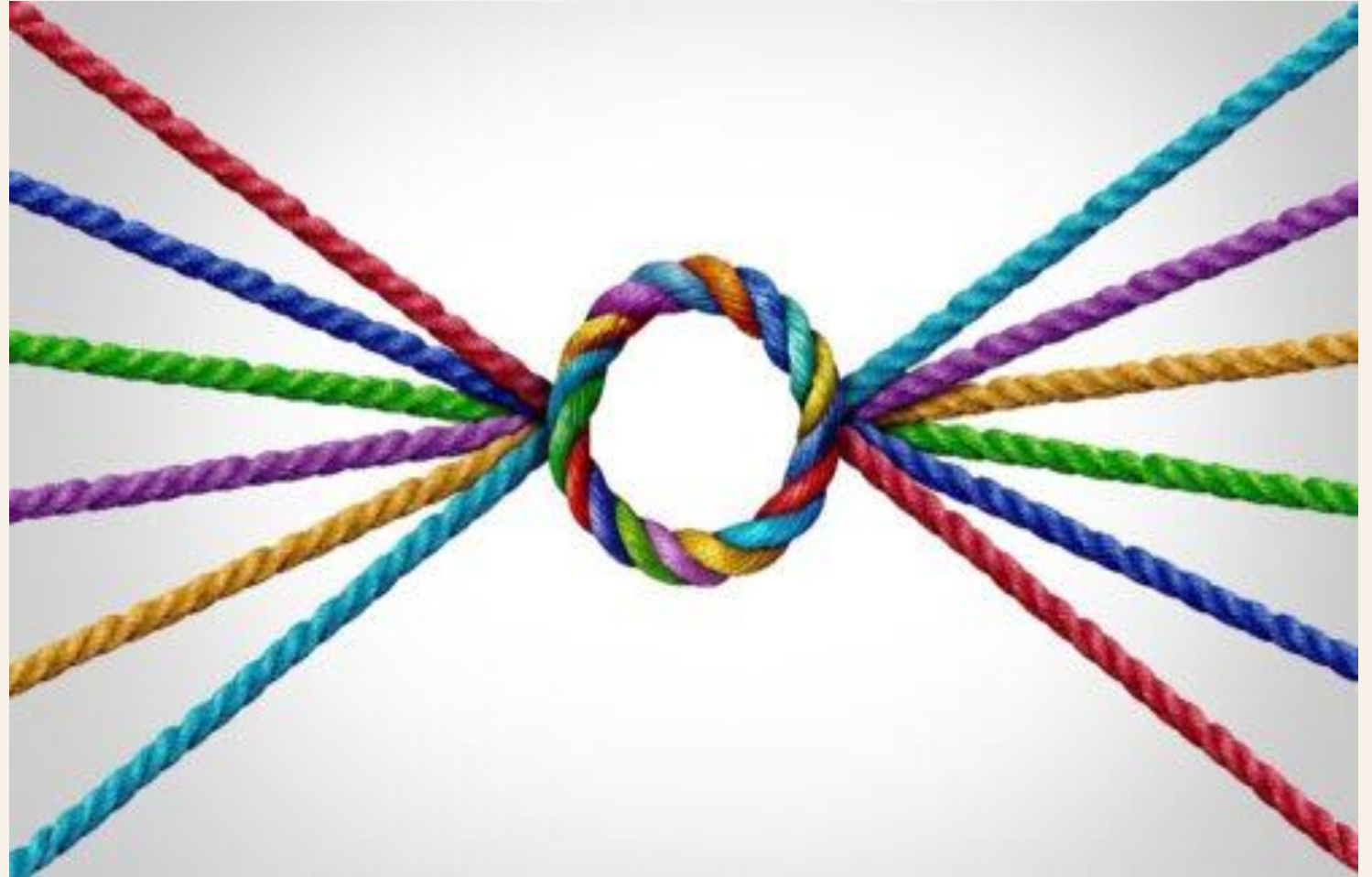


Tricky Encounters: Creative Practice as the Solution to Interdisciplinary Speed Dating

**Dr Afroditi Koulaxi
Catherine Davidson
Oliver Sterland
Dr Mark Hamilton**

interdisciplinary
tension is not
incidental



Three 1st year modules

Learning Perspectives

London Perspectives

Global Perspectives

***How do we design for this discomfort,
rather than try to eliminate it?***



Square Bricks to Wild Growth:

A very short story of how we changed



Learning Perspectives: A Gateway Module

A heavy responsibility



Let's Do a Project!

Starting with a shared
"seed" & sewing tangents



A More Generative Environment

Less control

More creativity



Teaching as Creative Practice

From leading to cheerleading



Business?

