INTERD-BBC: INTERDISCIPLINARY LEARNING

BREAKING DOWN BARRIERS AND OVERCOMING CHALLENGES

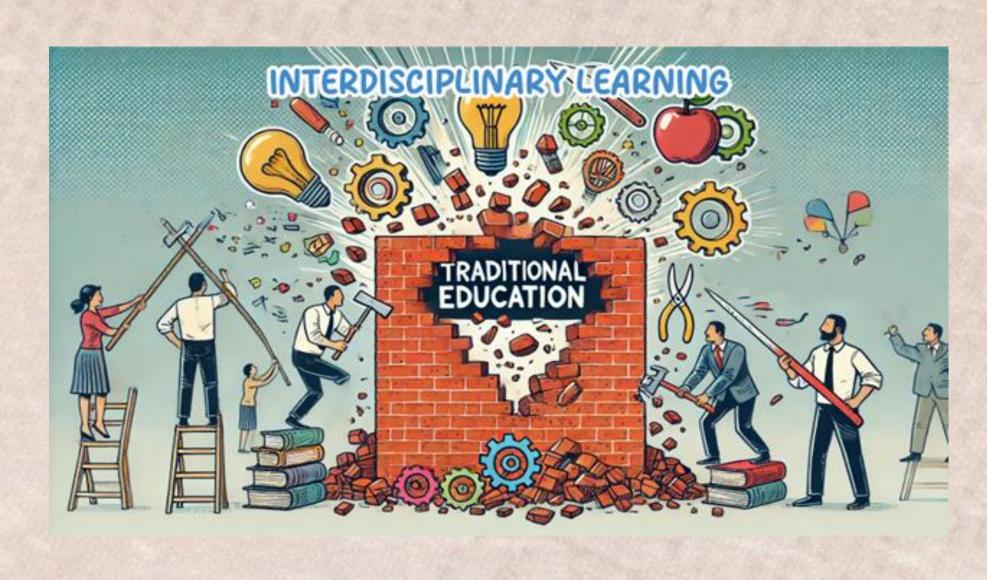
Learning Community (LC) supported by NUS CTLT Teaching Enhancement Grant Engineering Design and Innovation Centre (EDIC) College of Design and Engineering (CDE), National University of Singapore (NUS)

Why interdisciplinary learning matters?

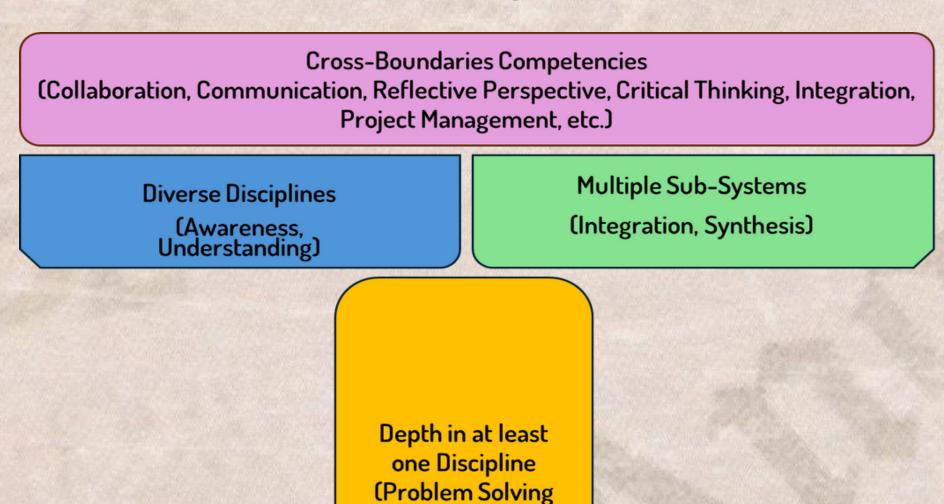
- Today's world demands interdisciplinary thinkers as complex problems do not respect academic boundaries and real problems do not fit neatly into single disciplines.
- Students often struggle to work across disciplinary boundaries. We aim to tackle this head-on.

