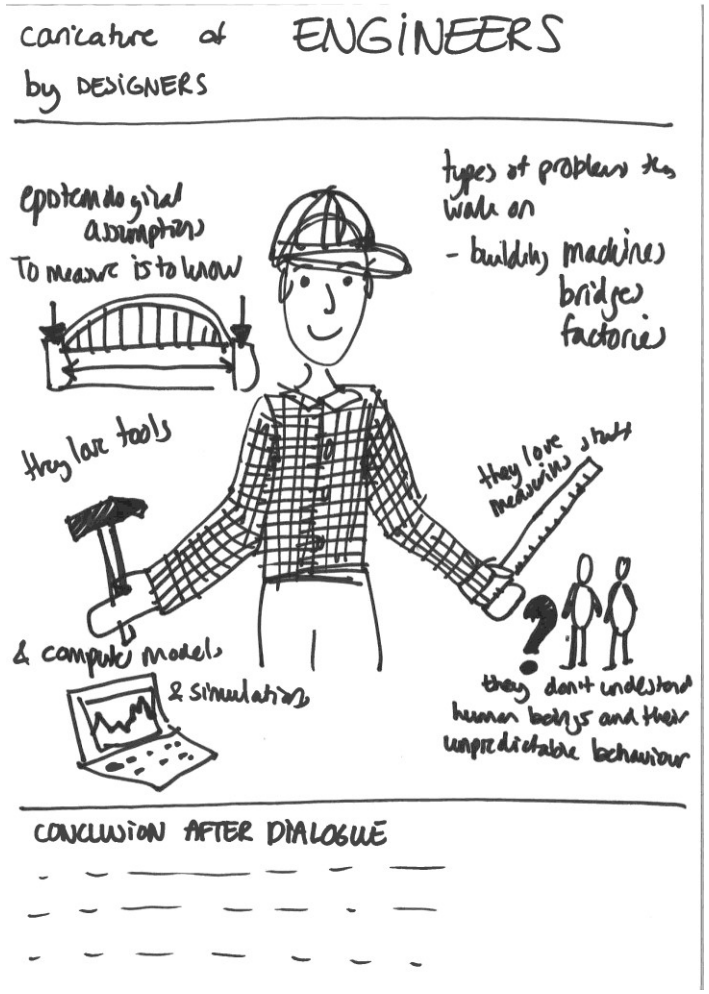


Mieke van der Bijl-Brouwer | Carissa Champlin | Sake Zijlstra

Disciplinary caricatures - promoting epistemic intelligence

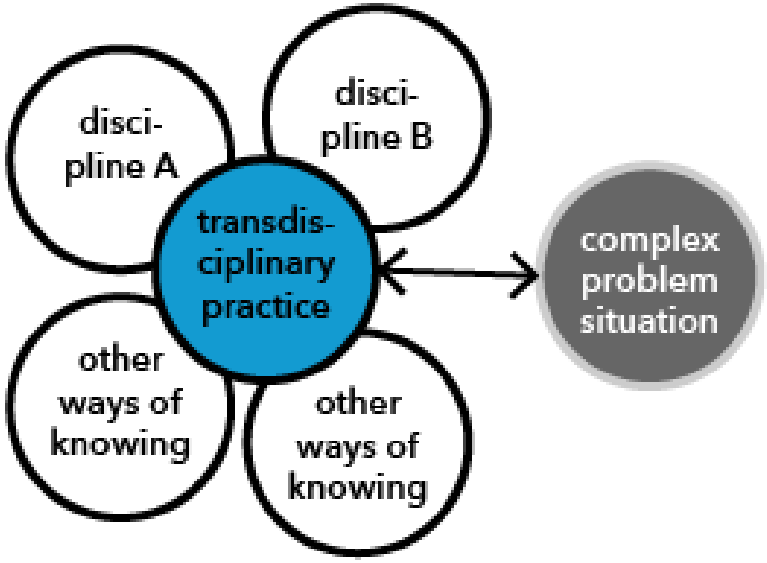
NIE Conference

15th November 2023

