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Interdisciplinary Approaches Summer Seminar Day 1

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Defining Terms

CCE-ID Summer Seminar
Dr. Robin Runia



Allen Repko

ID Studies Defined

+ Compare & Contrast (pp. 24-25)



Purpose vs. Process vs. Product

- Klein & Newell
- Rhoten, et al
- Mansilla
- National Academies
- Schneider

+ Capacities



- Cognitive Capacities (Table 2.2) (p. 27)
- Premise – Disciplinary knowledge necessary foundation (pp. 28-29)
- Multi vs. Inter
 - Bowl of fruit vs smoothie
- Trans (academic & non-academic) (p. 35)
- Critical ID vs. Instrumental ID (p. 36)

+ Your Metaphor



- Bridge, border-crossing, bilingualism as metaphors for ID
- What's yours?
 - What is useful about your metaphor?
 - What are its weaknesses

+ Frodeman



- Disciplinary knowledge is created for and communicated to an exclusive audience
 - Examples
- Interdisciplinary knowledge needs to be available to and for the public
 - Examples

+ Method vs. Character



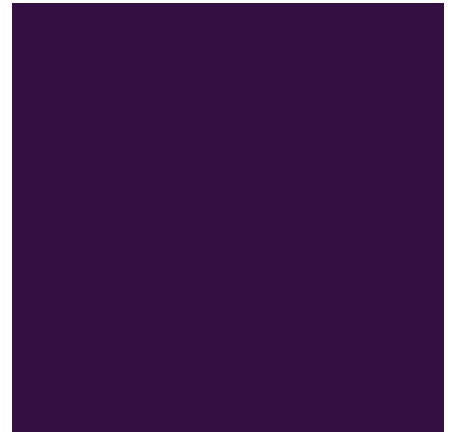
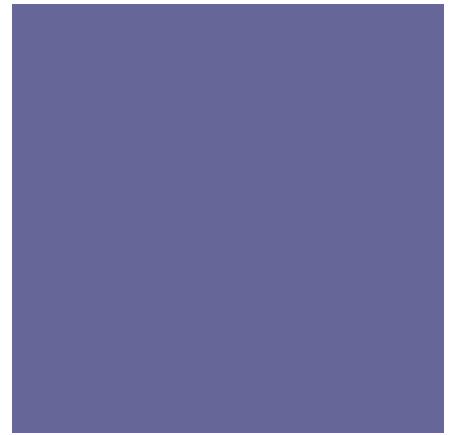
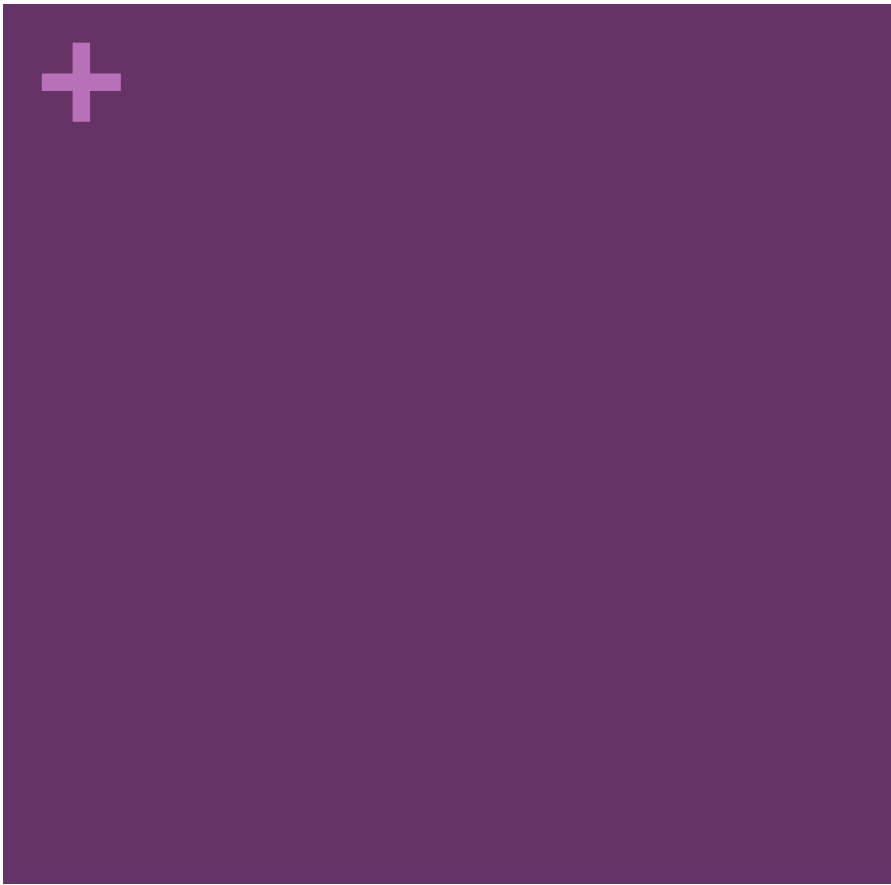
- Methodists focus on the process
 - Means become ends in legitimizing
 - Rigor is defined according to traditional disciplinary standards (exclusion)
- Character building/virtues resists the violence of universalizing/generalizing
 - Uncomfortably subjective

