



THE UNIVERSITY OF
MELBOURNE

Creating space by dissolving boundaries

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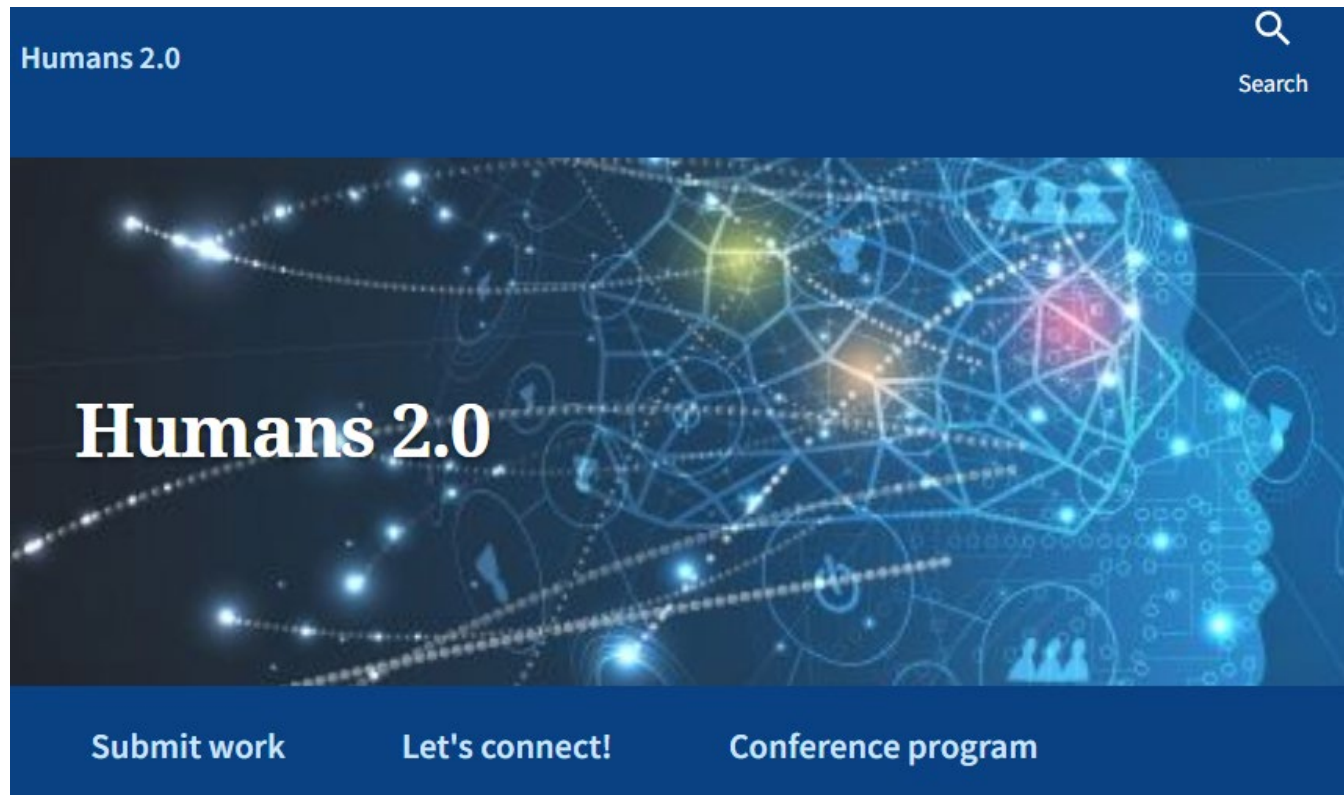


<https://a-z-animals.com/blog/what-does-the-platypus-eat/>

<https://pxhere.com/en/photo/1459033>



As a spin off....





