

Multiple Measures: Design in the Interdisciplinary Mix

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1. Workshop Organiser/s

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|---------------------------------------|--|--|
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2. Context of Workshop



The workshop investigates the first of the central questions of the DRS 2016 conference:

How can design research help frame and address the societal problems that face us?

Multiple Measures is an Innovation & Discovery research project funded by the Australian Office for Learning and Teaching. The project asserts that the students of today are the researchers of tomorrow. Developing the competencies of next-generation designers and researchers is itself a research challenge, requiring new paradigms and approaches to pedagogy. During this project, the capacity for creative arts academics to pursue interdisciplinary (ID) investigations has been enhanced through a focus on pedagogy design that enables both ID learning and research. This has included development of an online tool, library and briefing papers, which will form the basis of the workshop. .

ID approaches have been widely recognised as key methods to address the wicked problems of our time: no one discipline is able to address these challenges, and the ability to collaborate across disciplinary boundaries is essential. Quality ID programs are therefore increasingly required to meet student and employer needs, and to prepare for the complex tests of the twenty first century (Klein 2006; Connor 2011; Mulder 2012).

This extensive, multi-institutional and internationally benchmarked investigation has collected data and exemplars from across a range of Australian creative arts and humanities courses, with a focus on assessment practices that frame, elicit and inform students' ID understanding. The project draws on Boix Mansilla & Dawes Duraisingh's analysis of quality ID work, including the degree to which it is grounded in disciplinary insights, advances student understanding through integration, and exhibits critical awareness'.(2007, p 222) The completed project documents and delivers detailed exemplars via a bespoke

online tool, building on these exemplars to identify ID core values and develop benchmark statements with guidelines for their application.

The project, formally titled *Benchmarking Interdisciplinary Assessment tasks in the Creative Arts + Humanities*, focused on interdisciplinary (ID) activities and learning and teaching innovations from undergraduate to Masters levels across the creative arts and humanities.

This project has been specifically developed in order to:

- identify objectives and core values of interdisciplinary approaches by reviewing current engagements, goals and ambitions;
- contribute to a shared understanding of ID assessment standards;
- enhance the ability of staff to develop, articulate and apply assessment approaches and criteria for ID tasks;
- improve the equitable comparison of ID outcomes across institutions.

A comprehensive series of workshops has been delivered over this 2 year project, including development and engagement events in Melbourne, Sydney, Adelaide and Canberra. The project will conclude with a workshop and the Australian launch of the project at Monash University in Melbourne in June 2016. The Multiple Measures website will be launched at this event, and will offer an overview of the project and its findings, but most importantly a rich searchable library to inform ID thinking, pedagogy and assessment approaches that will be useful for those already delivering ID content, as well as those designing new ID experiences for students.

The briefing papers provided for the workshop will outline an epistemology of interdisciplinary practice that can inform and extend design pedagogy and research in its response to the global concerns of the twenty-first century. They will provide background to six themes identified through the project that act as triggers to inform discussion of ID pedagogy and assessment. These themes will frame discussion within the workshop as well as the application of the tool. The themes have been arranged as 3 pairs of questions, and focus on **Students** (What level of expertise will students bring to their learning? What expectations of learning cultures will students bring to the cohort?); **Learning Outcomes** (How important is it to develop students' own disciplinary practice/s through ID activity? How important is development of students' abilities to work with others from different disciplines / industries?); and **Pedagogy** (How actively involved are students in the development of the direction, focus or aims of the project? Is the process for resolving or delivering a project designed by the student/s or directed by staff?).

The project team brought together learned colleagues with strong records in education for creative disciplines. The team includes Dr Kate Tregloan, Associate Dean (Education) of Monash University's Faculty of Art Design + Architecture (lead); Professor Kit Wise, Director of the Tasmanian College of the Arts, University of Tasmania; Professor Su Baker, Director of the Victorian College of the Arts, University of Melbourne; and Mr Graham Forsyth, Associate Dean Academic, University of NSW Art + Design. The Reference Group for the project has drawn on expertise from ANU, RMIT, Griffith, Edith Cowan and Flinders Universities, and includes Professor Jane Rendell from The Bartlett School of Architecture, UCL. The project has also benefitted from the input of Professor Paul Gough, Pro Vice-Chancellor Design & Social Context at RMIT, Melbourne, and Project Evaluator. Gough has brought extensive international experience in the role of interdisciplinary approaches in both teaching and research.

Developing interdisciplinary practices enables the designers and researchers of tomorrow. Developing good pedagogical and assessment practices at this frontier is critical to its further expansion, as well as to informing the skills and self-assessment of decision-makers who will engage with the future's challenges. The Multiple Measures workshop will offer a new perspective on the value of the creative disciplines in

general, and design education in particular. It will highlight the value effective interdisciplinary learning experiences can offer the designers and researchers who must frame and address the complex problems on our horizon.