Luxury Brand Management

Entrepreneurship

Management

International Business

Global Sports Management

Luxury Hospitality

Finance

Marketing

Technology and Entrepreneurship

Establishing a sense of discipline: an object-based approach

What do you
see?



What does a
marketeer
value?

What's the
history of bottled
water?

What do YOU
value?

Can consumers
differentiate
between taste?


(Elsewhere...)





Visual Record – what do you see? + ...

Photograph and/or draw the object. Look at Overall object / zoom out. Then take a Close up look / zoom in to details. Test when Closed and open, record the sequence of movement. Show it In use / on the body.

Team 1



Team 2



10 disciplines ... 3 learning outcomes ... LOTS of agency



L03 – Essential Skills for University Study:

- Research
- Critical Thinking
- Assessment Literacy

L06 – Use of Discipline-specific Digital Tool

L09 – Interdisciplinary Learning

Scaffolding the research question (Business)



(Discuss in pairs) Which of these would be simplest to find out and why?

1. How do we enter the Asian market?
2. What are our sales in UK compared with sales in France?
3. Why are sales figures decreasing?

Example research question (business)

**Week 5: Present
your Project
Proposal (13 Oct)**



Today's Summary (Hermes)

Today's summary of our group project: After focusing on the collaborative impact of Hermes' operations in China last week, we are now focusing on the potential of other smaller luxury brands that may also want to enter China in the near future. Through research, we are now determining the challenges these brands will face. We are comparing these

**Week 6: Pooling
your research (20
Oct)**



research question

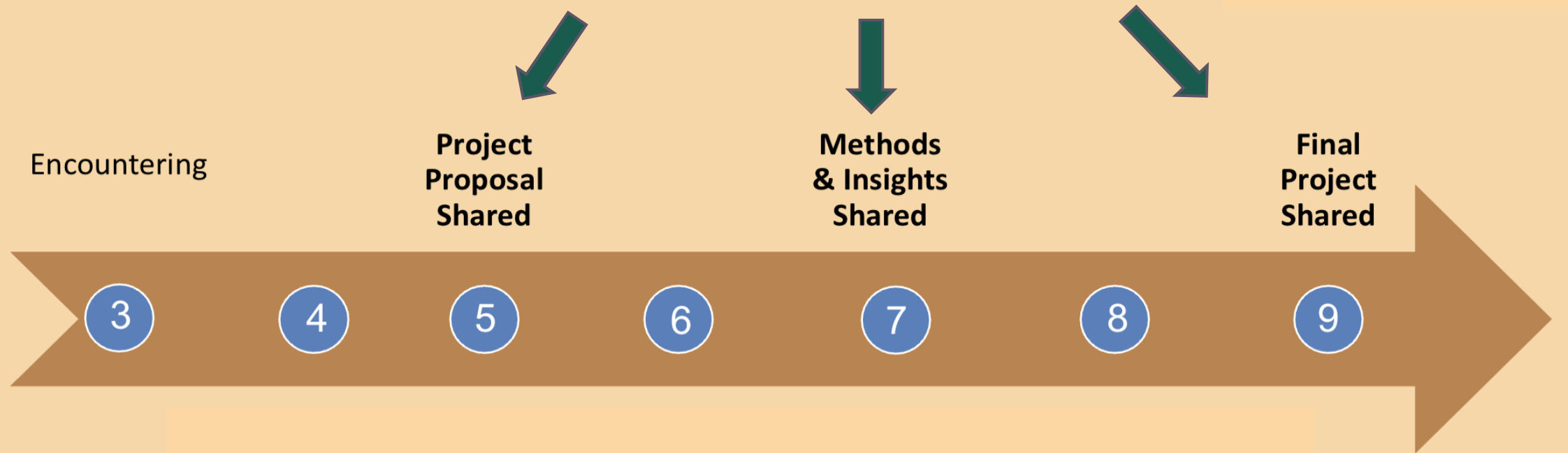
how would Metier pass the Chinese market entry threshold like Hermes?

