

Faculty of
Transdisciplinary
Innovation 2017

Graduate Certificate in Transdisciplinary Learning in Higher Education

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Overview

The Graduate Certificate in Transdisciplinary Learning in Higher Education (GCTLHE) is a direct response to UTS's commitment to support the expansion of transdisciplinary degree programs and subject offerings across the university and in the new Faculty of Transdisciplinary Innovation. This strategic decision positions UTS at the cutting edge of teaching and learning practice, and opens up new opportunities for academics and researchers to collaborate across disciplinary boundaries.

Taking a transdisciplinary approach, GCTLHE participants learn to enact innovation in curriculum development and teaching in the context of current and new proposals for undergraduate and postgraduate transdisciplinary degree programs, subjects or professional learning opportunities.

Participants collaborate in multidisciplinary educational contexts that make powerful linkages with research and industry partnerships. With its cohort-based approach to learning in the three integrated subjects, participants are immersed in sustained transdisciplinary practices and future-oriented educational development.

This strong focus on collective learning between students, academics and industry partners shapes the distinctive nature of this program. Participants generate, develop and implement educational proposals that equip students with knowledge, skills, perspectives and strategies to address the open, complex and networked problems, challenges and opportunities in today's world. Over the course of the three subjects, participants study transdisciplinary learning in real time, design educational prototypes and test the worth of transdisciplinary practices, techniques and methods in operation.

Course Director: Dr Tanja Golja

Duration: 3 Sessions (July, Spring, Summer) in block studio mode

Course Code: C11261

Typical Study Program

The course comprises three integrated subjects. The first subject – Transdisciplinary Learning: Experiences and Models – runs in block mode (one week) during the July session. The outcomes from that subject set participants up for engaging deeply in Designing for Transdisciplinary Learning: Principles and Practices, which is taught in studio mode (as 6 days spread over Spring session) and culminates in contributing to an open UTS Seminar. Progressively building on developments from the first two subjects, Transdisciplinary Project: Development and Research runs in a 6-day block studio and online mode over the Summer session, situating the cohort's collective learning within the broader transdisciplinary field and its frontier-edge of practice.

Course Structure

The three subjects in the GCTLHE (24cp) run in block intensive mode to enable deep, sustained participation and integration into current academic practice. Online modules also support and extend the block intensive sessions.

SESSION	SUBJECT (8cp)	SUBJECT CODE
July	Transdisciplinary Learning: Experiences and Models	94659
Spring	Designing for Transdisciplinary Learning: Principles and Practices	94660
Summer	Transdisciplinary Project: Development and Research	94661

Careers

The course is designed for current UTS academics or part-time UTS teachers interested in an academic career in transdisciplinary education or looking to progress their career through transdisciplinary initiatives.

Course Fees

Domestic: \$7140

UTS full-time or fractional-time staff are exempt from paying course fees through sponsorship by the university.

Admission Requirements

Applicants must have completed a UTS recognised bachelor's degree, or an equivalent or higher qualification, or submitted other evidence of general and professional qualifications that demonstrates potential to pursue graduate studies.

In addition to the above qualification, applicants need to be full-time or fractional higher education academics at UTS, or casual higher education teachers who can provide evidence of ongoing teaching at UTS during course enrollment.

To apply for entry into the Graduate Certificate, contact Tanja.Golja@uts.edu.au

Transdisciplinary Learning: Experiences And Models

8cp, 40 hpw x 1 wk studio block

This subject immerses participants in carefully chosen transdisciplinary learning contexts. By using these contexts to cater for their diverse needs and interests in education, participants sharpen their sensitivities to the potency of transdisciplinary initiatives for learning and meaningful change. Participants engage with, model and analyse problem-oriented approaches to collective learning and developing transdisciplinary practices, where problems are open, complex, networked and dynamic. They examine creative practice, share disciplinary concepts and methods, and find ways of exploring such concepts, methods and tools in transdisciplinary learning terms. With its studio-based cohort approach, this subject places particular emphasis on understanding the nature and educational significance of transdisciplinarity.

FOCUS AREAS	• Disciplinary creative practice and methods • Views of transdisciplinarity • Conceptual models of transdisciplinarity / transdisciplinary learning • Transdisciplinary methods • Co-creation • Views of learning and collective learning frameworks • Indigenous ways of knowing • Rights and responsibilities in collaborative practice
ASSESSMENT	• Method cards & practices 30% • Experiences, models and collective learning 40% • TD case studies & proposal 30%

With its strong emphasis on a cohort-based model of collective learning, teams work together in a one-week studio block session as they shape assessment outcomes.

Designing For Transdisciplinary Learning: Principles And Practices

8cp, 7 hpw x 6wk studio block

This subject provokes participants to investigate how collective learning environments can be designed to support the development of graduate capabilities needed to work in complex transdisciplinary projects. As a cohort, participants collaborate to develop design proposals for transdisciplinary initiatives to address (educational) problems or opportunities, potentially originating in different disciplines or fields of professional practice. In that creative design process, they identify and involve stakeholders in ways that promote agency and generate new possibilities. Participants also elicit those values and principles underpinning a range of transdisciplinary initiatives and distil design parameters to guide the development of their proposals, including key transdisciplinary practices. The subject culminates with presentations of these transdisciplinary education prototypes in an open seminar to gauge wider feedback and stakeholder interest with the intention of shaping subsequent development.