Boix Mansilla, V. and Dawes Duraisingh, E. (2007) Targeted assessment of students' interdisciplinary work: An empirically grounded framework proposed, *The Journal of Higher Education*, Vol. 78, No. 2, pp. 215-237.

Connor, R. W. (2011). Let's improve learning. OK, but how? *The Chronicle of Higher Education*, 58.18. *Academic OneFile*. Web. 18 Sept. 2013.

de la Harpe, B. & Peterson, F. (2008). *A model for holistic studio assessment in the creative disciplines*. Paper presented at the Proceedings of the 2009 ATN Assessment Conference, Adelaide, Australia.

Mulder, M. (2012) Interdisciplinarity and education: towards principles of pedagogical practice, *Journal of Agricultural Education and Extension*, Vol. 18, No. 5, pp. 437-442.

Klein, J. T. (2006). Resources for Interdisciplinary Studies. *Change*, March/April, pp. 50-56.

3. Planned Activities and Expected Outcomes

Participants in the Multiple Measures workshop will be able to engage with the ideas of the workshop prior to, during and following the event. They will leave with a broader understanding of the values associated with interdisciplinary practice; the range of interdisciplinary pedagogical objectives and approaches currently being offered to students; and new skills and tools to locate their own teaching and research opportunities in this context.

In advance of the event, participants will be provided with background papers, and offered access to the online tool and library resources.

The workshop is scheduled for 3 hours as follows:

- Project introduction and online tour (40mins)
- Testing the Tool ... benchmarking the familiar (use existing or provided design studios/projects) (40 mins)
- (break – 20 mins)
- Extending Thinking ... developing + designing new ID engagements (40 mins)
- Debrief + Discussion (20 mins)
- Networking + New connections (20 mins ... linking to lunch for morning OR drinks for afternoon session)

Participants will leave the workshop with an understanding of their interdisciplinary approach in a wider context, new approaches and outlines for further development, and connection to other practitioners with related interests (and ideally the possibility for future collaborations). Following the workshop, participants will be invited to contribute their own examples of Interdisciplinary teaching to the expanding library, and will retain access to the library and tool for further use. They will also be invited to join the growing international community of practice, including a wide range of educators active in this space.

4. Intended Audience

The workshop is developed for design educators and researchers, approx. 20-30 participants (depending on space available). It would suit educators interested in interdisciplinary teaching from any design discipline. It would also suit educators from outside of design, who are interested in ID education and research including design and creative disciplines.

5. Length of Workshop

As above, the DRS2016 Multiple Measures workshop would ideally be offered as a half-day event. This is informed by our experience delivering a series of national workshops in Australia over the course of the project. Allowing participants time to approach the tool separately as both a benchmarking and a development tool has proved very valuable in previous development / testing workshops, and has offered participants necessary space for investigation and exploration. Some group discussion of the experience of the tool and its implications will be valuable to both participants and organisers, as will offering opportunities for networking and considering collaborations.

6. Space and Equipment Required

The ideal space would be a computer lab with a terminal per participant, although a space to support group discussions will also be very valuable. Participants could use personal laptops (with advance warning) if internet access was available from the space. Facilities for projection of slides / images will be important.

7. Potential Outputs

As above, participants will be invited to join the growing Multiple Measures community of practice that brings together a wide range of educators active in ID exploration. It will open opportunities for collaboration and discussion of ID development. They will also be invited to contribute their own examples of Interdisciplinary teaching to the further expansion of the library following the workshop. They will retain access to the library and tool for further use.

The workshop offers an opportunity to engage educators from a range of disciplines in the development of learning experiences that recontextualise the role of design and design research, and that reconsider the potential for including design learning in a broader framework. In addition to its engagement with the first of the questions of DRS 2016, **How can design research help frame and address the societal problems that face us?** the workshop will relate directly to the theme of the Design Pedagogy SIG for the conference, **Teaching without borders : Design Education across disciplines and outside the University.**

About the Organisers:

Dr Kate Tregloan is Associate Dean (Education) at Monash University Art Design + Architecture. Her research focuses on the intersection of qualitative and quantitative judgments influencing the production and assessment of creative work. This includes the pedagogy and exploratory activities that underpin learning, designing, and learning to design.

Professor Kit Wise is Director and Head of School for the Tasmanian College of the Arts, University of Tasmania. His research focuses on approaches to and outcomes from interdisciplinary education and research agendas. He is also an art writer, curator and practising artist.