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Design and Implementation of An Integrated Curriculum: A Case Study

Željko Torbica

Purdue University, the United States

Abstract

Construction Management program at Purdue University has introduced a unique educational model for its undergraduate degree. This curriculum transformation has been the most complex and unique initiative ever undertaken by the School of Construction Management Technology. It is believed that no other academic program has implemented the integration of this magnitude encompassing the entire four-year curriculum. The paper provides a “30,000-foot view” of this novel educational approach including brief discussions about: the motivation for starting the transformation; the concept of knowledge “decompartmentalization”; horizontal and vertical integration of the curriculum; foundational elements of the “new” learning environment; and some of the major challenges that have been encountered, ranging from organizational to pedagogical. The main goal is to facilitate the exchange of ideas aimed at advancing the quality of undergraduate education regardless of the field of study. It is recognized that the model in its current state may be too complicated for adoption as a “whole”, however, there are many aspects of the model that other institutions can study and potentially benefit from.

Keywords: education, construction, decompartmentalization, synchronization, undergraduate