

Guide to interdisciplinary analysis

Based on the different analyses you developed throughout the module, you will now be guided to *recognise more explicitly the role of the disciplines and the type of interdisciplinarity* that has emerged.

The questions that will guide your analysis are structured according to *the four boundary-crossing mechanisms* you have encountered in the module. In answering, we recommend that you *focus on the specific activities you have experienced in the module* so far.

In light of the activities that you have carried out, what are, in your opinion, the **boundary objects** (questions, answers, methods, techniques, etc.) that can be identified in the module? Why?

(Identification) What disciplines can you identify in the activities you have experienced? What has been the role of each? What **tools** and **knowledge** have these disciplines provided?

(Coordination) How would you describe the relationship that has been established between the disciplines involved in the module?

- a) Are there any problems, issues, or questions in which the kind of knowledge coming from one particular discipline has been sufficient to advance? Justify your examples.

- b) On the opposite, which problems, issues, or questions have required knowledge coming from different disciplines and their interaction? What were the points that opened up a need for disciplinary interaction? Provide some examples.

Regarding the issues that have required the interaction of disciplines:

a) **(Reflection)** What changes can be observed between the role of each discipline in this interdisciplinary context and *the role traditionally assigned to them in schools or universities*?

b) **(Transformation)** What new knowledge and new interdisciplinary practices have been established thanks to the interaction between disciplines on this issue? Select an example or situation that you have experienced in the module that will help you explain this mechanism.