

Descriptions, Expected Learning Outcomes, and Rubrics for Interdisciplinary Team -Taught Courses

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Practices currently qualifying for designation as 4+ credit, integrative courses are: Service Learning; Education Away; Research & Creative Inquiry, Interdisciplinary Team-Taught courses, and courses with Instruction in a Foreign Language. Each of these practices is associated with specific ELOs that relate to the pedagogical practice rather than the content.

Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

This packet provides resources to support the development of Interdisciplinary Team-Taught courses. The resources cited were integral to the development of the Expected Learning Outcomes (ELOs) associated with Interdisciplinary Team-Taught courses and to the development of Interdisciplinary Team-Taught. The ELOs relate to pedagogy rather than content, being applicable to the content of any of the Theme courses. A sample rubric for evaluating these ELOs is also provided. These are intended to support course development. Note that an assessment plan is not required at the time of course submission—the ELOs and rubric are intended to stimulate course design, in alignment with backwards-design principles.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Interdisciplinary Team Taught courses (adapted from Association for Interdisciplinary Studies and ASC Team-teaching guidelines)

Integrative, Interdisciplinary, Team-Taught courses must include each of these three elements. A clear articulation of the interdisciplinary nature of the course should be included in the course proposal. As Interdisciplinary courses, they will meet these criteria:

- “Address a topic that is too broad or complex to be dealt with adequately by a single discipline or profession”
- “Draw on different disciplinary perspectives”
- “Integrate their insights through construction of a more comprehensive perspective”

Klein and Newell (1997) define interdisciplinary integration as follows:

In multidisciplinary courses, faculty present their individual perspectives one after another, leaving differences in underlying assumptions unexamined and integration up to the students. In interdisciplinary courses, whether taught by teams or individuals, faculty interact in designing a course, bringing to light and examining underlying assumptions and modifying their perspectives in the process. They also make a concerted effort to work with students in crafting an integrated *synthesis* of the separate parts that provides a larger, more holistic understanding of the question,

problem, or issue at hand. Smith's iron law bears repeating: "Students shall not be expected to integrate anything the faculty can't or won't" (quoted in Gaff, 1980, pp. 54-55). (Klein & Newall, 12).

A team-taught course requires that two or more faculty from different disciplines, programs or departments develop and offer a course together. Team-taught courses must be taught collaboratively by faculty who integrate distinctly separate disciplines, model interdisciplinary academic exchange, and demonstrate the interdisciplinary nature of the course. This includes explicitly synthesizing across and between the disciplines that each instructor brings to the team-taught, interdisciplinary course.

Teaching partners are expected to collaborate on defining the objectives for the course, putting together the course materials, conducting the formal instruction of students, and evaluating student performance. Note that courses in which one faculty member of record convenes the course and invites one or more guest speakers to take part in the class are not considered team-taught courses. These courses provide students with the broadest understanding of a liberal arts education by conveying within a single classroom the breadth of perspectives and interconnectivity that is inherent in academia and the world.

Key References and Resources

Hahn, T.W., Hatcher, J.A., Price, M.F., Studer, M.L. (2016). IUPUI Taxonomy for Service Learning Courses. Retrieved from: <https://rise.iupui.edu/resources/course-development/taxonomies/>

"Eight Key Elements of High Impact Practices" Source: Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). From: <https://www.radford.edu/content/high-impact/home/facultyresources.html>

Association for Interdisciplinary Studies (2019, October 21). Peer Reviewed Syllabi. Retrieved February 25, 2021, from <https://interdisciplinarystudies.org/peer-reviewed-syllabi/>

Klein, J. T. & Newall, W.H. (1997). "Advancing Interdisciplinary Studies." In *Handbook of the Undergraduate Curriculum: A Comprehensive Guide to Purposes, Structures, Practices and Change*, ed. J. Gaff and J. Ratcliff, pp. 393-415. San Francisco: Jossey-Bass.

