

## Facilitating interdisciplinary encounters for foundation year learners: a module case study

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Learners

Subjects

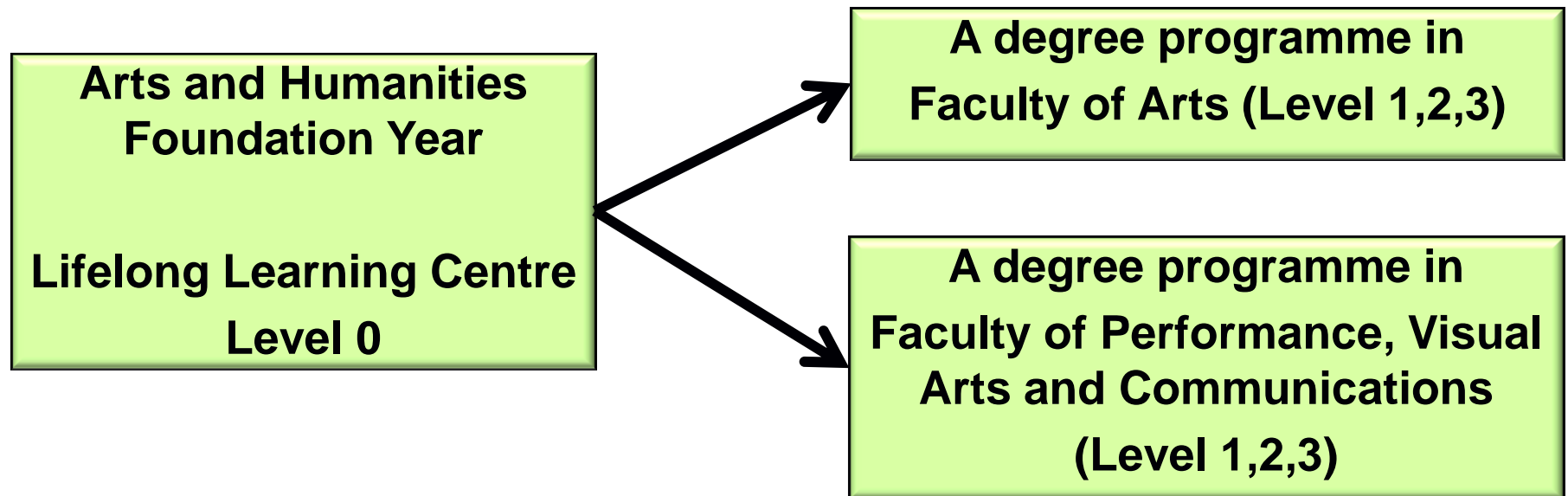
Objects of Study



Learners

- A four year extended degree programme for learners from a widening participation background.
- A preparatory year of study to be followed by progression to a standard degree programme.
- Specialising in arts and humanities subjects.
- Development of skills in a supportive environment.

## BA Arts and Humanities with Foundation Year:





## Semester 1

## Semester 2

Modernity and Post-Modernity

Communications

Religion, Politics and Society

The Renaissance

Image, Music and Text

Discovery Module

## Integrating interdisciplinary skills for foundation level learners

- Nature of learners:
  - Mixed subject interests
  - ‘Non-traditional’ learners (Warren, 2002) - widening participation and adult students
  - Confidence
- Integrated skills provision

- Defining interdisciplinarity at foundation level:
- ‘interdisciplinarity is neither a subject matter nor a body of content. It is a process of achieving an integrative synthesis, a process that usually begins with a problem, question, topic, or issue.’ (Klein, 1990, p.188).
- ‘any form of dialogue or interaction between two or more disciplines.’ (Moran, 2002, p.16).



## Becoming an 'interdisciplinary' critical thinker

- 'an interdisciplinary studies classroom that has taken into account the needs and attributes of adult learners is the ideal environment for these special students' (Schindler, 2002, p. 233).
- 'since interdisciplinarians are often put in new situations, they must also know how to learn' (Klein, 1990, p.183).



