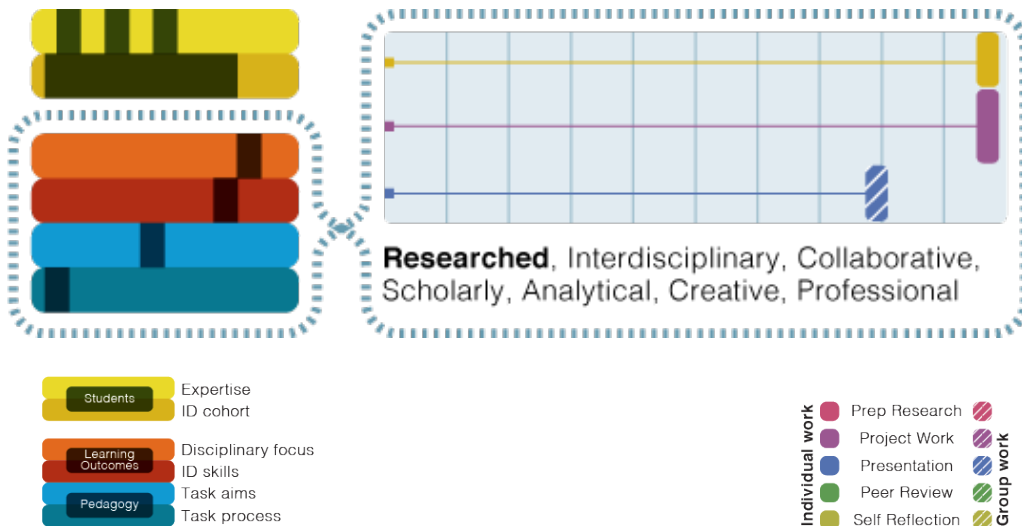


MM13



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SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

Studies offer students three focus issues within a shared theme. The theme is not discipline specific, allowing engagement by students from a range of backgrounds. Students engage with these projects individually, alongside students from other design disciplines.

How well does the assessment design fit the ID cohort?

Does it fit the level of student expertise?

Professional practice component is developed to appeal to, and to test, a skillset for senior undergrad year levels.

Does it respond to the range and style of cohort learning expectations?

The project focused approach is suitable for the selected, art/design-focused cohort.

How well does the assessment design align to intended ID learning outcomes?

Do the tasks and criteria sufficiently support development of students' disciplinary practices ?

The study extends a student's advanced level of undergrad practice within a thematic context by interaction with a second (proximal) discipline.

Do the tasks and criteria sufficiently support development of students' interdisciplinary skills ?

Some development of broad ID skills via a teamwork event (10%), however focus is on extending individual discipline practices.

Do the student and staff roles influencing the direction / aims of the tasks support the ID learning outcomes?

Staff frame the aims and direction of the unit/subject/course. Students develop a response to this, as part of the further development of the project.

Do the student and staff roles influencing the process / development of the tasks support ID learning outcomes?

Students develop the project response, and interactively develop its aims. This is aligned with the goals of the tasks, and the focus on the extension of skills and approaches relevant to professional practice.

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

This subject explores the intricate links and parallels between the arts, science, philosophy, architecture, nature, cultural traditions, mysticism, medicine (both western and eastern), law, and economics, through understandings of the human body. The course combines lectures and tutorials with workshops/hands-on approaches in formal and more informal creative applications of theoretical knowledge, as well as student-led collaborative projects. Underpinning this course is the value of interdisciplinarity and the role it plays in understanding critical vocabularies and new areas of research. The focus is on the exchange of ideas between students and teachers across the schools and campuses.

Learning Outcomes:

- Introduce students to historical representations and interpretations of the body
- Familiarize students with a range of discipline-specific technical and theoretical terms by bringing them into plain English to facilitate communication
- Enrich student's vocabularies and to explore a range of assumptions within disciplines, eg: the "objectivity" of science verses the "subjectivity" of aesthetic judgment
- Provide the ground for new modes of understanding and representation of the body
- Integrate practice with theory through aligning studio/laboratory with lecture/tutorial-based learning.
- Contribute to and enrich current debate on the human body.
- Engage students with culturally diverse practices and customs associated with the body

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

Intellectual Journal (30%) The journal will serve as repository for ideas taken from lectures, tutorial/ workshops, readings from the Course Reader, as well as performances, exhibitions and museum visits. Students will map and connect ideas encountered in this subject to their main disciplines. The journal should reflect each students growing intellectual curiosity and capacity to link specific themes to their broader context. Diversity of writing, graphic notation and imaging will be encouraged. The journal is also a place to record the different vocabularies and definitions encountered in lectures.

Project (40%) Student project to include both theoretical and practical components. Students will select from a menu of projects.

Group Presentation (30%) Students will form small groups to present to the tutorial group some of the key ideas from the weeks reading from the Course Reader.

ASSESSMENT CRITERIA / MARKING

- Exhibit a sound working knowledge of the role of the human body across its various discipline specific domains.
- Demonstrate interpretive abilities across a range of academic disciplines.
- Confidently communicate, both orally and in writing, opinions, ideas and observations with regard to theory and practice of the body, in group and individual situations.
- Participate effectively as a team member in interdisciplinary projects with a shared focus.
- Embody an informed respect for the principles, protocols, discipline and ethics of interdisciplinary scholarship and practice.
- Demonstrate capacities for scholarly analysis and artistic imagination, creativity, transformation and interpretation.