+ Add comment

This week's project activity

- Continue gathering research to inform your final output.
- Ensure that each team

Interdisciplinary Sharing Points



10 disciplines; many projects; one marking rubric

Criteria	Band 0 (0-20%)	Band 1 (21-39%)	Band 2 (40-49%)	Band 3 (50-59%)	Band 4 (60-69%)	Band 5 (70-85%)	Band 6 (86-100%)
MLO3 - Professional Development: Reflective Practice & Responsiveness to Feedback	Very limited/no reflection on learning or processes; no evidence (e.g., screenshots) of participation; lacks response to peer/tutor feedback.	Limited reflection and response to peer/tutor feedback; minimal or generic evidence provided; links to activities or changes made are unclear.	Satisfactory reflection on specific active learning/group processes; some cross-referenced evidence supports points; feedback is acknowledged with basic changes.	Good reflection tied to concrete experiences in essay and project; relevant, cross-referenced evidence <u>included</u> ; feedback informs several improvements.	Very good reflective practice; <u>well-integrated</u> , persuasive evidence; feedback applied purposefully with clear rationale for changes.	Excellent reflective evidence demonstrates progress; iterative use of feedback documented with clear impact on outcomes.	Outstanding reflective practice; evidence is comprehensive, precisely captioned and traceable; feedback is critically evaluated and drives creative, independent adaptation.
MLO3 - Professional Development: Critical Thinking & Research Skills (Discipline-specific)	Very limited/no discipline-specific research or critical thinking; process not recorded; no supporting evidence.	Limited discipline-specific research with weak or inappropriate sources/methods; scant process record or evidence.	Satisfactory discipline-specific research showing basic insights around how you came to this resource and why it was effective; process evidence (logs/iterations) present but patchy.	Good discipline-specific research with appropriate sources/ <u>methods</u> ; process recorded with reasons for choices; some evaluative commentary about the process	Very good discipline-specific research informing a coherent argument or product; process record is clear and evaluative.	Excellent discipline-specific research; rigorous critique of sources/methods and limitations; process evidence is thorough and used to refine the work.	Outstanding discipline-specific research and critical insight; analytical process documentation that supports superior outcomes.
MLO6 - Use of a Discipline-specific Digital Tool (AI where applicable)	Very limited/no use of a discipline-specific digital <u>tool</u> ; no documentation of steps or settings (AI use, where applicable, not reported).	Limited use of a discipline-specific digital <u>tool</u> ; usage is inappropriate/inefficient; limited or missing documentation.	Satisfactory use of a discipline-specific digital <u>tool</u> ; basic functionality applied; minimal reflection; documentation present but basic.	Good use of a discipline-specific digital <u>tool</u> ; appropriate features applied; documentation with some critical comment; AI log completed (where applicable).	Very good use of a discipline-specific digital tool; effective/efficient <u>application</u> ; evaluation of the tool's contribution.	Excellent use of a discipline-specific digital tool; <u>well-justified</u> choices and strong evaluation; process clearly improves quality of outcomes.	Outstanding, expert use of a discipline-specific digital tool; fully transparent process and critical reflection showing how the tool elevated the work.
MLO9 - Interdisciplinary Perspectives	Very limited/no engagement beyond own discipline; no evidence from plenary/peer exchange.	Limited noticing of other disciplines; descriptive only; no attempt to adapt ideas or methods; minimal evidence.	Satisfactory engagement: recognises a relevant idea from at least one other discipline; tentative connection to own work; some evidence (notes/screenshots).	Identifies at least one disciplinary approach beyond their own and describes it with some accuracy. Offers insights into how disciplines work, how they shape knowledge production, and the different disciplinary landscapes that exist. Evidence is basic but relevant.	Clearly identifies and contrasts approaches from more than one discipline. Shows understanding of how these approaches differ in their methods, tools, or perspectives, with some insight into the implications for knowledge production.	Compares and contrasts disciplinary approaches with insight, highlighting meaningful differences and the implications these have for ways of knowing and learning. Draws on multiple examples observed during plenaries/peer exchanges, with well-chosen evidence.	Demonstrates a sophisticated and critical comparison of multiple disciplinary approaches to knowledge and learning. Explains contrasts with clarity and originality, showing nuanced understanding of disciplinary assumptions, traditions, and knowledge-production practices. Evidence is precise, well-documented, and persuasively integrated.

9 of 11

Work as a Whole (Presentation, Communication, and Referencing)	Very limited/no coherence or organisation; screenshots/photos absent, unclear, or untraceable; figures not cross-	Limited presentation and communication; screenshots low quality or not linked to text; captions missing; referencing incomplete/	Satisfactory presentation; basic structure; screenshots legible and sometimes captioned/numbered; some cross-referencing; referencing	Good presentation with logical flow; screenshots clear, captioned and numbered; cross-referenced in-text; mostly accurate	Very good presentation and style; visuals strengthen arguments; consistent cross-referencing to numbered figures; accurate	Excellent, professional presentation; screenshots/photos are clear, traceable to student activity, and enhance readability; precise, consistent	Outstanding, publication-ready <u>clarity</u> ; visuals are integral and persuasive with impeccable cross-referencing; referencing is flawless.
--	---	--	---	---	--	---	---

Join us for a Practitioner Exchange Day in Interdisciplinary Learning

Location: Regent's
University London