Humans 2.0

[Journal](#)

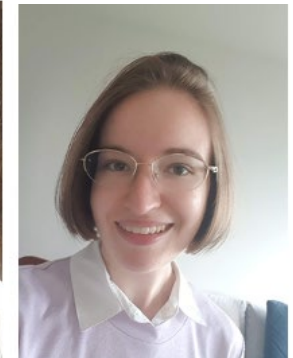
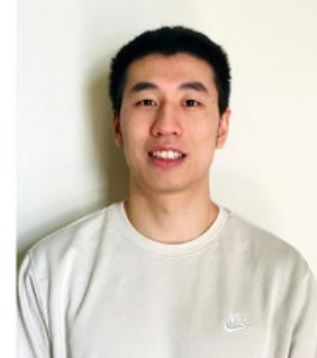
[Editorial board](#)

[Submit work](#)

[Let's connect!](#)

[Conference program](#)

Humans 2.0 is a student-led, peer-reviewed journal bringing together the diverse works of undergraduate students through the examination of scientific innovation and its place in society and culture.





First time here? See the [getting started module](#).



Module 1: Interdisciplinarity

Integrating an interdisciplinary approach in your work.

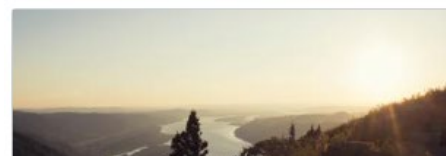
[Go to module 1](#)



Module 2: Getting published

Preparing a manuscript for submission and getting published.

[Go to module 2](#)



Module 3: Being an editorial board member

Responsibilities of an editorial board member and the objectives of journal members.

[Go to module 3](#)



Module 4: Being a peer reviewer

Conducting a peer review.

[Go to module 4](#)



Module 5: Academic integrity

What you need to know about publishing your research article.


[Go to module 5](#)



Module 6: Resources

Useful resources.

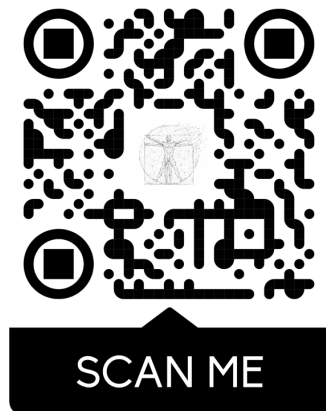
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Module 1: Interdisciplinarity

Integrating an interdisciplinary approach in your work.

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Welcome to the interdisciplinarity module! In this module, we'll first take a deep dive into the concept of interdisciplinarity including its importance to the future of research and the world. Then, we'll step through how you can conduct effective research and write your own interdisciplinary analysis of a complex issue. The world of interdisciplinarity is a vast one, so this module is only a brief introduction, but we hope that it will serve as a starting point for your own explorations. Now, let's get started.

Learning objectives

1. Define and understand interdisciplinarity:
 - A. Distinguish interdisciplinary from monodisciplinary and multidisciplinary work.
 - B. Appreciate that complex issues may be analysed from various disciplinary perspectives.
 - C. Explain how interdisciplinary analysis can lead to a more in-depth and comprehensive understanding of a controversy.
2. Understand how to conduct effective interdisciplinary research.
3. Identify and describe examples of interdisciplinary writing.
4. Understand what it means to write and analyse an issue with an interdisciplinary focus; to identify and integrate concepts from Science, Technology, Engineering and Mathematics (STEM) and Humanities, Arts and Social Sciences (HASS) perspectives.

◀ Previous

Next ▶

Drag and drop each research question to identify whether it is good or in need of improvement.

What is the best way to use stem cell-derived gametes in assisted reproduction, particularly with respect to its effect on reproductive liberty?

How is the classical Wnt signalling pathway implicated in the development of breast cancer in women over 50 years of age?

What has caused climate change and what can we do about it?

This research question needs work.
It may be interesting to a select audience but does not appeal to a wide range of readers. It is also far too narrow and only provides scope for very limited disciplinary interpretations.

This research question could be used as a basis for further research and an essay topic.
It has sufficient scope for multiple disciplines (e.g., cell biology and feminism) and, hence, may be of interest to a variety of audiences. It is broad enough to explore for the length of an essay but specific enough to be answered in detail. By including the superlative "best", we add tension to the question. There are multiple ways to do this but remember this lesson from fiction writing: a good story needs tension.

This research question needs work.
While it is interesting to a variety of audiences and there is scope to explore it from multiple disciplines, it is too broad and unfocussed to be answered effectively in the space of a single essay.

Submit

For additional reading about conducting interdisciplinary research (including working in a team), take a look at the [following short research guides](#) . Most of the information is covered in this module but if you need some more ideas or have further questions, they should be of help.