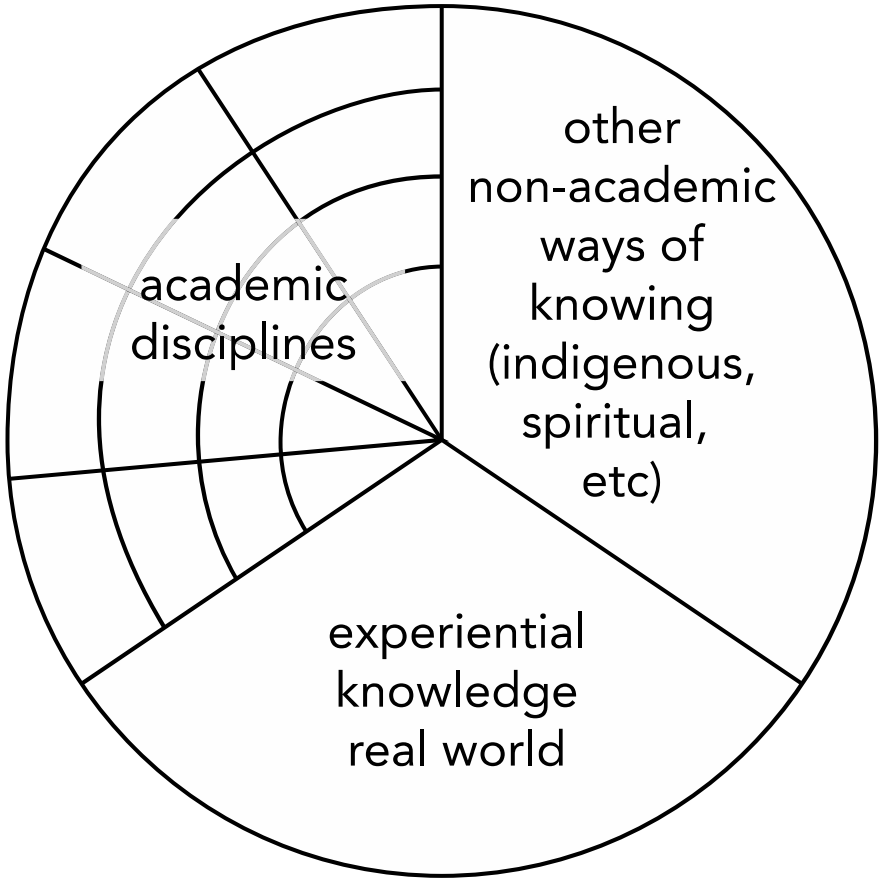
Welcome!

- Please write your name and core discipline/ field of practice on a name badge
- Not too general but also not too specific eg.
  - Aerospace engineering
  - Artist
  - Urban Planning
  - Biology
  - Computer science
  - …

