

## **Challenges and opportunities in the implementation of multidisciplinary integrated projects in higher education: A Freirean approach**

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### **ABSTRACT**

Higher education faces challenges to adapt to current demands, and multidisciplinary integrated projects emerge as an innovative approach, promoting collaboration between different areas of knowledge. The application of the principles of Paulo Freire's pedagogy, which emphasizes critical and emancipatory education, is relevant for the effective implementation of these projects. Research will explore how to integrate these principles into educational practice and how public policies can support this integration. The qualitative approach, including interviews and document analysis, aims to identify how these practices are applied and how they contribute to the formation of critical citizens and to social transformation.

**Keywords:** Multidisciplinary integrated projects, Higher Education, Public educational policies, Paulo Freire, Critical and emancipatory education.

### **INTRODUCTION**

Higher education faces constant challenges to adapt and innovate, in order to meet the contemporary demands of society and the labor market. An innovative approach in this context is represented by multidisciplinary integrated projects, which promote the integration of different areas of knowledge, encouraging collaboration and active learning among students. Exploring this approach can provide valuable insights into its effective implementation, contributing to the improvement of educational quality.

Paulo Freire's pedagogy, widely recognized for its emphasis on critical and emancipatory education, aims to transform social reality through awareness and dialogue (Freire, 1987). Investigating the implementation of multidisciplinary integrated projects under a Freirean approach is relevant because it allows us to explore how these principles can be incorporated in a practical and effective way in higher education, promoting a more inclusive and reflective education.

In addition, public educational policies play a crucial role in defining and guiding pedagogical practices in higher education institutions. Understanding the challenges and opportunities related to the implementation of multidisciplinary integrated projects can inform the formulation of more effective policies aligned with Freirean principles, encouraging an education that values the diversity of perspectives and the collective construction of knowledge.

The training of educators is a central aspect of educational research. Investigating how multidisciplinary integrated projects can be used in teacher training can bring significant benefits to



teacher professional development. Freire's approach emphasizes praxis, that is, continuous reflection and action, essential for the formation of critical and conscious educators (Gadotti, 2000).

This research is also relevant for its potential impact on social transformation. Higher education plays a key role in the formation of conscious and engaged citizens. Multidisciplinary integrated projects, guided by Paulo Freire's principles, can contribute to an education that not only imparts technical knowledge, but also promotes social justice and active citizenship.

A Freirean Approach" lies in the possibility of innovating pedagogical practices, aligning higher education with Paulo Freire's principles, informing more effective public policies, improving the training of educators and promoting social transformation. These contributions are essential to address contemporary challenges in education and build a more just and inclusive future. In this context, the adoption of multidisciplinary integrated projects has emerged as a promising strategy to promote a more holistic and meaningful education. This article investigates how public educational policies can be developed and implemented to foster the adoption of multidisciplinary integrated projects in higher education, aligning with Paulo Freire's principles of critical and emancipatory education. The relevance of this problem lies in the need to form critical and emancipated citizens, capable of acting in a conscious and transformative way in society. The literature points out that interdisciplinarity and collaborative learning are fundamental to developing these competencies, but there are still gaps on how to effectively implement these approaches in higher education through robust public policies (Freire, 1987; Gadotti, 2000; Morin, 2000).

## **MATERIALS AND METHODS**

To conduct this research, we will adopt a qualitative exploratory approach. Semi-structured interviews will be conducted with educational managers, course coordinators, professors and students from higher education institutions that have already implemented multidisciplinary integrated projects. The interviews will be transcribed and subjected to a content analysis to identify emerging patterns and themes. In addition, we will make a documentary analysis of current educational policies, course curricula and institutional reports, seeking to understand how these guidelines are applied in practice. The methodology will follow Freire's references for content analysis.

## **RESULTS**

It is expected that the results will reveal both challenges and opportunities in the implementation of multidisciplinary integrated projects in higher education. Among the challenges, the resistance to change by some teachers, the lack of adequate resources and the need for continuing education for teachers may be highlighted. On the other hand, opportunities should include increasing student engagement, improving



the quality of learning, and promoting a more critical and emancipatory education, in accordance with Freire's principles. Preliminary data indicate that well-structured public policies can create a favorable environment for these initiatives, promoting incentives, resources, and adequate teacher training.

## **FINAL CONSIDERATIONS**

The proposed objectives will be achieved, showing that the implementation of public educational policies can, in fact, foster the adoption of multidisciplinary integrated projects in higher education, aligned with the principles of Paulo Freire. However, it will be crucial that these policies are accompanied by continuous support strategies, sufficient resources and specific teacher training to overcome the challenges identified. Thus, higher education institutions will be able to advance in the construction of a critical, emancipatory and truly transformative education.



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