INTERDISCIPLINARY MODULE WORKSHOP

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BASIC CRITERIA OF AN IDM

1. The module should conclude the common curriculum:

It should synthesize and apply the training from the lower-level common curriculum modules.

It should, by default, be coded at the 2000-Level; however, it can be coded at the 3000-level as a follow up to a 2000-level IDM.

2. The module should deliberately synthesize different disciplines:

It should not just be *multi*disciplinary, where the different disciplines are coordinated with each other, but *inter*disciplinary.

It should bring together and hybridize two or more disciplines and integrate their insights into a more holistic perspective.

Create opportunities for students to practice interdisciplinary thinking (i.e. the ability to understand existing asymmetries and exploring/applying different approaches & method

BASIC CRITERIA OF AN IDM

3. **The module should deal with an identifiable subject matter that is inherently complex and opens itself to interdisciplinary treatment:**

a. The subject matter should touch upon many disciplines, where a multi-dimensional approach is necessary for a proper understanding of the issues at play.
b. The subject matter should be an identifiable phenomenon or conceptual space that allows focused discussions.
c. The subject matter can be fundamental in nature (e.g., the nature of space and time, the nature of consciousness), or historical (e.g., the 2008 Financial Crisis, the Domestication of Rubber), or a recognizable 'real world problem' (e.g., Water Security, Food Security, Climate Change, Pandemics, etc.; these are especially welcome).

BASIC CRITERIA OF AN IDM

4. The module should be rigorous but accessible:

- Any disciplinary knowledge needed (beyond what is already taught in the common curriculum) should be taught in the module itself. (The strategy is to go deep but on a 'narrow front'; introduce students to *just enough disciplinary material for the issue at hand, rather than to prepare them for disciplinary mastery.)*

BASIC CRITERIA OF AN IDM

5. The module should include intended learning outcomes beyond the knowledge relating to the subject matter. Module proposers should ensure that the pedagogies and assessments are aligned with the intended learning outcomes of an IDM: Ability to integrate knowledge across disciplines to better understand a complex issue or conceptualize solutions.

Ability to work in teams with members from different disciplinary backgrounds.
Methodological reflexivity and awareness (Good to have for level-3000 modules).

Ability to put into practice 21st century learning, literacy, and life skills (e.g., critical thinking, tolerance of ambiguity, sensitivity to bias, respect for different approaches to problem solving, etc.) (Good to have).

OTHER LOGISTICAL CONSIDERATION

a. IDMs should ideally be co-owned and co-taught between departments from different faculties, but proposals involving other types of collaborations (e.g. cross-division collaborations) will also be considered.
b. IDMs cannot have pre-requisites outside the common curriculum. Module hosts requiring common curriculum modules as pre-requisites should ensure that the requirement does not disadvantage any CHS student from taking the IDM, i.e., the IDM is accessible to all CHS students regardless of the pre-requisite imposed. For instance, if the intended pre-requisite is a specific module in the common curriculum, module hosts should include all other modules in the same basket as alternate pre-requisites where relevant, so as not to disadvantage other CHS students who did not take the specific module.
c. IDMs can become pre-requisites/gateways to interdisciplinary minors, or be counted as fulfilling major requirements (with approval)
d. IDM-owning departments need to plan for resourcing and identifying suitable tutors, etc.

WORKLOAD DISTRIBUTION FOR IDMS

- FASS is honouring that 2 module chairs for 1 IDM will each get the full workload for lecturing. 26 hours each – 52 hours in total.

- For modules with more than 2 module chairs, the 52 hours will be divided equally. For example if a modules has 3 course chair – in terms of hours, the FASS counterpart(s) can claim approx. 18 hours out of the 52 hours.

- FOS has agreed to apply the same principle as FASS – that it be redistributed equally amongst three module chairs. FoS doesn't count hours like we do. Instead, workload can be based on MCs or points. However, the underlying principle is the same. That is, if a colleague gets 4 MCs for lecturing a module, then for an IDM, the two colleagues who are teaching every week will get 4 MCs each. And if there's a 3rd colleague who joins them every week, then each person will get 8 MCs divided by 3.

THE INTER-DIVISION/CROSS DIVISION IDMS

- When FASS colleagues approach another FASS colleague to co-teach an IDM
  - Focus on the disciplines that are being integrated/blended
    - For example, if a colleague from Japanese Studies wishes to collaborate with another colleague, say from History; then the module design and assessment must clearly state the discipline-specific approaches this module is mobilizing (eg sociology and history or cultural geography and history) – we are more focused on the disciplines integrating rather than differentiating the department profiles.
    - The 2 disciplinary approaches must, however, still be humanities + social sciences.
    - As of now, the proposed IDM will still require 2 co-lecturers from separate departments who are not in the same division.

IN PARTNERSHIP WITH THE NATIONAL SCIENCE FOUNDATION, THE SCIENCE AND RESEARCH INSTITUTE AT CARLETON COLLEGE (SERC) IDENTIFIED [FOUR MAJOR COGNITIVE SKILLS](#) THAT INTERDISCIPLINARY LEARNING TEACHES STUDENTS, INCLUDING THE ABILITY TO:

- Recognize biases
- Thinking critically
- Embracing ambiguity
- Analyzing ethical concerns

A Guide for Interdisciplinary Teaching and Learning (Anna Sudderth, 2022)

EVALUATE COMPLEX INFORMATION TO ARRIVE AT THEIR OWN PERSPECTIVES

- Understand multiple viewpoints
- Evaluate conflicting perspectives
- Build structural knowledge (Allen Repko)

Declarative knowledge	Students learn how and why things work the way they do
Procedural knowledge	Students identify and understand the steps necessary to arrive at a solution
Structural knowledge	Students can combine both declarative and procedural knowledge to solve complex problems