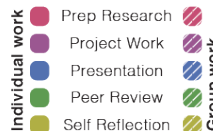
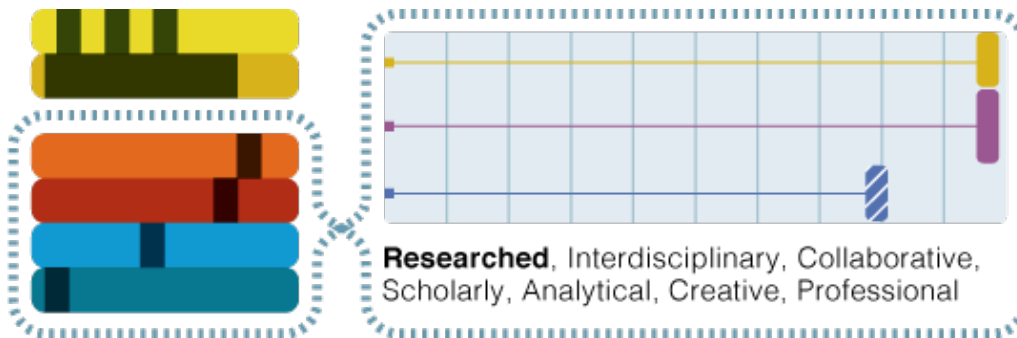


# MM15



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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 unit focuses on experimentation and research. Students are required to form small multidisciplinary collaborative groups. Each group develops its own project on the body related to current areas of social/scientific concern. Groups will receive supervision from staff from the arts, humanities and sciences. Through the development of highly experimental projects, students generate opportunities for interdisciplinary research, leading to new modes of representation, as well as new understandings and strategies for dealing with the complex array of issues and questions surrounding the human body.

In linking their projects to the creative arts, the sciences, humanities or other fields of knowledge, students work discursively and experientially within an analytical and critical framework. Communicating the outcomes of their projects via publicly accessible performances, exhibitions, publications of experimental or discursive writing, film and video, on-line material, and conferences, is integral to the success of their projects.

### Learning Outcomes:

- Students will engage in collaborative research within interdisciplinary projects.
- Develop projects for the application of critical and analytical skills within an interdisciplinary context.
- Engage in practical techniques, research methodologies and strategies for interdisciplinary problem solving.
- Develop an understanding on the expressivity of the human body as a shared medium of communication.
- Generate an on-line forum and archive for project –based research on the body.
- Develop an understanding for new modes and representation of the body.
- 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 UNIT ACTIVITIES & ASSESSMENT TASKS

**Research Journal (25%)** 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.

**Collaborative Project (50%)** Collaborative investigative project

**Written Analysis (25%)** A 1000 words and documentation that may include photos, video, music, on-line material and other resources.

## 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 collaborative research, project planning and execution and presentation.