acquired knowledge to new situations is a significant topic both theoretically and practically. Theoretically, it touches upon basic issues related to knowledge representation, analogical reasoning and concept formation. Practically, learning without transfer of what has been learned is almost always unproductive and inefficient (Goldstone & Day, 2012, p. 149).

However, in spite of the paramount importance of the multidisciplinary approach, stakeholders are still in dilemma about its practical implementation. Henceforth, this study day calls for empirical and methodological contributions that collect new practices, methods and approaches

fostering a multidisciplinary education through appropriate transfer of learning across disciplines.

The ongoing study day welcomes contributions that approach issues related to multidisciplinary education and transfer of learning. Topics include but are not exclusively limited to:

- Transfer of learning and methodology
- The use of specified techniques for teaching with an eye towards facilitating transfer of learning
- The integration of a multidisciplinary curriculum
- Bridging experiences between literary and cultural studies courses
- Pedagogical dimensions of transfer of learning across disciplines
- The role of motivation in fostering transfer of learning
- Conceptualization of transfer of learning
- Practical implementation of a multidisciplinary approach

Abstracts should be 250 words and a short biography sent to studydayisshj2023@gmail.com no later than **January 29th, 2023.**

Notification of acceptance: **February 2nd, 2023.**

Confirmation of participation via email: **February 5th, 2023.**

The study day language is English.

Scientific Committee:

Dr. Nadia Konstantini (Study Day Chair), University of Jendouba.

Dr. Sihem Arfaoui, University of Jendouba.

Dr. Adel Hannachi , University of Jendouba.

Dr. Fedia Daas, University of Jendouba.

Dr. Nesrine Hamdani, University of Jendouba.

Dr. Aymen Boughanmi, University of Jendouba.

Dr. Sana Aribi, University of Jendouba.

Dr. Ayed Khedher, University of Jendouba.

Dr. Youcef Mezrigui , University of Jendouba.

Organizing Committee

Mr. Mohamed Anouar Barouni, University of Jendouba.

Mr. Hani Barhoumi, University of Jendouba.

Mrs. Noura Mechichi, University of Jendouba.

Mrs. Lilia Ben Mansour, University of Jendouba.

Mrs. Zahra Mouakher, University of Jendouba.

Mrs. Ines Kayel, University of Jendouba.