Need for inter- and transdisciplinarity



ways of knowing



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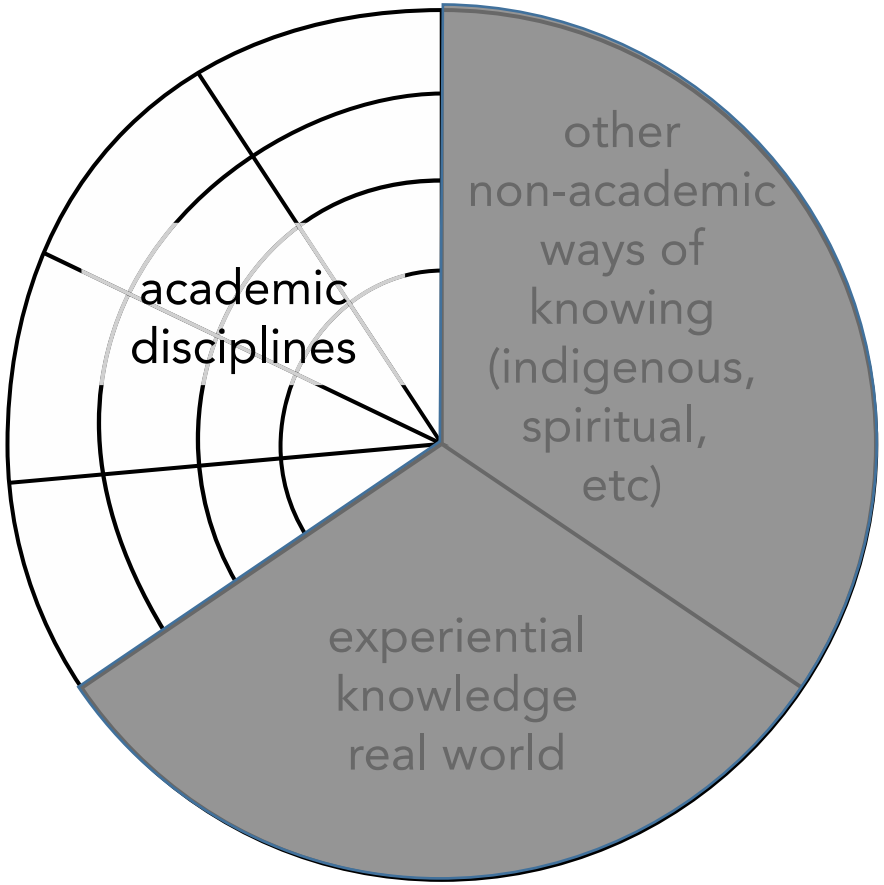
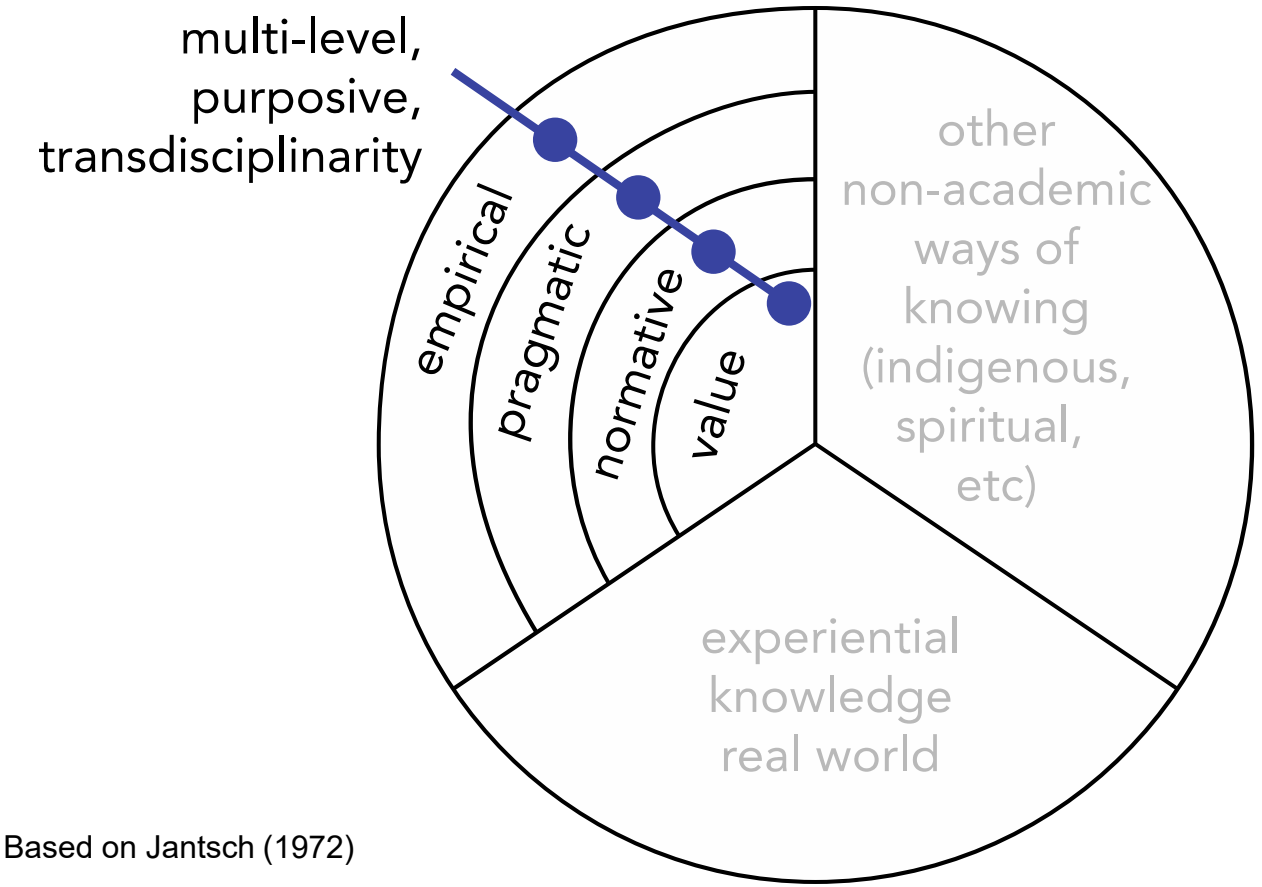


