



THE LEARNING TABLE

A rhizomatic framework for interdisciplinary collaboration in education

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The Problem Space

Key ideas:

- disciplinary silos
- performative interdisciplinarity
- hierarchy of expertise
- methods kept proprietary

Contemporary education often promotes interdisciplinarity while maintaining strong disciplinary boundaries. Knowledge is frequently exchanged through presentation rather than collaboration, and methodologies remain confined to their originating fields. This limits lateral thinking, mutual understanding, and genuinely shared problem-solving.

Key ideas:

- horizontal exchange
- methods as tools, not territories
- shared problems
- co-production of understanding

The Learning Table proposes a shift from disciplinary display to methodological exchange. It creates a shared working space in which participants bring their own tools, theories, and modes of thinking to address common questions collaboratively, across disciplinary boundaries.

Key ideas to include:

- recurring sessions
- pilotable
- adaptable across contexts

The Learning Table is designed as a repeatable pedagogical format: a series of recurring, facilitated sessions that can be implemented as pilot programs within educational institutions, adapted to different age groups, disciplines, and local contexts.

The Table



The Learning Table as a shared methodological space

The Learning Table in Practice

- participants from different disciplines work on a shared question or problem
- each participant brings their own methods, tools, and conceptual lenses
- methods are applied across domains rather than defended within them
- understanding is co-produced through dialogue, testing, and reflection

- not show-and-tell

but genuine horizontal and rhizomatic knowledge exchange

- exploring a literary text through mathematical reasoning
- approaching an archaeological problem through phenomenological analysis
- viewing an engineering conundrum through the lens of Jungian analysis

- so what?
- why does it matter beyond the concept?
- who can use it?
- and how?

From Disciplinary Silos to Methodological Exchange

- disciplines as territories > methods are transferable tools
- expertise as position > contribution as practice
- knowledge transmission > knowledge co-production

Intended Outcomes

- collaborative problem-solving skills
- reflective practice and meta-cognition
- innovation and methodological flexibility

Implementation

- pilot programs adaptable across disciplines and age groups
- repeatable structures with low administrative overheads
- encourages cross-disciplinary networks without hierarchy

Alignment

- aligns with UN SDG 4 targets: 4.4, 4.5, 4.7, 4.C

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