## Subjects

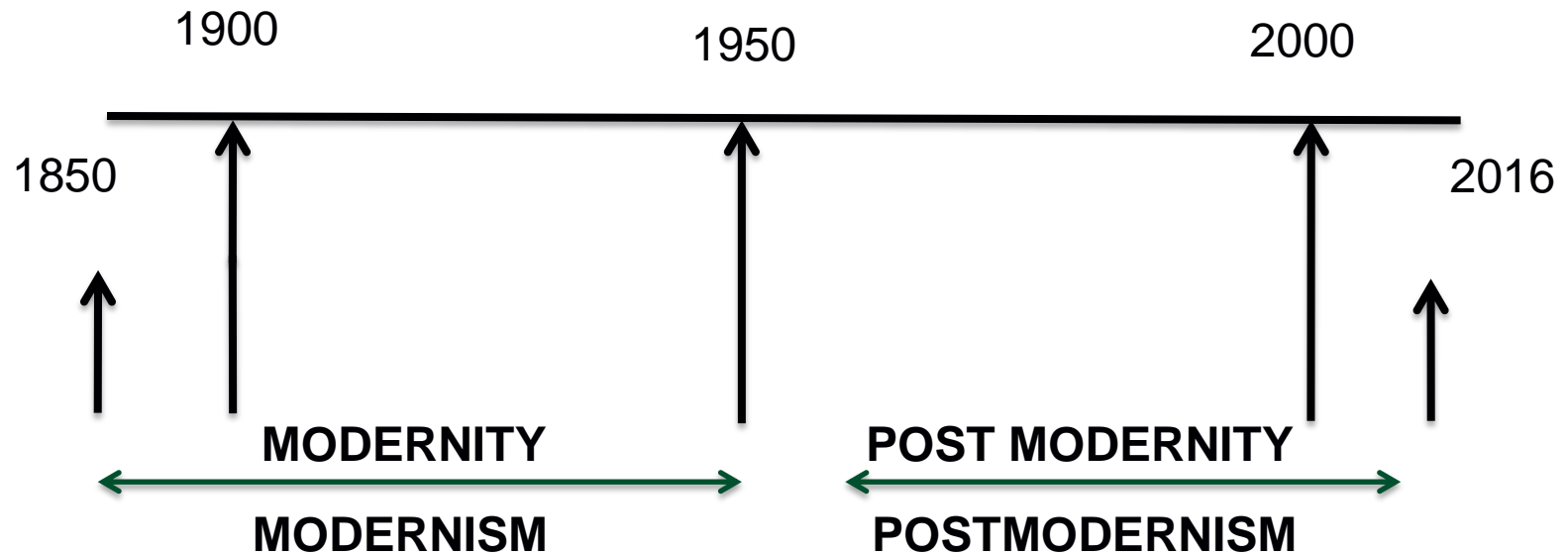
‘Modernity’, ‘Modernism’,  
‘Post-Modernity’,  
‘Postmodernism’, ‘Pseudo-  
Modernism’, ‘Global  
Modernism’, ‘Modernisms’,  
‘High Modernity’, ‘Liquid  
Modernity’, ‘Post-Post  
Modernism’, ‘Altermodern’ ...

