
Interdisciplinary Studies @ CityTech

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Overview

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 2. What is an ID course?
 3. List of courses
 4. Examples from ID courses
 - a. Learning Objectives and Assessments
 5. 21st Century Technologies: OER and OpenLab
 6. ID Faculty and Student Evaluations
 7. Administrative Concerns
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Interdisciplinary Studies

- Committee: Comprises faculty across many disciplines and departments from throughout City Tech's three colleges: Arts & Sciences, Technology & Design, and Professional Studies
- Course designation: A course can be designated as 'interdisciplinary' (ID)
 - Converting an existing course into an ID course
 - Creating a new course
- Degree requirement: An interdisciplinary course is a General Education requirement for all students completing a 4-year degree program.
 - A course that focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains.
 - To be considered an interdisciplinary course at City Tech the course must be team-taught by more than one faculty member from two or more departments* in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus.

*Exceptions are made for Departments that provide a home for multiple disciplines, such as Humanities and Social Science

What constitutes an ID course?

- An interdisciplinary course focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains.
 - An interdisciplinary course, by definition, has an interdisciplinary *theme* as its nucleus.
[addresses a central question or complex problem from two or more disciplinary perspectives]
 - **ENG 1161 Language and Thinking** acquiring and using languages through “a process of complex neurological, auditory, aural, psychological, and social processes that work together to create and share meaning through written and spoken language...”
 - **ECON 2505 Environmental Economics**: “Economic policy and technology: Advancing the goals of sustainability”
 - To be considered an interdisciplinary course at City Tech the course must be team-taught by more than one faculty member from two or more departments* in the College (or by faculty from different disciplines in interdisciplinary departments such as Social Science or Humanities)
 - Models: co-teaching; guest lecturers; shared credits; ID independent study; ID Learning Communities
 - Other key characteristics? Application: <https://openlab.citytech.cuny.edu/ids/>
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Learning Outcomes - Interdisciplinary Courses

Learning Outcomes of Interdisciplinary Courses

Students will be able to:

- **Purposefully connect and integrate cross-discipline knowledge and skills to solve problems**
 - **Synthesize and transfer knowledge across disciplinary boundaries**
 - Comprehend factors inherent in complex problems
 - Apply integrative thinking to problem-solving in ethically and socially responsible ways
 - Recognize varied perspectives
 - Gain comfort with complexity and uncertainty
 - Think critically, communicate effectively, and work collaboratively
 - Become flexible thinkers
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Courses Currently Offered: Spring 2017



Courses on the OpenLab

1 to 12 (of 39 Courses)

 <p>ECON2505, Env Econ, SP2017 SOCIAL SCIENCE ECON 2505 SPRING 2017 This interdisciplinary course examines current environmental issues from a macroeconomic perspective, fo... See More</p>	 <p>LIB2205 / ARCH2205 Learning Places, S2017 ARCHITECTURAL T... LIB2205 & ARCH2205 SPRING 2017 This special topics course offers an interdisciplinary approach to investigating our built environment u... See More</p>
 <p>PSY3405ID SPRING 2017 Interdisciplinary Health Ps... SOCIAL SCIENCE PSY3405ID SPRING 2017 This course provides an overview of existing psychological and epidemiological findings on the relations... See More</p>	 <p>LIB 2205ID - D958 Learning Places: Understanding... ARCHITECTURAL T... LIB 2205ID FALL 2016 This special topics course offers an interdisciplinary approach to investigating our built environment u... See More</p>
 <p>LIB/ARCH2205 Learning Places ARCHITECTURAL T... LIB/ARCH 2205ID FALL 2016 This special topics course offers an interdisciplinary approach to investigating our built environment u... See More</p>	 <p>LIB2205ID - D938 Learning Places: Understanding t... ARCHITECTURAL T... LIB2205ID SPRING 2017 This special topics course offers an interdisciplinary approach to investigating our built environment u... See More</p>
 <p>PSY3405 Health Psychology, Spring 2015 SOCIAL SCIENCE PSY3405 SPRING 2015 This course provides an overview of existing psychological and epidemiological findings on the relations... See More</p>	 <p>PSY3405ID HD20&21 Health Psychology Fall 2016 SOCIAL SCIENCE PSY3405ID FALL 2016 This course provides an overview of existing psychological and epidemiological findings on the relations... See More</p>
 <p>LIB2205ARCH2205 Learning Places, SP2016 AlmeidaMo... ARCHITECTURAL T... LIB2205ARCH2205 SPRING 2016 This special topics course offers an interdisciplinary approach to investigating our built environment u... See More</p>	 <p>LIB/ARCH2205 Learning Places Fall 2016 ARCHITECTURAL T... LIB2205ARCH2205 FALL 2016 This special topics course offers an interdisciplinary approach to investigating our built environment u... See More</p>
 <p>ECON2505 EnvEcon, FA2016 SOCIAL SCIENCE ECON 2505 FALL 2016 This interdisciplinary course examines current environmental issues from a macroeconomic perspective, fo... See More</p>	 <p>MTEC 1101, Emerging Media Foundations, Fall 2016 ENTERTAINMENT T... MTEC 1101 FALL 2016 An introduction to interactive multimedia technology with a focus on interdisciplinary, project based, c... See More</p>