The Humans 2.0 Conference

*Want to explore complex issues arising from biomedical technologies
and what they could mean for future humans?*

*Come join a panel of academics and students from diverse disciplines to
explore the social and ethical issues arising from advancing technologies!*

Scan the QR code to register!



When: 1st of July, 9:30 A.M. to 3:30 PM

Where: Wright Theatre (Medical Building)

Featuring: Prof. Lynn Gillam, Prof. Michael Arnold,
Prof. Megan Munsie, Dr Solange Glasser, Prof. Gary Anderson and... *you?*

The Planning!



The eve of...



The day's proceedings

Opportunity to share our journal

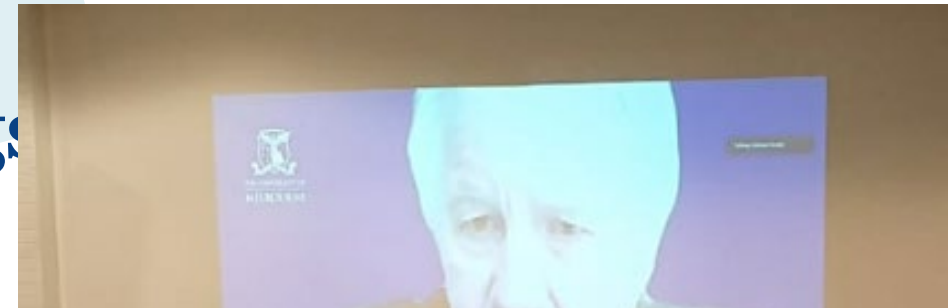
Narrative for audience to follow

Audience participation and engagement

Featured interdisciplinary speakers
Staff and students, panel discussions

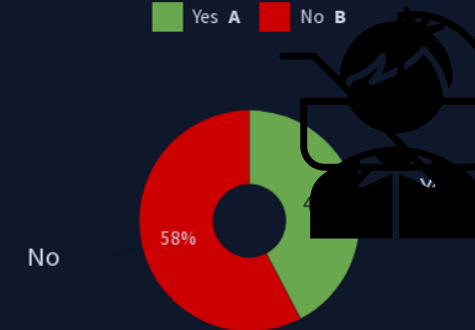
A digital simulacrum

Live drawings, art installations
and Wombo Art



Should Jordan's mother or treatment team be able veto treatment options?

Yes A No B



Powered by  Poll Everywhere





It was great to see **behind the polished units** and final products, to get an idea for how **university academics collaborate** and a look at all the time, effort and **extensive communication** involved to get a project off the ground. It was **great to be consulted and treated as active participants**, as often in uni the student role can feel quite passive

What did the students say?

Often in my experience of undergraduate study, even in co-curricular activities there is a certain expectation that people from **similar degrees or majors will "stick together"**. Often this is even inherent in the aims of special interest societies and groups. What was unique about Humans 2.0 was that **differences of perspective were encouraged and were, in fact, the point**

Experience working with staff has been great and **provided a mentor-esque relationship** with staff which the **uni experience has lacked so far**

Through being part of Humans 2.0, I have had the time to develop an **actual relationship** with the members of the staff involved and this has been this has been a **fulfilling experience** not only because I have had the chance to collaborate with some very intelligent, kind, and helpful people; but also because I **haven't just bounced** to the next lecturer and tutor after a semester

Meaningful relationships have been formed, and this makes the **university less a dispensary of facts and skills, and more of an academic institution**. Further this has been a bit of a **sneak peak into what post grad studies** might entail which has (at least for me) **solidified my wish to pursue them**

This was the **best conference** I've attended, although I'm a bit biased as a co-organiser 😊

Students' professionalism combined with their **enthusiasm** made organising this conference with students fun and a valuable experience; it was **difficult to not depend too much on students!**

As a teacher I can **learn** a few things **from** how the **students** moderated the various sessions and how they **swiftly synthesised the different perspectives**

What did the academics say?

