

## 950-600 Trans-disciplinary thinking & learning

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus. Two hour class each week plus some one hour tutorial sessions as required.
<b>Time Commitment:</b>	Contact Hours: 2 hours x 11 weeks = 22 contact hours. For every hour of contact, students will require four hours of reading and preparation. Total Time Commitment: Approximately 88 hours, plus preparation of assignments.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	N/A
<b>Coordinator:</b>	Assoc Prof Simon P J Batterbury
<b>Subject Overview:</b>	This subject will consider the complexity of environmental knowledge, understanding of problems, and solutions by: <ul style="list-style-type: none"> <li>• Engaging with an environmental dilemma in which discipline based framings of the issue and ways of understanding the problem are challenged. Exploring the complexity embodied within this dilemma.</li> <li>• Explaining historical and philosophical debates about ways of knowing (epistemology) and what we think we know about existence (ontology).</li> <li>• Interrogating seminal readings about the development of disciplinary knowledge and knowledge traditions.</li> </ul>
<b>Objectives:</b>	1. Understand the importance of trans-disciplinary learning and thinking. 2. Recognize opportunities for trans disciplinary thinking within environmental discourse.
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• A 2,000-word assignment which examines each student's discipline through alternative ontological and epistemological lenses. This assignment will be due in the middle of the semester and will be worth 35%.</li> <li>• A 4,000-word assignment in a group context (but individually reported upon) in which a current environmental dilemma is analysed by reference to trans-disciplinary approaches. It will be worth 65% and will be due at the end of semester.</li> </ul>
<b>Prescribed Texts:</b>	N/A
<b>Recommended Texts:</b>	A reader will be prepared for this unit
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	Students in this unit should: <ol style="list-style-type: none"> <li>1. Enhance their multi/trans-disciplinary thinking and learning skills.</li> <li>2. Further develop their critical thinking through readings, class discussions, collaboration and assessment.</li> <li>3. Further develop analytical approaches to environmental issues of complexity and uncertainty.</li> </ol>
<b>Links to further information:</b>	<a href="http://www.environment.unimelb.edu.au">http://www.environment.unimelb.edu.au</a>

**Related Course(s):**

Master of Environment  
Master of Environment