+ Rigor

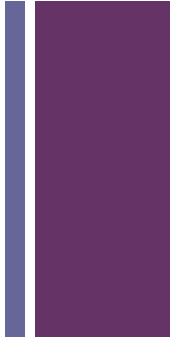


■ Depth vs. Breadth?

- What ways do you see these questions becoming relevant to you in planning your course?
- For your colleagues in getting your course approved?
- For your students as they take the course?



Break



- New Orleans Experience invites students to select a course from an array of topics emphasizing the diverse cultures, environments, and institutions of the New Orleans metropolitan community and Southeast Louisiana. While the city and region serve as text and subject of inquiry, each unique New Orleans Experience course is designed by faculty to increase student engagement and to enhance critical thinking, oral communication, and written communication skills.



XCOR 1010: Connecting Communities



- Xavier Experience challenges students to think deeply about the meaning of a just and humane society while fostering the development of critical thinking skills, oral and written communication skills, and socially responsible and ethical principles. This course introduces Xavier students to college-level inquiry through engagement with broad issues or questions. Each unique Xavier Experience Seminar is designed by faculty, but must include foundations in Xavier's mission as well as our identity as a Catholic and historically Black institution. Prerequisites: XCOR 1000, ENGL 1000/1010.

+ XCOR 3010 – Engaging the Mission



- Engaging the Mission (3 hrs)
- Courses approved in this category challenge students to think more deeply about ideas, practices, and values that align with Xavier’s mission and reinforce critical thinking, as well as oral and written communication skills. Students learn to integrate diverse perspectives with a breadth and depth of knowledge, while also utilizing different, methodologies to find solutions to complex problems. Students choose from a variety of unique seminar topics developed by faculty and organized around different “big ideas.” Service learning courses are encouraged.
- Prerequisite: XCOR 1010; completed at least 60 hrs.



XCOR 3020 – Engaging Global Issues



- Courses approved in this category challenge students to explore particular social, cultural, economic, or political issues of global significance, and reinforce critical thinking, as well as oral and written communication skills. Students learn to integrate diverse perspectives with a breadth and depth of knowledge, while also utilizing different methodologies to find solutions to complex problems. Students choose from a variety of unique seminar topics developed by faculty and organized around different “big ideas.” International study courses are encouraged. Students who earn at least 12 hrs. in an international study abroad program receive exemption from the Engaging Global Issues requirement.
- Prerequisite: XCOR 1010; completed at least 60 hrs.



- Students will be able to offer explanation of phenomena using knowledge from multiple disciplines

AND

- Students will be able to offer solutions to problems synthesizing multiple disciplinary methods

+ Your Projects



- Tableaux vivants
 - Groups:
 - Helm, Ashe, Kenney-Haydel, Manley, Homan
 - Ludwikowski, Shearon, Dunson, Peters, Gstohl
 - Instructions – You will prepare a “Living Picture” of your projects
 - Group leaders will rotate (beginning with Helm and Ludwikowski)
 - Group leaders will identify 5 words/concepts/issues essential to their projects
 - Group leaders will work with their group members to place their group members (and themselves) in a picture that physically embodies the nature of the concepts and the relationships between them (7 min)
 - Groups will perform for one another. Group leaders will write the concepts on the board, audience groups will try to match group members with the concepts they represent (5 min)
 - Group leaders will correct and explain briefly if necessary (2 min)
 - Repeat x9

+ Example



Course Title: Modern American Democracy

Concepts involved

- 1.
- 2.
- 3.
- 4.
- 5.