Working with students made me learn new ways of **looking at things not as they are delivered, but they are received**

This project allows students to achieve all the **graduate attributes**

I enjoyed seeing what I **teach being projected** from a different but meaningful perspective. This is **what teachers dream of**, where **students apply their understanding, and relating this to the public**

Good pace,
little hype,
solid mix of
presenters

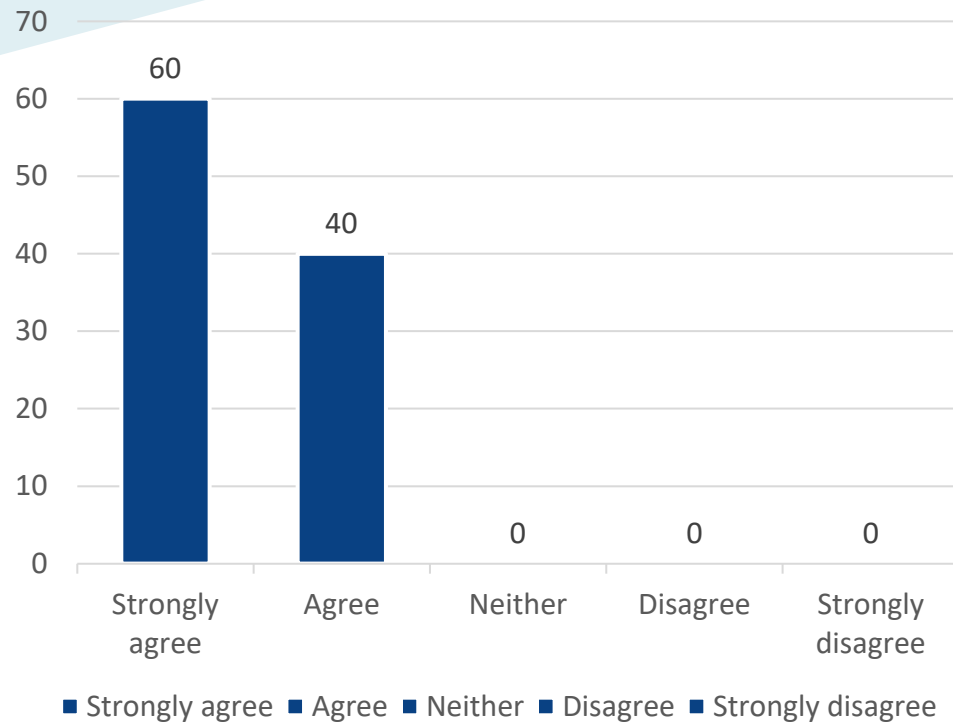
The **provocations** through the **case study** which was woven through the conference enabled the **audience to reflect and interact with the information**. I loved that the presentations were all woven together with a **similar thread**, but also that we **heard from professors and students**

What did the audience say?

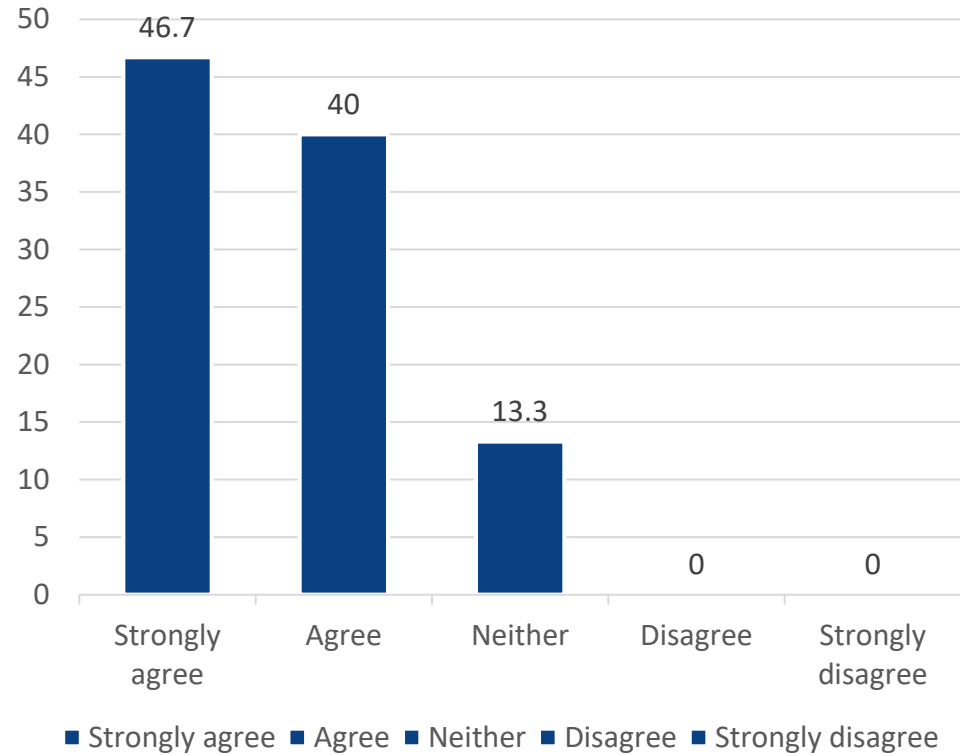
I found the **student presentations particularly inspiring**. The **depth and quality of their discussions** was impressive, entertaining and added **authenticity to the student/academic collaboration**


