

Interdisciplinary Education in Norway: A Mapping of Bachelor's and Master's Programmes at UiT, UiB, and NTNU

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Summary

In this report, we have reviewed and coded interdisciplinary educational programmes at the bachelor's and master's levels at UiB, UiT, and NTNU. We present preliminary reflections on the findings and outline two proposals for how the commissioning body may further utilize the results of this mapping exercise in future analyses. A central feature of the mapping process was its iterative nature, involving close dialogue with the commissioning body to explore different approaches to assessing interdisciplinarity. As insights from this learning process are considered potentially valuable to INTED, the report also includes a meta-reflection on the process itself.

One key reflection emerging from the mapping exercise is that nearly all study programmes may, to some extent, be characterized as interdisciplinary. Consequently, the way interdisciplinarity was measured in this study was shaped by our operationalization of the mandate provided by INTED. The first proposal is that INTED use the findings from this report to examine whether significant differences exist between universities in how interdisciplinarity is understood and practiced. The purpose of such an analysis is to provide INTED with a sufficient evidence base to assess whether a more comprehensive investigation of the factors underlying any observed differences is warranted.

The second proposal concerns examining whether significant differences exist between faculties within universities in how interdisciplinarity is understood and practiced. If such differences are identified, we suggest considering a more in-depth analysis of their underlying causes. Collectively, the analyses outlined in these two proposals could provide INTED with the knowledge base necessary to guide a coherent prioritization of interdisciplinary education at Norwegian universities and to identify measures for improving and coordinating interdisciplinary education in Norway, in line with INTED's objectives and areas of activity.

Nevertheless, the most significant contribution of this report, both in scope and importance, is considered to be the mapping of interdisciplinary education itself. Through the findings of the mapping exercise, our reflections on the learning process, conceptual understandings of interdisciplinarity, and the state of interdisciplinary education in Norway, it is our hope that this report will serve as a valuable contribution to INTED's ongoing work and mandate.