

# ASCILITE 2024

## Navigating the Terrain:

*Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies*

### Go Your Own Way: Using Technology to Enable Multidisciplinary/Interdisciplinary Learning Experiences

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In this panel, we share insights from LSE100 (London School of Economics) and Leading in a Post-Crisis World (University of Sydney Business School). These multidisciplinary programs engage students in collaborative problem-solving across diverse backgrounds and skill sets. Our challenge lies in integrating these varied perspectives into a cohesive classroom experience. To address this, we employ digitally enhanced practices, including media-rich course materials and a flipped lecture structure. These approaches connect students across disciplines, allowing them to select content relevant to their learning goals. Additionally, we explore video and digital storytelling as assessment tools, fostering student confidence in emerging technologies. Attendees will witness embedded video technology examples and receive basic training for digital storytelling using accessible tools like smartphones. We argue that these tools can be used by a variety of educators and will demonstrate easy ways to bring them into a program of study.

*Keywords:* Multidisciplinary Programs, Collaborative Problem-Solving, Diverse Backgrounds, Media-Rich Course Materials, Video and Digital Storytelling, Flipped Lecture Structure

#### Background

In this panel, we will share some of the experiences gleaned [redacted] [redacted]. Both programs provide students with multidisciplinary teaching experiences and require them to work with peers from diverse backgrounds and programmes of study, and with different skill sets, to address complex global problems.

We draw heavily on the area of transformative pedagogy and how this framework can help us to encourage learners to reflect critically on their experiences, beliefs, and knowledges. This reflection is core to appreciating and appraising multiple complex perspectives – including a student's own assumptions – and creating strong reflective judgements as a result. It also leads to empowerment in adult learners who feel a greater sense of agency and a stronger academic/industry/community voice as a result (Merzel, 2023; Mezirow, 2000). We also value interdisciplinarity as a means of problem-solving for complex challenges facing our environment and society (Clark & Wallace, 2015; Er Saw & Jiang, 2020), but appreciate that appropriately assessing interdisciplinary work can feel overwhelming (Mansilla & Duraising, 2007). A team of diverse skills and values can be difficult for learners if teaching staff do not give appropriate structure and support (Stember, 1991).

A challenge of diverse perspectives and multiple voices is integrating them into a shared classroom space and curricula in a way that upholds transformational pedagogy without holding back either learners or educators. In this panel, we explain the ways we have used digitally enabled practices, such as media-enhanced course

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materials and the flipped lecture structure to deliver a learning experience that connects students across disciplines and provides opportunities for them to select content that is most meaningful to them or most supportive of their learning aims. This kind of curriculum and assessment redesign can seem daunting, so we will help audience members with some practical strategies for getting started. Using live demonstrations followed by short breakout groupwork, audience members will receive basic training in getting students and teaching staff ready for digital storytelling using tools accessible to them such as their smartphones.

We will also explain how tools like video and digital storytelling are embedded in our assessment structures to encourage student confidence in emerging technologies and enable them to share meaningful narratives of academic growth in new media platforms. Audience members will be engaged by a demonstration of exemplary student assessment submissions to give them a sense of successful integration and with short examples of multidisciplinary videos used as teaching tools.

We anticipate that our primary audience will be tertiary educators and curriculum designers, but will use live polling to determine levels of experience and confidence, and areas of particular interest in order to adapt for these variables and spark discussion.

Our planned outcomes are for audience members to:

- Understand the value of multidisciplinary approaches through the lens of transformative pedagogy.
- Gain practical insights into digital practices.
- Learn how to foster collaboration in diverse classrooms with strategies for integrating varied perspectives.
- Increase confidence in using digital tools for teaching and assessment.

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