

Becoming Interdisciplinary

Becoming Interdisciplinary: an Introduction to Interdisciplinary Studies - EBook The New Walford Guide to Reference Resources Hazzard's Geriatric Medicine and Gerontology, Sixth Edition Becoming Interdisciplinary Introduction to Interdisciplinary Studies Designing Interdisciplinary Education Performed Disciplines/ Collaborative Disciplines Tanya Augsburg Ray Lester Jeffrey B. Halter Tanya Augsburg Allen F. Repko Linda de Greef Courtnie N. Wolfgang

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inspired by the call to encourage self authorship in undergraduates augsburg interdisciplinary studies arizona state u provides seminal texts examples from current events advice on assembling intellectual autobiographies and portfolios discussion questions worksheets checklists and exercises in this introductory text she covers the initi

this book provides instructors and students in entry level interdisciplinary courses and thematic

programs with a comprehensive introduction to interdisciplinary studies authors allen f repko rick szostak and michelle phillips buchberger introduce students to the cognitive process that interdisciplinarians use to approach complex problems and eventually arrive at more comprehensive understandings of them students learn how to think like interdisciplinarians understand interdisciplinary processes and assess the quality of their own work changes to the fourth edition include revised content on epistemology and methods more on integrative strategies reordering of some chapters new assignment ideas and new examples which include student examples and insights from the latest scholarly works

now more than ever higher education faces the challenge of educating students to see beyond the limits of their own discipline and to come up with innovative integrated solutions to our contemporary problems designing interdisciplinary education serves as a foothold for interdisciplinary initiatives in higher education whether it be programmes minors courses or extra curricular activities it offers accessible guidance and practical advice for university teachers and curriculum leaders who aim to develop implement and sustain a successful interdisciplinary approach to their teaching at the classroom course or programme level the book s how to approach addresses several important topics such as formulating and assessing interdisciplinary learning outcomes embedding integration in the programme design the features of an interdisciplinary teacher interdisciplinary teaching in practice and didactic methods that nurture interdisciplinary understanding this handbook incorporates numerous case studies key advices and exercises from a variety of interdisciplinary programmes in diverse countries the ideas elaborated in this handbook are based on the theories and practices used at the i0nstitute for interdisciplinary studies the university of amsterdam s knowledge centre for interdisciplinary learning and teaching

abstract this doctoral study concerns itself with the challenges and potentials of engaging in interdisciplinary collaborations in higher education as a participant researcher in the study i was a member of a cohort of three graduate student teaching associates that engaged in mindful examinations of our disciplinary subjectivities and the processes of becoming interdisciplinary further the cohort explored the tensions of being disciplinary subjects and through narrative and

visual arts based practices made attempts to alleviate some of those tensions i suggest that one might engage in strong interdisciplinary work by allowing oneself to depart somewhat from codes of disciplinary identity i use the word departure meaning a different approach not to suggest an exodus from disciplinary identity or practice but acknowledge the advantages of the codes of a discipline that serve to ground one's identity and practice the theorizing of such a departure is significantly informed by both feminist theory and the work of gilles deleuze and felix guattari in order to understand the process of becoming interdisciplinary the methodology of the study includes three group interviews the sharing of individual disciplinary approaches to curriculum and participant reflections on the proceedings of the study these methods were employed to help answer the primary research question which is what are the potentials of changed disciplinary performance and identity resultant from mindful interdisciplinary collaboration using a content analysis approach i identified emergent questions through which the findings of the study were also analyzed those emergent questions are 1 what are the tensions associated with disciplinary performance in regard to student expectations of the discipline 2 how might interdisciplinary collaboration alleviate tensions or limitations embedded in a disciplinary identity 3 how does an interdisciplinary body perform i consider the affective investments the participants have in their disciplinary identities the usefulness of the discipline and the potentials for renegotiated disciplinary identity in regard to pedagogy i also call for future research in the areas of interdisciplinary transdisciplinary and post disciplinary practices that might create more vibrant learning communities

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