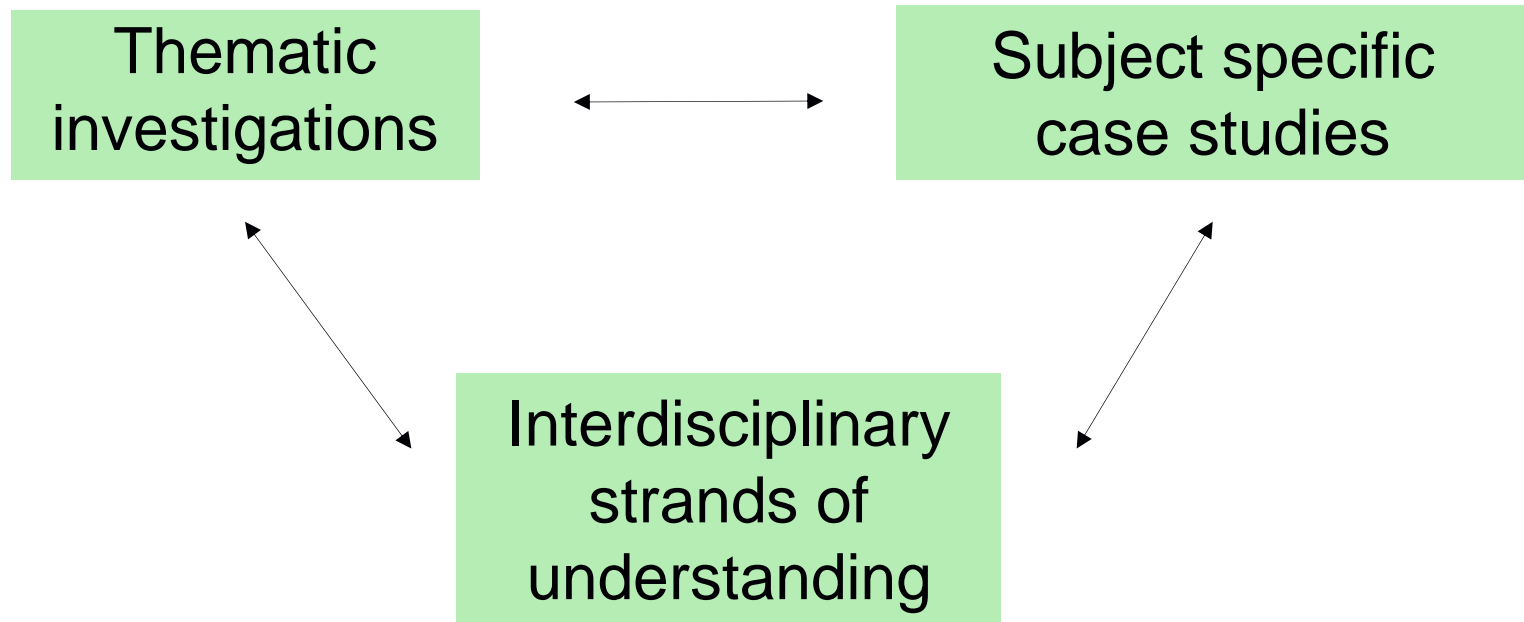
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Jeff Koons, *Balloon Dog*, Series from 1994 onwards.

‘...we find ourselves tumbling down the postmodern rabbit hole.....’  
(Heartney, 2001, p.7).





‘The contemporary understanding of modernity is influenced by a number of other conceptions ranging from philosophy to sociology and aesthetics’. (Macey 2001, p.259)

## Module Case Study: 'Modernity and Post-Modernity' – Semester 1

Critical awareness of key terms and definitions.

Focus on critical engagement with gender, race and class.

Links to 'Religion, Politics and Society' – Semester 1

'Issues' explored via a range of perspectives – historical, theoretical, aesthetic, literary, sociological...

Case studies include:

- Art
- Literature
- Film
- Theatre
- Music
- Architecture
- Social History

Links to 'Communications' – Semester 2



## Objects of Study

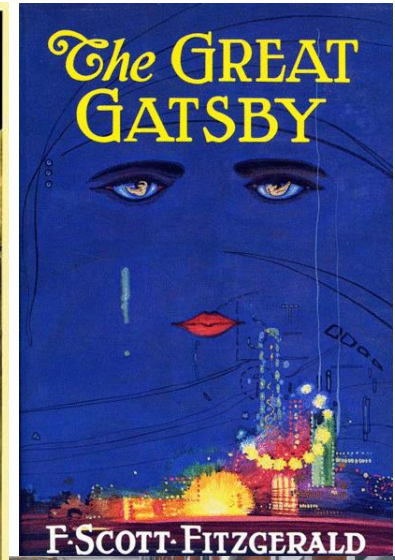
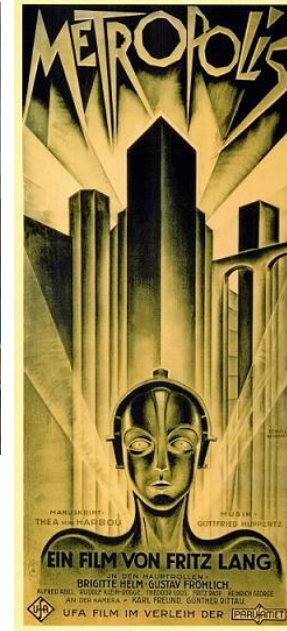