**INTEGRATIVE, INTERDISCIPLINARY, TEAM-TAUGHT LEARNING ELOs AND OBJECTIVES
(Template)**

Goals	Expected Learning Outcomes	Integrative, Interdisciplinary Specific Objectives
<p>GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.</p>	<p>Successful students will...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.</p> <p>1.1.b Analysis: Interpret and evaluate information from multiple sources and multiple disciplinary perspectives to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.</p> <p>1.1.c Critical thinking & analysis Systematically and methodically analyze their own and others' assumptions using more than one disciplinary lens and carefully evaluate the relevance of contexts when representing a position.</p>
	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>1.2.a Scholarly engagement: Articulate a thorough and complex understanding of the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.</p>
<p>GOAL 2: Successful students will integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to integrate their insights through construction of a more comprehensive perspective.</p> <p>2.1.b Multiple perspectives: Evaluate and apply diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.</p>

	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>2.2.a Self-awareness: Evaluates the impacts of cross disciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems and also considers the long-term impact of the work.</p> <p>2.2.b. Empathy: Interpret and explain the issue under consideration from the perspectives other than their own and more than one worldview and demonstrates openness towards others in the academic community and their perspectives.</p>
--	--	--

SAMPLE STUDENT ASSESSMENT RUBRIC FOR INTEGRATIVE, INTERDISCIPLINARY, TEAM-TAUGHT LEARNING

	Benchmark (1)	Milestone (2)	Milestone (3)	Capstone (4)
ELO 1.1 Successful students are able to engage in critical and logical thinking about the topic or idea of the theme by... a) articulating topics or ideas	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
b) selecting and using information to investigate multiple points of view or conclusions	Information is taken from a single source or without any interpretation/evaluation. Viewpoints of experts and professionals are taken as fact, without question.	Information is taken from multiple sources with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts and professionals are taken as mostly fact, with little questioning.	Information is taken from multiple sources and disciplinary perspectives with enough interpretation/evaluation to develop a coherent analysis and synthesis. Viewpoints of experts and professionals are subject to questioning.	Information is taken from multiple sources and disciplinary perspectives with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and professionals are questioned via disciplinary lenses.
c) acknowledge influence of disciplinary contexts and assumptions	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be able to identify discipline underlying claims. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position. Is able to identify discipline underlying claims.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts and the appropriateness of various disciplinary analyses when presenting a position.

<p>ELO 1.2 Successful students are able to demonstrate an understanding of the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.</p>	<p>Shows minimal awareness of the factors and contexts, including natural, social, cultural and political, that would contribute to an integrative understanding of the issue.</p>	<p>Identifies the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.</p>	<p>Identifies and clearly understands the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.</p>	<p>Articulates a thorough and complex, multidisciplinary understanding of the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.</p>
<p>ELO 2.1.a Students make connections between concepts, information, and skills and integrate their insights through construction of a more comprehensive perspective.</p>	<p>Student expresses a limited, unclear connection of course content to disciplinary perspectives.</p>	<p>Begins to connect knowledge (facts, theories, etc.) from course content to construct of a more comprehensive perspective.</p>	<p>Connects and analyzes knowledge (facts, theories, etc.) from course content to construct of a more comprehensive perspective.</p>	<p>Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to construct of a more comprehensive perspective.</p>
<p>ELO 2.1.b Students evaluate and apply diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.</p>	<p>Student expresses a limited, unclear and/or single perspective on complex subjects.</p>	<p>Begins to apply diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.</p>	<p>Applies diverse perspectives to complex subjects from multiple cultural and disciplinary lenses, but may not fully evaluate their appropriateness.</p>	<p>Clearly evaluates and applies diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.</p>

<p>ELO 2.2.a Students evaluate the impacts of interdisciplinary synthesis of the issue, themselves, the scholarly inquiry, the local and global systems and also consider the long-term impact of the work.</p>	<p>Student minimally evaluates the impacts of interdisciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems.</p>	<p>Student evaluates the impacts of interdisciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems.</p>	<p>Student evaluates the impacts of interdisciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems and may also consider the long-term impact of the work.</p>	<p>Student thoroughly evaluates the impacts of interdisciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems and also considers the long term impact of the work.</p>
<p>ELO 2.2.b Students interpret and explain the issue under consideration from perspectives other than their own and more than one worldview and demonstrates empathy towards others in the academic community.</p>	<p>Student minimally interprets and partially explains the issue under consideration from perspectives other than their own and more than one worldview and demonstrates some empathy towards others.</p>	<p>Student begins to interpret and explain the issue under consideration from perspectives other than their own and more than one worldview and demonstrates empathy towards others.</p>	<p>Student clearly interprets and explains the issue under consideration from perspectives other than their own and more than one worldview and demonstrates empathy towards others.</p>	<p>Student thoroughly interprets and explains the issue under consideration from perspectives other than their own and more than one worldview and demonstrates empathy towards others.</p>

