

INTERDISCIPLINARY SCIENCE: A WAY TO BROADEN AND DEEPEN KNOWLEDGE IN RESEARCH AND EDUCATION

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How do we look at interdisciplinary theories and methods today and how do we welcome an interdisciplinary perspective in research? These questions are perhaps not the discussed in various research disciplines but the questions concern both research and education.

Within each discipline, we have theories and methods that we want to protect and make into "our own". We prefer that certain theories and methods belong to a particular discipline. We also keep ourselves happy within our own research area and develop it with "inherited" theories and practice what we consider to belong to "our research". However, issues emanating from interdisciplinary theories and methods provide opportunities to broaden and deepen each research area.

As an example, education and health in an inter-disciplinary approach has not received much attention. Alternatively, topics such as health and care relate primarily to the disciplines of medicine and nursing, and perhaps also psychology. However there are some people like myself who are, focused on developing new educational tools that promote health and well-being of preschoolers and children of early school age. Within my area of research it is based on images as tools of communication. Images are used in communication with children who have chronic disease and / or are in need of special measures and support in preschool and school.

Children's and young people's differences we can understand based on their individual needs and circumstances. Asking children to discuss photographs for example, allows children to express their feelings of joy, pride and opportunity to find solutions and understand their own feelings. Children are also given opportunities to learn about different relationships and the right to privacy. This strengthens their self-esteem and well-being. Talking to children about their own situation with photos as tools can prevent illness and isolation in older age (Simeonsdotter Svensson, 2013; Simeonsdotter Svensson, 2014; Simeonsdotter Svensson, Pramling Samuelsson, Hellström & Jenholt Nolbris, 2013).

Learning has been and is a key aspect in education. Within my area of research, learning is the common denominator that binds together the disciplines, pedagogy, medicine and nursing. Seeing learning in relation to health and wellbeing can provide many benefits, if the goal is to strengthen children's and young people's health and wellbeing. Interdisciplinary research generates knowledge to the research. It broadens and deepens a subject of research and knowledge. In my research, we combine education with medical, health and nursing science. We will find common issues and theoretical tools to work from (Bronfenbrenner, 1979; Säljö, 2010; Wenger, 2008; Vygotsky, 1986). I am convinced that the cross-scientist is not going to "live his own life" without contributing earnings to the education sector. Education needs to embrace research that generates high quality and developing teaching. Research-related education belongs to a modern education and is a step in assuring the quality of education and teaching.

The purpose of this paper was to arouse interest in interdisciplinary issues associated with research and education. Today it is becoming more relevant for researchers from different disciplines. This is partly because of the larger research groups having better opportunities for research grants, and that the individual researcher develops a positive attitude and a greater knowledge of other disciplines of research.

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