THE SCHOLARSHIP FRAMEWORK

Guidance and Ideas on Multidisciplinary delivery

NEW WAYS OF DOING…

Staff perspectives
Multi (cross-) disciplinary delivery – focus on **staff** **('mechanistic pooling' to present same issue from different backgrounds?)**

Encourage/support for tutors to deliver on another programme including disciplines with no obvious connection? (OECD, 1972) as an indiscriminate 'Curriculum mix up'? (Heckhausen, 1972) or as temporary teams to solve new problems? (Barnett, 2000)

Development and areas of opportunity:
Commonalities considered (study skills, critical thinking, and research methods?)
Designing resources for another discipline?

Impact
Staff: breaks isolation and 'disciplinarity' and 'uselessness' of knowledge; enhances collaboration; evidence of CPD or SoTL; pedagogy tried in other fields; integration of teams.
Students: raises *awareness* of other disciplines; increases intrigue (Chettimarmab 2009).

Process can begin with any of the three perspectives

Student perspectives
Interdisciplinary delivery/activity – focus on **students** **(problems solving?) such as live briefs and industry projects.**

Further interaction between two or more disciplines (OECD 1972). Tutors deliver on another programme – agreed connections and ideas towards common problems.

Development and areas of opportunity:
Commonalities confirmed (study skills, critical thinking, research methods, and presentation skills)
Team/shared/co-teaching?

Impact
Staff: breaks isolation; enhances utility
Students: enhances work produced; raises employability? Puts knowledge into wider fields (Boyer, 1990).

NEW WAYS OF KNOWING?

Curriculum design perspectives
Interdisciplinary delivery/activity – focus on **learning** for students.

Fullest interaction/**integration** of staff and students – accumulation of knowledge to address a common goal (Kavlquist 1999). Identifiable shared modules.

Module design and assessment – students produce work from this perspective such as project work or assessment from a mixed team of experts…

Impact and outcomes
Core modules designed
Core assessments
Integrated delivery
Common resources/ staff teams across programmes

RESTRUCTURE CURRICULUM
SKILLS/EMPLOYMENT-BASED EDUCATION (opposing the pursuit of 'learning for learning's sake'?)
INTEGRATIVE LEARNING – application of learning is at highest creating "Agile learners" (HEA 2016).