Objectives of the INTERD-BBC LC

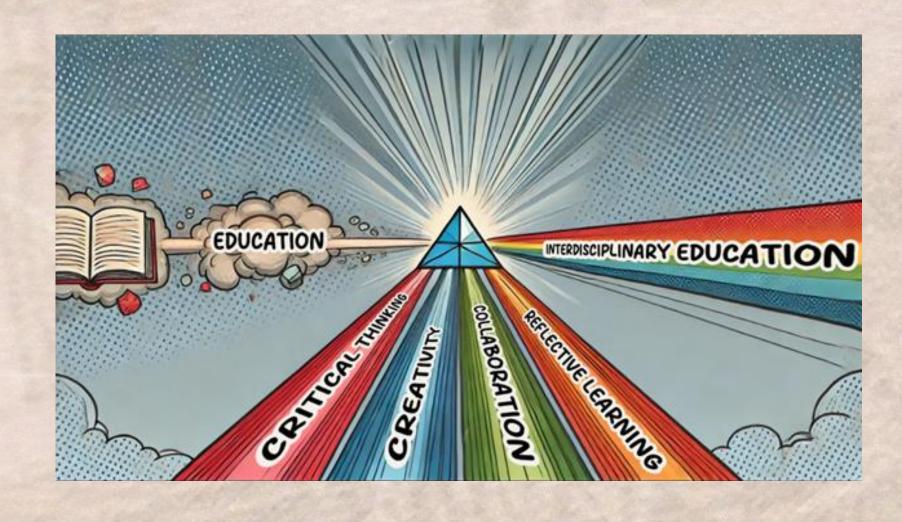
- * Define interdisciplinary learning, learning outcomes, and evaluation methods.
- Focus on the context of interdisciplinary courses with teambased, real-world projects.



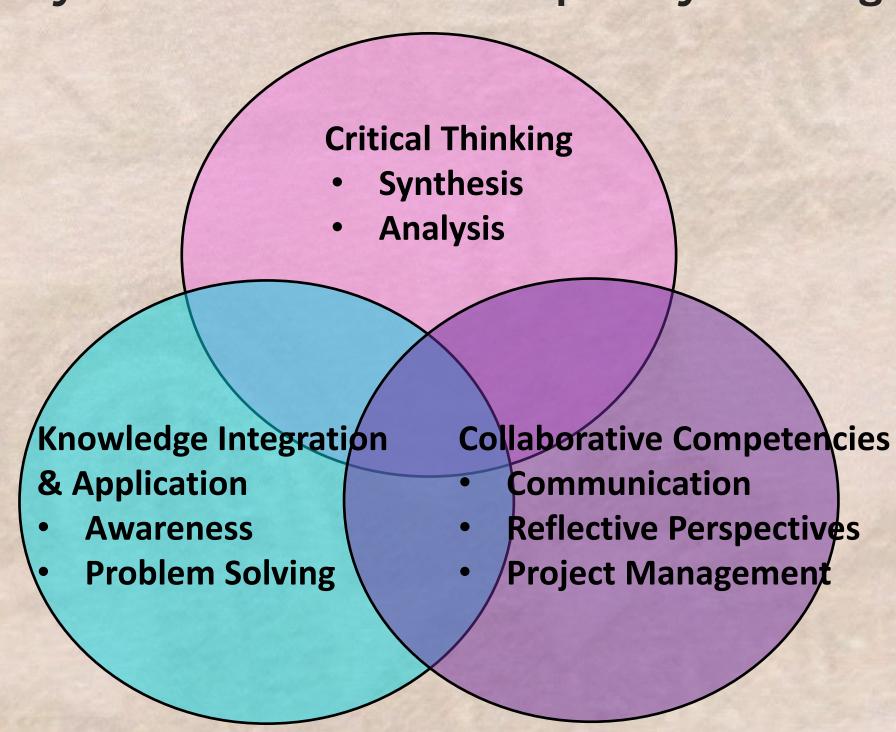
The future demands T-shaped interdisciplinary graduates who can navigate complexity, integrate diverse knowledge, and tackle unprecedented challenges.



and Analysis)



Key outcomes of interdisciplinary learning:



Curious to learn more? Check out our full blog post:

Our exploration into evaluation methods has revealed several promising strategies:

- Standardized Critical Thinking Tests, e.g. Watson-Glaser Critical Thinking Appraisal (80 items across 5 areas: inference, recognition of assumptions, deduction, interpretation, evaluation of arguments)
- Interdisciplinary Understanding Questionnaire to assess Knowledge Integration. (24 items based on knowledge of different disciplinary paradigms, knowledge of interdisciplinarity, critical reflection, communication and collaboration skills)
- Guided reflection activities, such as self- reflection journals and team reflection to assess reflective learning.

Redefining education isn't easy. As a LC, we have learnt to:

- * Focus on the interdisciplinary learning outcomes.
- Continuously refine our assessment of interdisciplinary skills.

Going forward, we seek collaboration on the teaching of interdisciplinary learning, its evaluation and assessment methods.

Members: Lim Li Hong Idris (Principal Facilitator), Elliot Law (Co-facilitator), Jovan Tan, Aleksandar Kostadinov, Kate Sangwon Lee, Mark Philip De Lessio, Cai Shaoyu, Annie Tan, Alvin Poh