

Interprofessional Projects Program Proposed Core LOs

Context

This is based on previously presented “course characteristics” documents that describe key elements of an IPRO that have been used to develop the IPRO program within the IIT core curriculum. As we move to improve our assessment of the core curriculum, it is crucial that these be turned into effective Learning Objectives, LOs. A major point of discord is that previous efforts describe characteristics of the course, whereas LOs need to describe what students will learn, in a demonstrable student-centered fashion. Making that transformation has resulted in the LOs presented here.

Note that previous ideation of “interdisciplinary” as a course requirement did not manifest as a discrete “interdisciplinary” LO. Efforts to describe what students would learn by working on interdisciplinary teams ended up coming back to notions central to other central IPRO LOs (teamwork, communication, problem-solving, ethics). To address this, it was concluded that the importance of “interdisciplinary” is that while the major curriculum taught students to do all these things (solve disciplinary problems, communicate using the conventions of their own major, understand their own discipline's ethical frameworks, work with peers in their own disciplines) IPROs uniquely stretched these skills into being able to do all these across disciplinary boundaries. This is judged crucial to career success since most if not all careers involve interdisciplinary effort.

Essentially, a core feature of IPROs is that each of these important LOs is achieved in an interdisciplinary fashion

Learning Objectives

1. Open Ended Problem Solving

Students will demonstrate the ability to contribute to solutions to open-ended problems of community and societal relevance that require an interdisciplinary approach

Examples of ways these can be demonstrated. Classes do not need *all*, but do need *some* demonstration of LO achievement, by one of these or some other method. These are provided as examples and will be used to develop instructor resources within the IPRO office:

- Ability to apply tools from their home disciplines to problems of importance in other disciplines
- Ability to apply tools of another discipline to problems of importance in their own discipline
- Ability to construct solutions involving several disciplines.

2. Teamwork

Students will demonstrate effective interdisciplinary teamwork skills

Examples of ways these can be demonstrated:

- Demonstrate the ability to lead teams with cross-disciplinary members
- Demonstrate the ability to assemble teams to complete a task requiring contributions from different disciplines
- Demonstrate the ability to set and achieve goals
- Demonstrate the ability to evaluate cross-disciplinary team member performance
- Demonstrate the ability to develop and follow a project plan involving contributions from multidisciplinary team members

3. Communication

Students will demonstrate their ability to effectively communicate across disciplinary boundaries

Examples of ways these can be demonstrated:

- Ability to describe a project involving multiple disciplines
- Ability to communicate to *stakeholders* across disciplinary boundaries
- Ability to communicate to peers in other disciplines *including team members*,
- Ability to communicate to disciplinary experts e.g. *faculty, customers or clients* across disciplinary boundaries
- Selection of and use of *appropriate language, tone, and media* to get these messages across

4. Ethics

Students will demonstrate their ability to identify and evaluate the ethical implications of their solutions and actions.

Examples of ways these can be demonstrated:

- Ability to apply their own discipline's ethical framework to their project
- Ability to utilize a different discipline ethics framework to analyze their own, and their team's actions