ways of knowing

ways of knowing

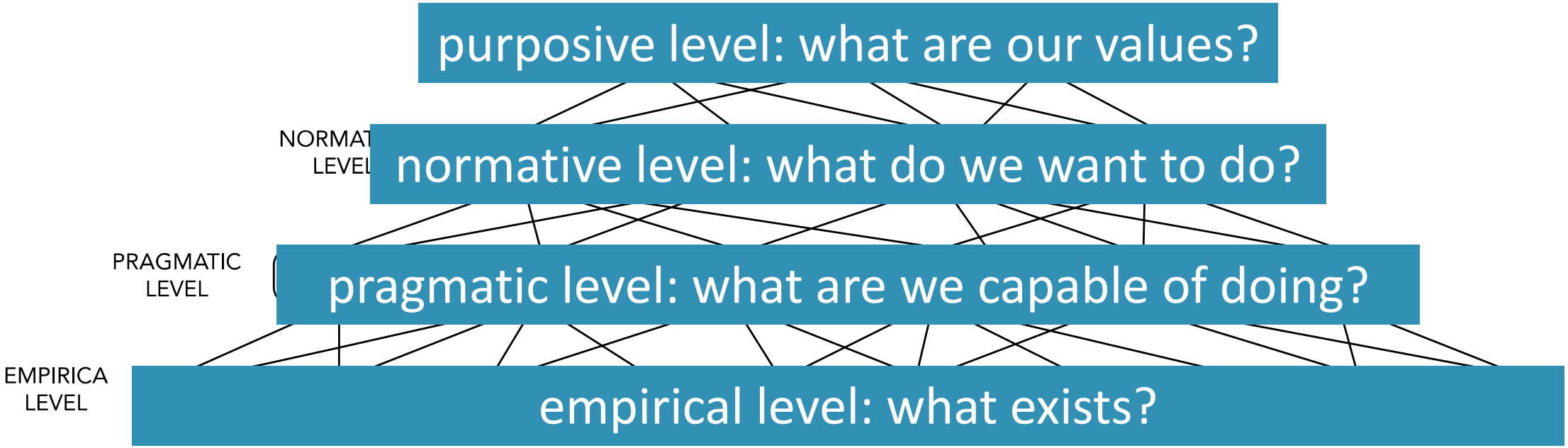
multi-level purposive transdisciplinarity



Based on Jantsch (1972)

van der Bijl-Brouwer, M. (2022). Design, one piece of the puzzle: A conceptual and practical perspective on transdisciplinary design. Paper presented at DRS2022 – Bilbao.