Great speakers, presentations, well organised as usual and really liked the mix of students, clinicians and academics with **everyone supporting and learning from each other**. Loved the hypothetical case studies too!

If there is another Humans 2.0 conference in future, I would attend



I am keen to read the Humans 2.0 journal





Humans 2.0 Journal

As a Humans 2.0 Editorial Board Member, build your Community Engagement capability by enhancing your peer's capabilities in writing for an academic journal, ensuring...

COMMUNITY ENGAGEMENT

Growing **two**-gether

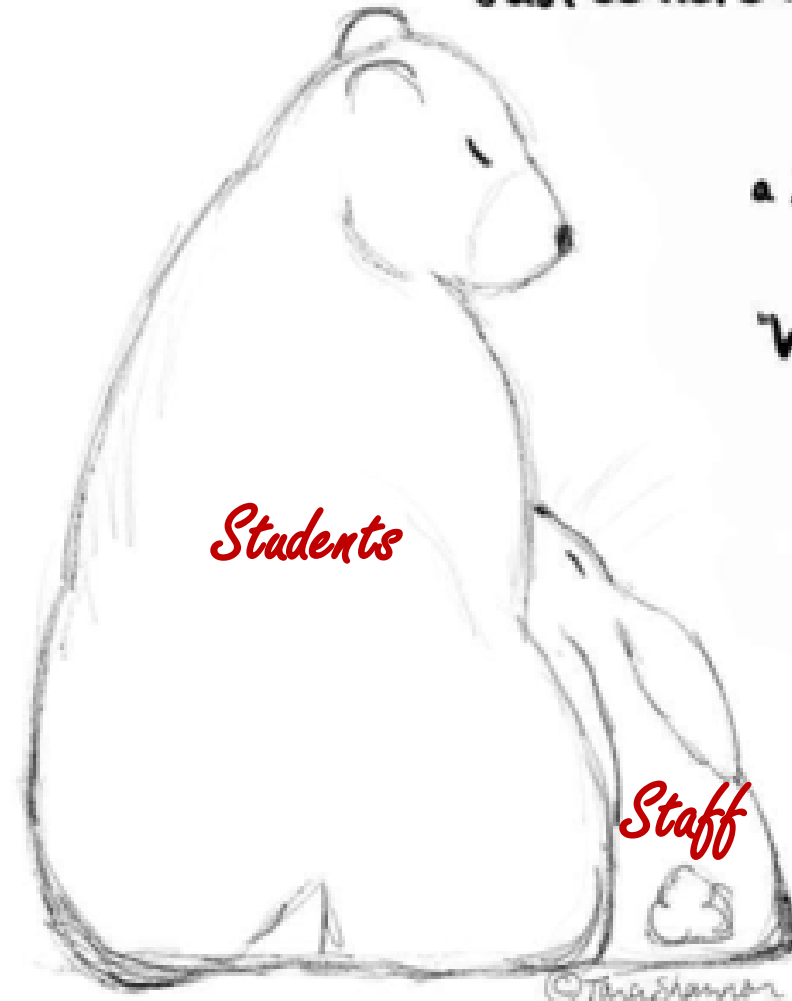
"I'm struggling," said Bear.

"Is there anything I can do?" asked Rabbit.

"Just be here as you are now," said Bear,
"and let me lean on you."

"Do you mind if I lean
a little back?" asked Rabbit.

"Of course not," said Bear.
"We can lean on each other."





We could not have done this without...

The University of Melbourne Learning and Teaching Initiatives Grant

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Thank you

