

## Notes from session 4: Open discussion on the development of interdisciplinary postgraduate curriculum, Chaired by Dr Payam Rezaie, The Open University, 6<sup>th</sup> April 2017

Reading links and papers shared – see *Supporting inter- and multidisciplinary teaching and learning at taught postgraduate level*, Dr Payam Rezaie and Jay Rixon, The Open University (Session 2: Postgraduate Curriculum)

- Benefits of interdisciplinary curriculum:
- ‘Still talking’ and still networking years on due to connections made – careful consideration to group work.
- Where is the learning? Just because people work together, does it impact learning? Has there been any research done on this.
- Degree has to have an economic outcome for the student- ‘get a job at the end of it’ ‘its worth the money to do this’.
- What should be about learning, becomes an term of economic currency.
- Students have brought those critical thinking skills with them from their interdisciplinary undergraduate experience.
- ‘Fully-rounded’ what does this mean? How do we define it? What are the expectations on master’s graduates.
- ‘No silos’ , learning how to learn? Lifelong learning... flexibility/ transferable skills.
- learning how to learn (thinking and transferring the learning to a different context) applying your learning.
- Recruitment, value to students? How can educators ensure this curriculum is relevant? Is it becoming a subject in itself?
- ‘We know it works’ getting students to sign up! ‘think outside the box’ – how can we get more students involved? Its easy to get ‘feedback’ but not ‘feed-forward’ . Can we use materials to model the proposed curriculum?
- ‘Buy-in’ from employers and students – can we develop a MOOCs? Or short courses like tasters... OpenLearn or BOC (Badged Open Course)
- Postgraduate BOC- OpenLearn? Conversion framework or Recognition of Prior Learning (RPL)? How do we ensure students are starting off on a ‘level playing field’