multi-level purposive transdisciplinarity



Example of how disciplines come together in a multi-level knowledge innovation system, adapted from Max-Neef (2005)

multi-level purposive transdisciplinarity

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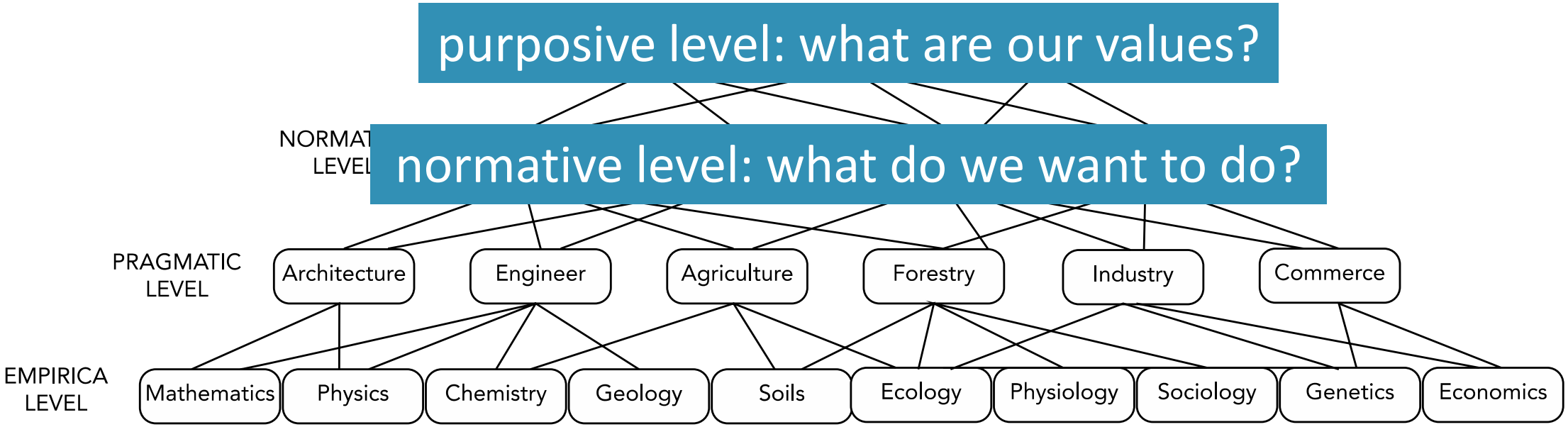

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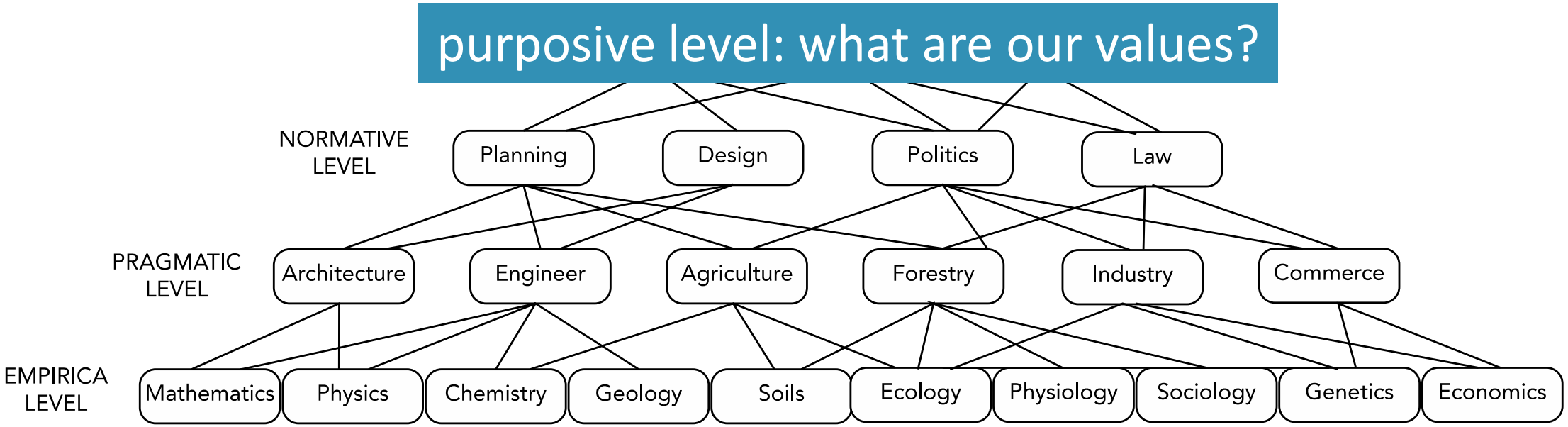