FOCUS AREAS

- Design parameters and principled design
- Designing for generative learning
- Reflexivity and reflective practice
- Gauging value / elucidating criteria
- Philosophical dialogue in creative, collaborative practice
- Complex (knowledge) systems and systems thinking
- Collective experimentation
- Indigenous perspectives

ASSESSMENT

- Design challenge & pitch 40%
- Design prototype 30%
- TD seminar presentation 30%

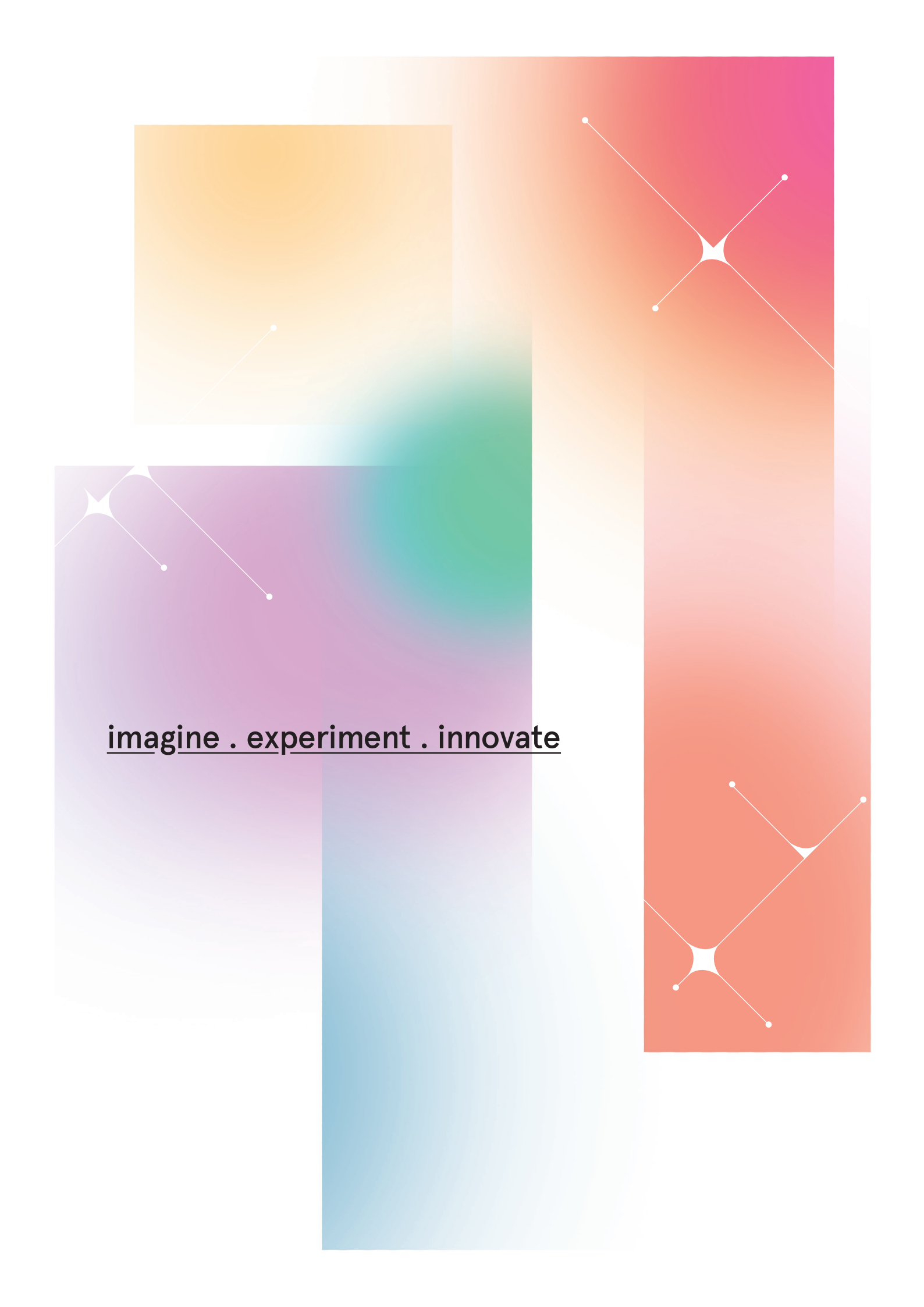
With its strong emphasis on a cohort-based model of collective learning, teams work together in 6 studio block sessions as they shape assessment outcomes.

Transdisciplinary Project: Development And Research

8cp, 7 hpw x 6wk studio block and online

In this final subject, participants collaborate in small teams and as a cohort on a selected field of study to develop and research a (small-scale) transdisciplinary initiative, building on and extending the knowledge and practices they have developed in preceding subjects in the course. They also design and produce an artefact or 'boundary object' – in some form related to transdisciplinary practice and drawing on earlier ideas – for testing in the proposed initiative. Alongside that development project, participants conduct and report on a small empirical study which trials their educational design, to examine the value that results from it, for example. They argue a case for their inquiry, explore and justify its methodology, and report their findings and implications in creative ways and to different stakeholders.

FOCUS AREAS	• Principled educational design • Research-integrated learning • Research design • Transdisciplinary education research methodologies • Research ethics in TD education contexts • Quality criteria • Designing TD communication / TD publications
ASSESSMENT	• TD development & research proposal 40% • Ethics review 20% • TD development & research project report 40% With its strong emphasis on a cohort-based model of collective learning, teams work together in studio block sessions and online as they shape assessment outcomes.



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