# Lifelong Learning Centre

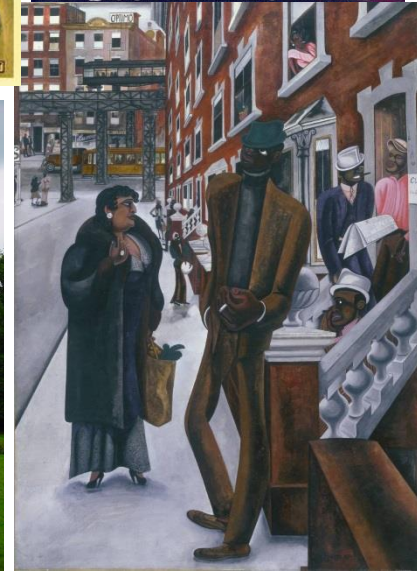
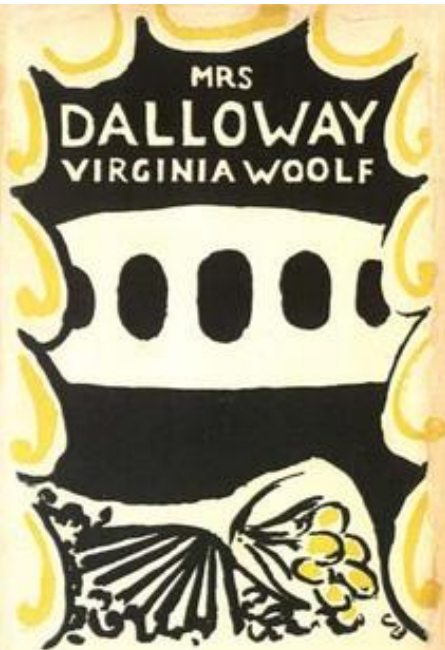
Arts and Humanities Foundation Year



UNIVERSITY OF LEEDS



## Experiencing the Modern City





## Setting/landscape



## Class/culture



# F. Scott Fitzgerald, *The Great Gatsby*, 1925



## Legacy of the war



## The narrator

Focus on making connections, discussion and debate – applying interdisciplinary conceptual awareness to real life examples

- Field Trips:
- Leeds Art Gallery
- M&S Archive
- Henry Moore Institute



"Leeds (20, September 2009" by Ardfern - Own work. Licensed under CC BY-SA 3.0 via Wikimedia Commons - [https://commons.wikimedia.org/wiki/File:Leeds\\_\(20\)\\_September\\_2009.JPG#/media/File:Leeds\\_\(20\)\\_September\\_2009.JPG](https://commons.wikimedia.org/wiki/File:Leeds_(20)_September_2009.JPG#/media/File:Leeds_(20)_September_2009.JPG)

- ‘Learning can occur through a range of different encounters, and arguably the most important is a real encounter in a real space with real things.’ (Hooper-Greenhill, 2007, p.36.)