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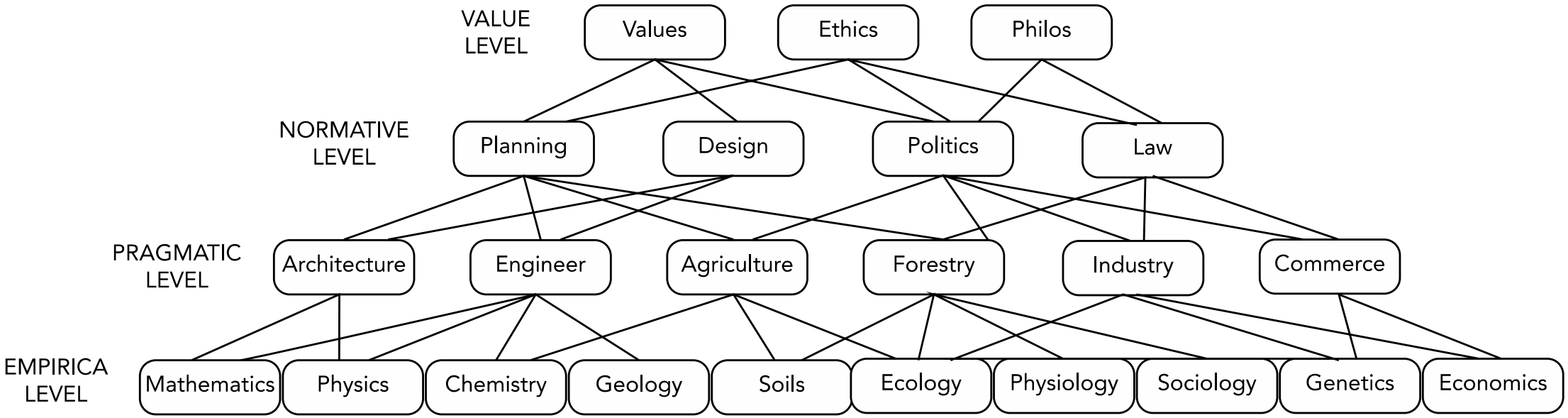

Example of how disciplines come together in a multi-level knowledge innovation system, adapted from Max-Neef (2005)

boundary crossing between disciplines and fields of practice: need for “epistemic intelligence”

Epistemology

epistemic | ˌepəˈstēmik, ˌepəˈstemik | adjective *Philosophy*
relating to knowledge or to the degree of its validation.

Dictionary version 2.3.0. Apple Inc

preconceptions: caricatures

- Your group will be matched to two groups from other disciplines or fields of practice. As a group draw caricatures of professionals from each of those other disciplines or fields of practices. Exaggerate the characteristics that are typical of those disciplines.

Assignment for the course Leading Innovation at the UTS Bachelor of Creative Intelligence and Innovation

experience

- develop a 20-minute learning activity for students of other degrees to learn about the unique ways in which your discipline or field of practice contributes to innovation

dialogue

- After participating in the learning activity of the other group, show them your caricature and discuss the differences between the caricature based on preconceptions and what you have learned.

Now it is your turn!

- Make groups of 3 different disciplines/fields of practice
- Every person draws a caricature of each of the other two persons, using the template (10mins)
- Use the prompts on the template

- Present and dialogue the caricatures (3 x 10mins)
- Prompting questions:
  - what is correct about the presented caricatures/cliches?
  - what is typically misunderstood about your discipline?
  - how does your discipline contribute to tackling societal challenges?
  - what is happening at the forefront of your field?
  - do you see any relationships or synergies between your disciplines?

Plenary reflection

- Why would we need activities like this in transdisciplinary education?
- How does making assumptions explicit help students in inter- and transdisciplinary collaborations?
- Which other learning activities might contribute to help students move from holding on to the comfort of a stable (mono-) disciplinary identity and home, to an appreciation of relationship and disciplinary tensions?