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Critical Interdisciplinarity: Insights from the GLOSS Initiative

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Overview

1. The GLOSS Initiative
2. The Global Leadership Initiative and SIDshare
3. Critical Perspectives on Interdisciplinarity
4. Vertical Interdisciplinarity
5. Interdisciplinarity in Learning and Teaching:
How has GLOSS fared

The GLOSS Initiative

- Interdisciplinary initiative involving staff & students working together from across the Faculty with external stakeholders.
- Promotes student engagement in global learning through a portfolio of unique co-curricular international schemes.
- Focus here is on two unique and contrasting schemes - the Global Leadership Initiative (GLI) and SIDshare.

The Global Leadership Initiative

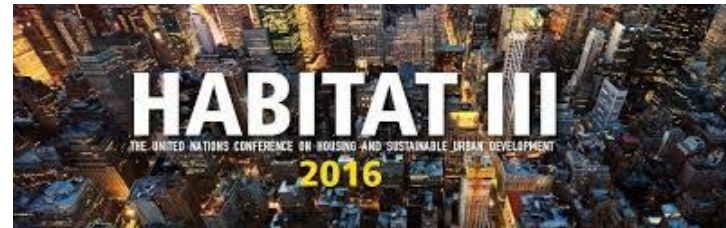
- Interdisciplinary - staff and students undertake policy analysis together at major global summits.
- Work as fully accredited media policy analysts work published in real time by the journal Global Policy.
- Students witness politics and policy development in action on the world stage e.g. at the G7
- Students situate their studies within a wider global policy context and gain first-hand experience of leadership in action.



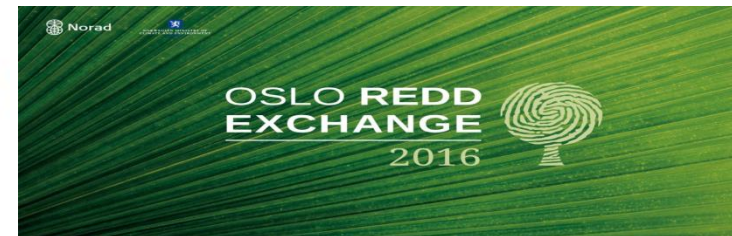
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The Global Leadership Initiative



GLOBAL ENTREPRENEURSHIP CONGRESS
MEDELLÍN 2016





SIDshare

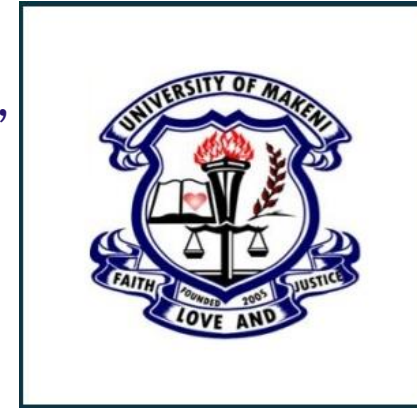
- Student run Social Enterprise that operates as an NGO –over 40 partners, 300 students.
- Students from across the University work in partnership with local, national and international NGOs on a range of development projects.
- Students situate their studies within a wider global context and gain first-hand experience of international development.

SIDshare - Projects

Kids Club
Kampala –
Women’s Craft
Marketing
Project



UNIMAK,
S.Leone
Capacity
Building



SIDshare/KEDA Field Centre, Tanzania



Barnsley FC, Uganda Sports
Outreach Scheme



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GLOSS Initiatives are:

- ‘Interdisciplinary’
- Co-Curricular
- International in focus – taking students away from the University.
- Involve key stakeholder partnership

Critical Perspectives on Interdisciplinarity

- Are disciplinary boundaries transgressed through these types of initiatives? What are the learning outcomes?
- If not, are students exposed to, and learn from contestations at the boundaries?
- Move away from horizontal interdisciplinarity (within the academy) to incorporate vertical interdisciplinarity (including stakeholders).

Vertical Interdisciplinarity

- ‘Interdisciplinary Learning and teaching should be: *‘Broad, Deep, and Critical’* Frodeman and Mitcham (2007)
- “*Contemporary knowledge society represents a multidimensional challenge, involving not only the horizontal axis that stretches across the physical sciences, social sciences, and humanities but also a vertical axis where academic research is self-consciously integrated into the multiple contexts of contemporary life*” Frodeman and Mitcham (2007: 513)

Interdisciplinarity in T&L: How has GLOSS fared?

1. Vertical Interdisciplinarity important in bridging horizontal disciplinary divides.

'I was directly involved in good discussions with a number of stakeholders . Having mentioned I was part of the University of Sheffield the leader of the session personally asked me to produce a blog on the challenges raised in this session' (U/G Economics EITI Summit Peru)



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Interdisciplinarity in T&L: How has GLOSS fared?

2. Co-curricular interdisciplinary teaching and learning offers opportunities for innovation and interdisciplinary dialogue.

“there was almost no hierarchy between us and the staff, and between students from different departments; we were working together on the same level, and we were all equally credited on the blog. It felt like we were all in it together, and that was amazing.” - (UG/Law G7 Summit)



Interdisciplinarity in T&L: How has GLOSS fared?

3. Interdisciplinary Focus/Subject. Global Challenges/Global Policy/International Development



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