- Focus on disciplines, concepts and approaches via:
- Encounters
- Dialogues
- Connections
- Critical issues

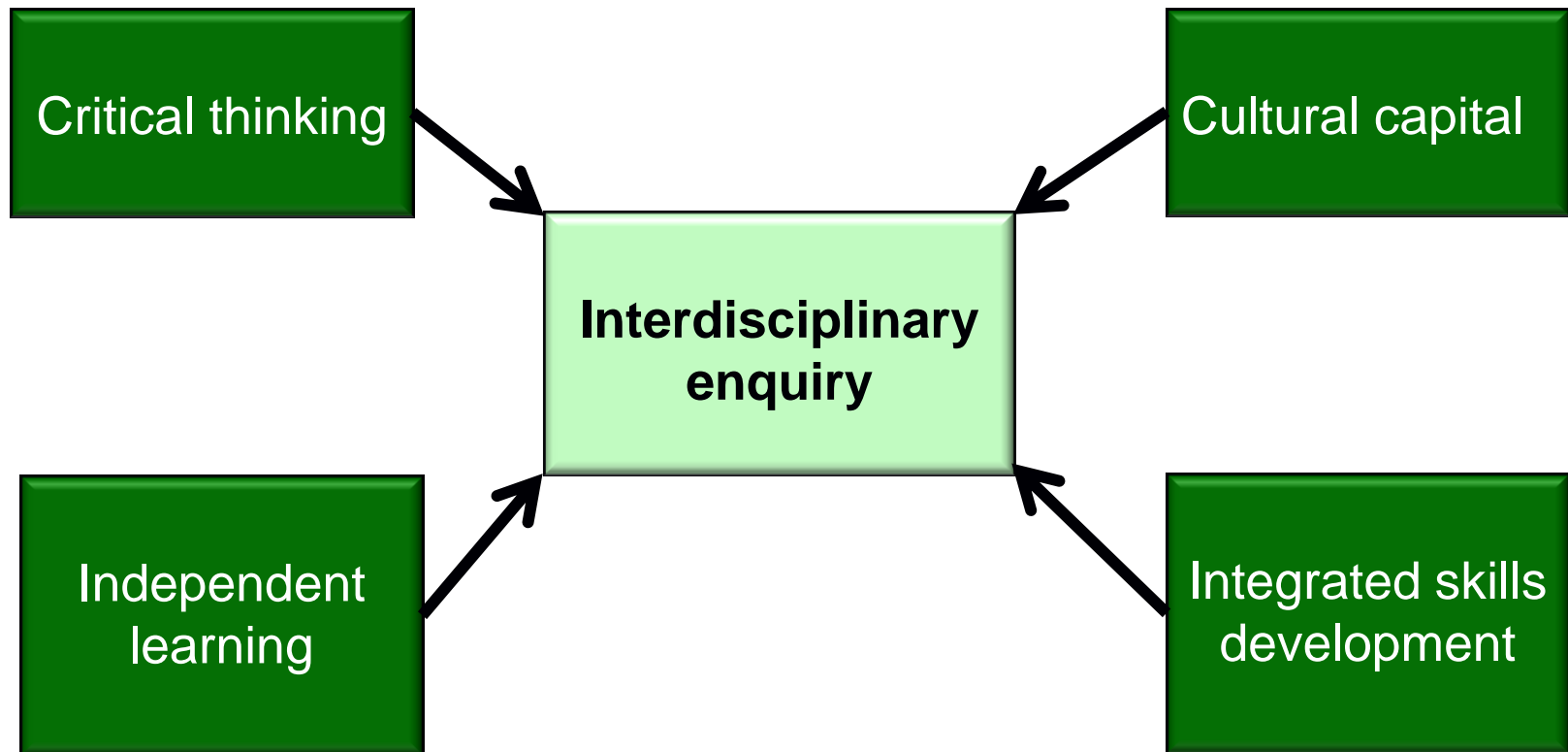
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Ai Weiwei, Coca-Cola Vase, 1997.

‘...to those trying to find their way in the labyrinthine land of a humanities without boundaries. Such a land can only unify through travel, through learning foreign languages, through encounters with others.’ (Bal, 2002, p.8)

## Foundation Learner's Transition from Level 0 – Level 1:



This is facilitated by the integration of skills, content and criticality, with an emphasis on 'being interdisciplinary'.

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