+ Break



+ More Project Tableaux



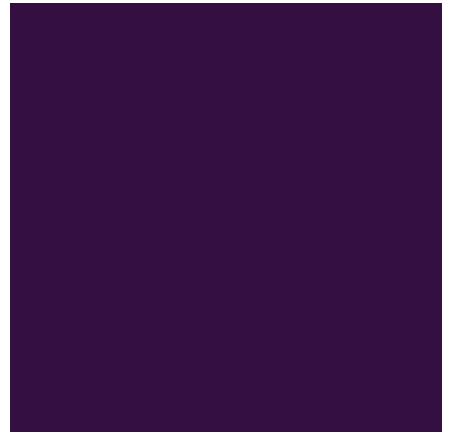
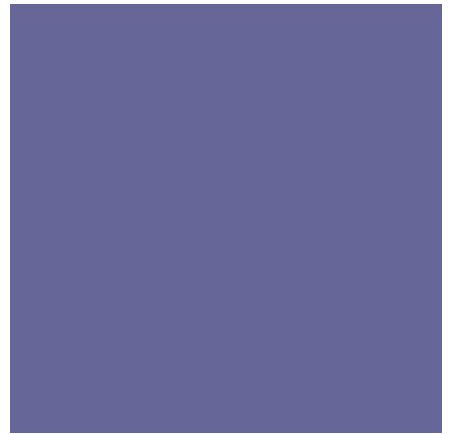
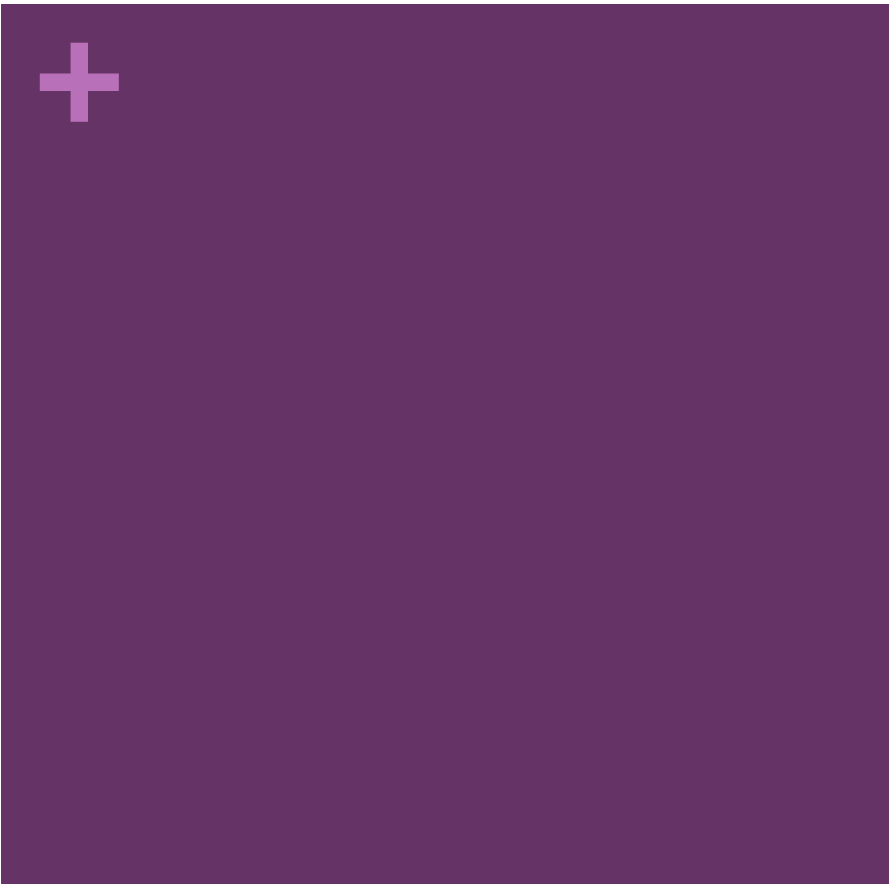
+ Break



+ ID Objectives



- Review Newell’s “Interdisciplinary Habits of Mind”
 - On your own
 - Review the 4 tables
 - Choose insights, pedagogies, activities, and research approaches appropriate to your course
 - With a partner
 - Discuss and justify
 - Large Group
 - Evaluate most useful tools



break

+ Learning Objectives Review



- Review better practices for creating SLOs
 - Craft a list of the SLOs for your course (15 min)
 - Discuss with neighbor (15 min)
 - Evaluate clarity, specificity, assessability

+ For Tuesday!

- Review Schedule
- Complete homework