AFR	3000ID	Black New York
ARTH	2101ID	Healing the Body: The Visual Culture of Medicine
CST	1102ID	Programming Narratives: Computer Animated Storytelling
ECON	2505ID	Environmental Economics
ECON	2820ID	Behavioral Economics
ENG	1161ID	Language and Thinking
ENG	1773	Weird Science: Interpreting and Redefining Humanity
ESCI	2000	Energy Resources
LIB/ARCH	2205ID	Learning Places: Understanding the City
PHIL	2203ID	Health Care Ethics
PHYS	1002ID	Introduction to the Physics of Natural Disasters
PSY	3405ID	Health Psychology
SBS	2000ID	Research Methods for the Behavioral and Social Sciences
THE	2280ID	History of Theatre: Technology and Stages

LIB/ARCH 2205 A Closer Look: Learning Objectives



LIB/ARCH 2205ID A Closer Look: Learning Objectives

- Utilize skills in inquiry/analysis to derive meaning from experience as well as gather information from observation.
 - Demonstrate and apply information literacy aptitude by gathering, interpreting, evaluating and applying information discerningly from a variety of sources.
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LIB/ARCH 2205ID A Closer Look: Experiential Assessments

SITE REPORT + Rubric



Details of Door. The scroll leading down from the door's entablature is sculpted with the Vanderbilt family's symbol of oak leaves and acorns. Most noticeable around the Vanderbilt Hall's doors but also prevalent throughout Grand Central Terminal, the family's symbol is integrated into many of the structures. This shows the significance the family had in the creating of this terminal.

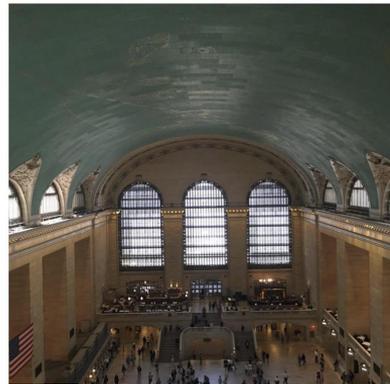


Sketch of GCT. This is a quick sketch of the main concourse of Grand Central Terminal. Because of its vast space and beautiful designs, there are certain parts of the hall that catches people's eyes. After we sketched and viewed one another's work, I noticed some sketched the main door, others sketched the center information desk, and so on. I focused my attention on the grand windows above one of the main doors and the windows on both the sides and the front. The beauty of the lunettes (half windows) and the overarching windows that dwarf the commuters is beautiful and shows how great Grand Central Terminal is.

Learning Places Summer 2016

SITE REPORT #1

Grand Central Terminal



06.14.2016

INTRODUCTION

On our two visits to the Grand Central Terminal, we explored the halls and tracks of the building while learning about the history of its creation within the class and also through tour guide Dan. We also spent time understanding why and how structures were made in certain ways and were encouraged

LIB/ARCH 2205ID A Closer Look: Experiential Assessments

SITE REPORT + Rubric



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Pre-Visit Reflection	Distinguishes assumptions from facts and acknowledges unknowns	Identifies assumptions acknowledges unknowns	Lists current thinking but does not identify as mere assumption	Off topic remarks bear little relationship to course topic
Documentation	Thorough and extensive notes/photos/sketches with identification and description	Extensive notes/photos/sketches with captions that identify with no description	Notes/photos/sketches showing a range of examination during site visit	Cursory notes/photos/sketches
Qualitative Observations	Numerous deep and insightful observations on topic	Multiple observations with some depth and insight	Numerous observations on topic	Minimal observations not always on topic
Data	Relevant data collected on numerous sub-topics through rigorous observation and supplementary sources	Relevant data collected on numerous sub-topics from references and some observations	Data collected is relevant but somewhat superficial	Data collected is cursory and questionable in accuracy
Questions	Hypotheses demonstrate critical inquiry and analysis regarding the topic.	Hypotheses are logical and contribute to analysis of the topic	Hypotheses contribute to the topic but lack critical thinking	Hypotheses are superficial and/or off topic
Summary	Exhibits engagement and a clear-developing line of rigorous inquiry with growing insights and knowledge of the topic	Exhibits engagement and growing insights	Exhibits interest but limited insights	Lacks signs of growth from site experiences
Sources	Multiple sources identified with signs of evaluation and emphasis on primary sources	Multiple sources identified with evaluation of the source reliability	Minimal sources identified with evaluation	Minimal sources identified without evaluation
Discoveries	Multiple insightful and robust discoveries of some significance to the site.	Multiple discoveries relevant to the site.	One discovery relevant of the site but largely superfluous.	No real discovery made.
Topics Keywords	Numerous useful keywords and terms identified relevant to discoveries for further in-depth research	Multiple useful keywords and terms identified somewhat relevant to site and further research	Minimal keywords and terms identified, but not likely to be useful for further in-depth research	No significant terms identified.

