

Module specification

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Module code	ART724
Module title	Transdisciplinary Practice
Level	7
Credit value	30
Faculty	FAST
Module Leader	Dr Karen Heald
HECoS Code	101361
Cost Code	QAAA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MA Art Interdisciplinary Practice	CORE
MA Design Interdisciplinary Practice	CORE

Pre-requisites

Breakdown of module hours

Learning and teaching hours	32 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	32 hrs
Placement / work based learning	0 hrs
Guided independent study	268 hrs
Module duration (total hours)	300 hrs

For office use only	
Initial approval date	14/05/21
With effect from date	September 21
Date and details of revision	
Version number	1

Module Aims

The module aims to introduce students to the concepts of transdisciplinary practice through lectures, seminars, guest speakers, workshops, group crits, collaborations and real world experience. Professional conduct and good practice are instilled as part of the student experience during the module.

Students will then have the option to devise a project with others working in different disciplines, informally in small groups across the university faculties in subjects including but not limited to Forensic Science, Education, the Built Environment,

Engineering etc., or initiate an external project with various local, national or international partners, communities or organisations such as The Enterprise Hub, Xplore!, Ty Pawb, Addo Creative, the NHS or others where appropriate to expand their current practice.

Module Learning Outcomes at the end of this module, students will be able to:

1	Critically interpret and relate issues and values in transdisciplinary practice to a relevant interdisciplinary context.
2	Experiment with, and evaluate, creative practice as research that crosses disciplinary boundaries to develop a holistic approach.
3	Create new work that critiques and develops conceptual frameworks in transdisciplinary practice and propose new hypotheses.
4	Critique performance, dialogues and interactions to evaluate progress towards intended goals and aspirations.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment of this module will be based on the ability to evidence, explore and apply the concepts of transdisciplinary practice as a means of promoting inquiry, generating interest among students, communities or partners to reach across traditional disciplinary boundaries to explore problems from new perspectives.

Students will acquire transferable skills via a learning portfolio where concepts and methods are evaluated and reorganised into new structures through the design of a project brief and creation of a body of work for a live or speculative transdisciplinary project.

Coursework components:

- Body of Work
- Presentation

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Coursework	100%

Derogations

None

Learning and Teaching Strategies

The uniqueness of the programme and this module is the interdisciplinary and innovative transdisciplinary nature that students are encouraged to undertake with others and within their own practice. To clarify the two terms:

Interdisciplinary is applied within education and training pedagogies to describe studies that use methods and insights of several established disciplines or traditional fields of study. Interdisciplinary involves researchers, students, and teachers in the goals of connecting and integrating several academic schools of thought, professions, or technologies - along with their specific perspectives - in the pursuit of a common task.

Transdisciplinary connotes a research strategy that crosses many disciplinary boundaries to create a holistic approach. It applies to research efforts focused on problems that cross the boundaries of two or more disciplines, and can refer to concepts or methods that were originally developed by one discipline, but are now used by several others, such as ethnography, a field research method originally developed in anthropology but now widely used by other disciplines.

In this module the student will be engaged in the world of transdisciplinary thinking, collaborative learning and action, towards a process of social *unlearning*. This will occur within well-structured and carefully designed spaces of learning and collaboration that emphasize principles of good praxis, including dialogue, interaction, trust, and ethical practice.

Indicative Syllabus Outline This module provides a grounding in transdisciplinary practice using art and design praxis and discursive frameworks to highlight and examine issues. Creativity, curiosity, translation and interpretation are crucial when working locally, nationally or internationally with people operating in different disciplines, situations and communities. This module aims to broaden practice based research in a transdisciplinary environment more critically and effectively through live and speculative briefs to equip students with transferable skills for future careers or blue sky research.

Indicative Bibliography:

Essential Reads

Eastering, K. (2021), *Medium Design: Knowing How to Work on the World*. New York: Verso.

Holbert, T. (2015), *Knowledge Beside Itself: Contemporary Art's Epistemic Politics*. Berlin: Sternberg Press.

Other indicative reading

Armstrong, R., Hughes, R. & Ferracina, S. Monstering: a transdisciplinary method for an unstable world. *Palgrave Commun* 6, 60 (2020). <https://doi.org/10.1057/s41599-020-0426-3>.

Beshty, W. (2015). *Ethics*. Cambridge, Massachusetts: The MIT Press.

Choi, B., Krauss, A., & Heide, Y. (2018), *Unlearning exercises: Art organizations as sites for unlearning*. Amsterdam: Valiz.

Feyerabend, P. (2010), *Against Method*. London: Verso.

NEA Arts (2014). *The Art of Failure: The Importance of Risk and Experimentation*. National Endowment for the Arts. American Artscape, No. 4.
https://www.arts.gov/sites/default/files/nea_arts/NEA%20Arts_2014_no4_web.pdf

Parsons (2019). *Transdisciplinary Design*. New York, Parsons School of Design.

Wilkie, A., Savransky, M., & Rosengarten, M. (2019), *Speculative Research: The Lure of Possible Futures*. Oxford: Routledge.

Employability Skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

One of the key competencies for the 21st century is to position students with the skills and habits of mind to be transdisciplinary thinkers. The Institute for the Future (IFF) has identified transdisciplinary as a key and essential skill for the future work force.
https://www.iff.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Curiosity
Confidence
Adaptability

Practical Skillsets

Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication