



# TRANSDISCIPLINARY EXPERIENTIAL LEARNING ...NOT JUST STUDENT LEARNING

**Experiential Learning Seminar Series 2022**

The University of Hong Kong  
Centre for the Enhancement of Teaching and Learning



# TRANSDISCIPLINARY EXPERIENTIAL LEARNING ...NOT JUST STUDENT LEARNING

**Emeritus Professor Louise McWhinnie**

TD School Adjunct Professor  
University of Technology Sydney (UTS)

The **Bachelor of Creative Intelligence and Innovation (BCII)** is a unique combined degree that encompasses high-level critical and creative thinking, invention, complexity, innovation, future scenario building and entrepreneurship; leading-edge capabilities that are highly valued in the globalised world.

Students can pair the Bachelor of Creative Intelligence & Innovation with 25 core degrees, from all faculties over UTS, and explore a future-facing, world-first, transdisciplinary degree that takes multiple perspectives from diverse fields.

The BCII integrates a range of industry experiences, real-world projects and self-initiated proposals – equipping students to address the complex challenges and untapped opportunities of our times.

By focusing in teams on high-level conceptual thinking and problem-solving practices, students learn to work across and between disciplines, discovering rare skills and mind-sets. During the process students becoming lifelong innovators, entrepreneurs, creative practitioners and change-makers.



<https://www.uts.edu.au/study/transdisciplinary-innovation/undergraduate-courses/creative-intelligence-and-innovation>



# BCII

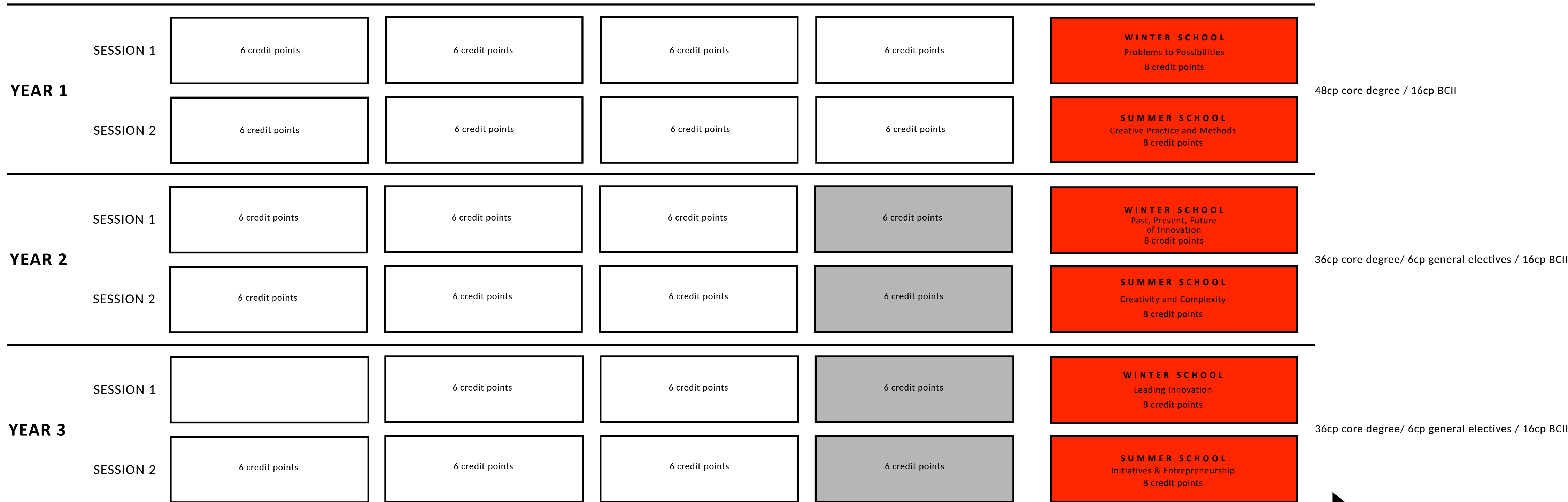
## Bachelor of Creative Intelligence & Innovation

<b>YEAR 1</b>	SESSION 1	6 credit points	6 credit points	6 credit points	6 credit points
	SESSION 2	6 credit points	6 credit points	6 credit points	6 credit points
<b>YEAR 2</b>	SESSION 1	6 credit points	6 credit points	6 credit points	6 credit points
	SESSION 2	6 credit points	6 credit points	6 credit points	6 credit points
<b>YEAR 3</b>	SESSION 1		6 credit points	6 credit points	6 credit points
	SESSION 2	6 credit points	6 credit points	6 credit points	6 credit points