PSY3405ID A Closer Look: Learning Objectives

- Demonstrate an understanding of different disease processes and related behaviors.
 - Purposefully connect and integrate across-discipline knowledge and skills to solve problems.
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PSY3405ID A Closer Look: Experiential Assessment

Focuses on:

- Misconceptions about HIV and AIDS
- Testing for HIV
- Treating HIV and AIDS
- Disclosing HIV status
- Social Support
- Cognitive and Behavioral Coping

“I was pretty shocked while playing this game and the amount of information I received was truly beneficial. Even though this was a game, there were some situations in which some serious decisions had to be made. Whether I liked it or not, HIV was something that was a reality. To be able to understand it and learn the best ways to deal with it was the best way to go because always being negative was going to make living harder not any easier. Having and being positive views about everything helps get through life’s ups and downs.”

PSY3405ID A Closer Look: Experiential Assessment

A) Describe each behavioral choice that was presented to you during your interaction with the game. In other words, describe the decision you had to make while the game progressed.	20 points
B) While you were 'playing the game', describe what influenced each behavior AND provide examples using the concepts from the theories we've discussed in class. (e.g., perceived norm, perceived susceptibility, intention, and self-efficacy)	15 points
C) What could you have done differently? AND how would have doing something differently affected the events that came later? For example, if you had switched your response to a particular choice, what would you have expected to happen?	15 points
D) Describe the ways in which A) a positive and B) a negative emotion shaped your decision making. (provide examples) (Did feeling bad/sad, or feeling good/optimistic or mad/afraid influence any of the choices you made in the game?)	5 points
E) Name at least one form emotion-focused coping and at least one example of problem-focused coping used while you were 'playing the game'. PROVIDE AN EXAMPLE OF EACH.	15 points each (30 points total)
F) How might this activity be used by others in the future? What would you change about the game? Is it useful?	15 points
TOTAL	100 points



Econ 2505: Interdisciplinary Place - based Learning



Econ 2505 A Closer Look: Place-based learning Objectives

Place-based learning Assignment: Urban Ecology Tour Brooklyn Grange at Brooklyn Navy Yard

1. Prior to tour: Exploring the Brooklyn Navy Yard website and become familiar with the initiatives and activities taking place there. Briefly discuss some of the projects that are currently underway.
2. Reflect on your experience of visiting and seeing an urban gardening project first-hand and how this first-hand observation enhanced your knowledge of such projects.
3. What do you see as the economic and environmental benefits of the Urban Grange?
4. In what ways do you think first-hand observation and site-based research might enhance your own research project?
5. What are some social implications of the Urban Grange project for the larger community?
6. From the perspective of your own discipline, how would you integrate the knowledge you learned from the tour?

Learning Objectives

1. **Think critically, communicate effectively, make connections between the real world and the concept of sustainability.**
2. **Develop an understanding of and ability to apply diverse perspectives to the understanding of sustainability and environmental economics**
3. **Purposefully connect and integrate across-discipline knowledge and skills to understand problems**

Econ 2505 A Closer Look: interdisciplinary place-based semester research project: Assessment

Assessment:

- Demonstrate the ability to link the Economic perspective to another discipline through experience.
 - Students demonstrate and apply their experience to the broader context of their own discipline and show awareness of multiple perspectives.
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21st Century Technologies

OpenLab

Benefits, examples

Open Educational Resources

- Open educational resources (OER) are free and distributable teaching materials.
- Faculty who participate in the OER initiative select and curate an individualized course resource by using existing online and library resources.
- The curated OER replaces a conventional textbook, thereby reducing student costs by eliminating textbook purchases.

Podcast Project- Its More Than Just Its Architecture: The Innovation of Grand Central Terminal by Tina, Natasha, Jeury and Josue

[Leave a reply](#)



[AnnotatedBibliographyArchiLib2205](#)

[OutlineforGroupProject](#)

[TranscriptforPodcast](#)

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Listening to ID Faculty

Student Evaluations of Teaching

Qualitative data, concerns raised, future directions

Faculty would like to know from students...

Was the collaborative team effective in learning and applying new material?

In what ways was a paperless format easier/more difficult than traditional format?

Did you find yourself considering certain ideas for the first time?

Do you have a better understanding of what kinds of questions/answers to expect from each discipline?

Effectiveness of current/standard SETs

Grappling with new assessments of teaching (student, self-, and observed)

Administrative Concerns

Examples

ID after course number, advising, searching in CUNY First, credit distribution, etc.

These matter when considering how to scale an initiative to your campus/college needs.

Closing Thoughts



Lessons Learned

Experiential Learning as Natural Fit for ID courses

[Final Project: PodCast Grand Central](#)

Time for Questions

Thank yous.