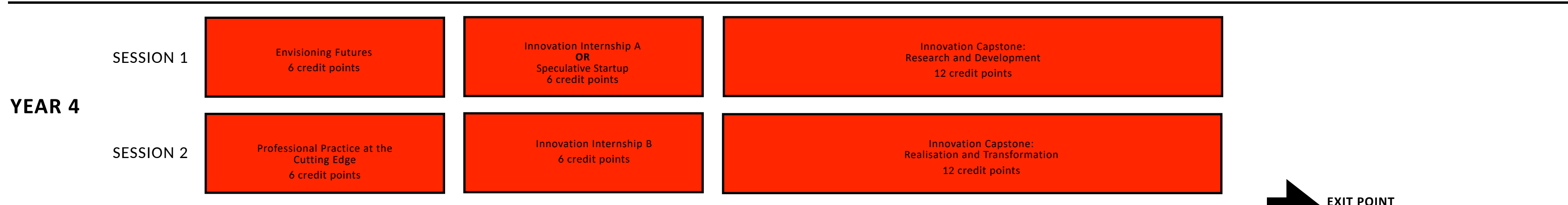
	CORE DEGREE
	CORE DEGREE GENERAL ELECTIVES

Please be aware that the above is a sample degree template.  
Some degrees deliver 3 x 8cp subjects per semester, rather than 4 x 6cp

# single degree






**EXIT POINT**  
 Students can elect to graduate with their core disciplinary degree and a Diploma in Innovation



**EXIT POINT**  
 Students graduate with their core disciplinary degree and the Bachelor of Creative Intelligence & Innovation

**HONOURS**  
 with an additional 18cp students can graduate with their core disciplinary degree and the Bachelor of Creative Intelligence & Innovation (Honours)

 CORE DEGREE  
 CORE DEGREE GENERAL ELECTIVES  
 BCII DEGREE

Please be aware that the above is a sample degree template.  
 Some degrees deliver 3 x 8cp subjects per semester, rather than 4 x 6cp

# BCII double degree

Bachelor of Communication (Writing and Publishing)  
Bachelor of Communication (Journalism)  
Bachelor of Communication (Social and Political Sciences)  
Bachelor of Communication (Media Arts & Production)  
Bachelor of Communication (Strategic Communication)  
Bachelor of Communication (Digital & Social Media)  
Bachelor of Animation Production

Bachelor of Design in Architecture  
Bachelor of Design in Interior Architecture  
Bachelor of Design in Visual Communication  
Bachelor of Design in Product Design  
Bachelor of Design in Fashion and Textiles

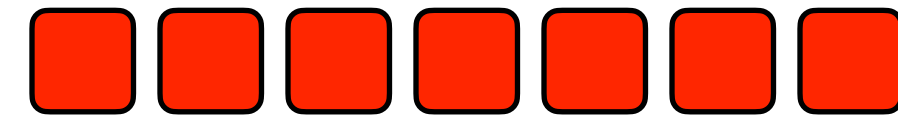
Bachelor of Science  
Bachelor of Advanced Science  
Bachelor of Biomedical Physics  
Bachelor of Medicinal Chemistry  
Bachelor of Forensic Science

Bachelor of Sport and Exercise Science  
Bachelor of Midwifery  
Bachelor of Nursing

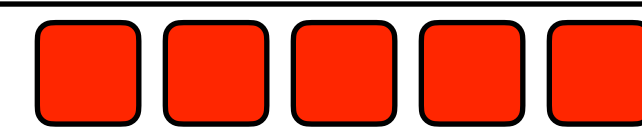
Bachelor of Business  
Bachelor of Management

Bachelor of Engineering (Honours)  
Bachelor of Science in Information Technology

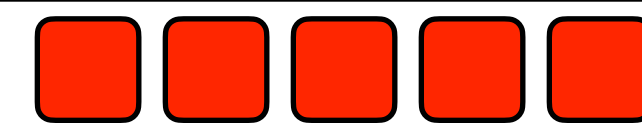
Bachelor of Laws



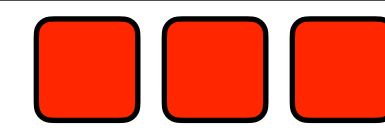
FACULTY OF ARTS & SOCIAL SCIENCES



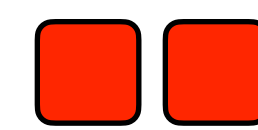
FACULTY OF DESIGN, ARCHITECTURE & BUILDING



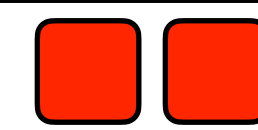
FACULTY OF SCIENCE



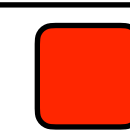
FACULTY OF HEALTH



FACULTY OF BUSINESS



FACULTY OF ENGINEERING & INFORMATION TECHNOLOGY



FACULTY OF LAW

# BCII double degrees

University education is increasingly unable to stay within historically developed disciplinary boundaries. Today, studying implies that students are enabled to find their way through a rapidly changing environment with major challenges (such as climate change, digital transformation, globalisation, social justice, etc), adopting different analytical perspectives and developing sustainable solutions in transdisciplinary cooperation

**The School for Transdisciplinary Studies**

**University of Zurich**

<https://www.sts.uzh.ch/en/About-us.html>

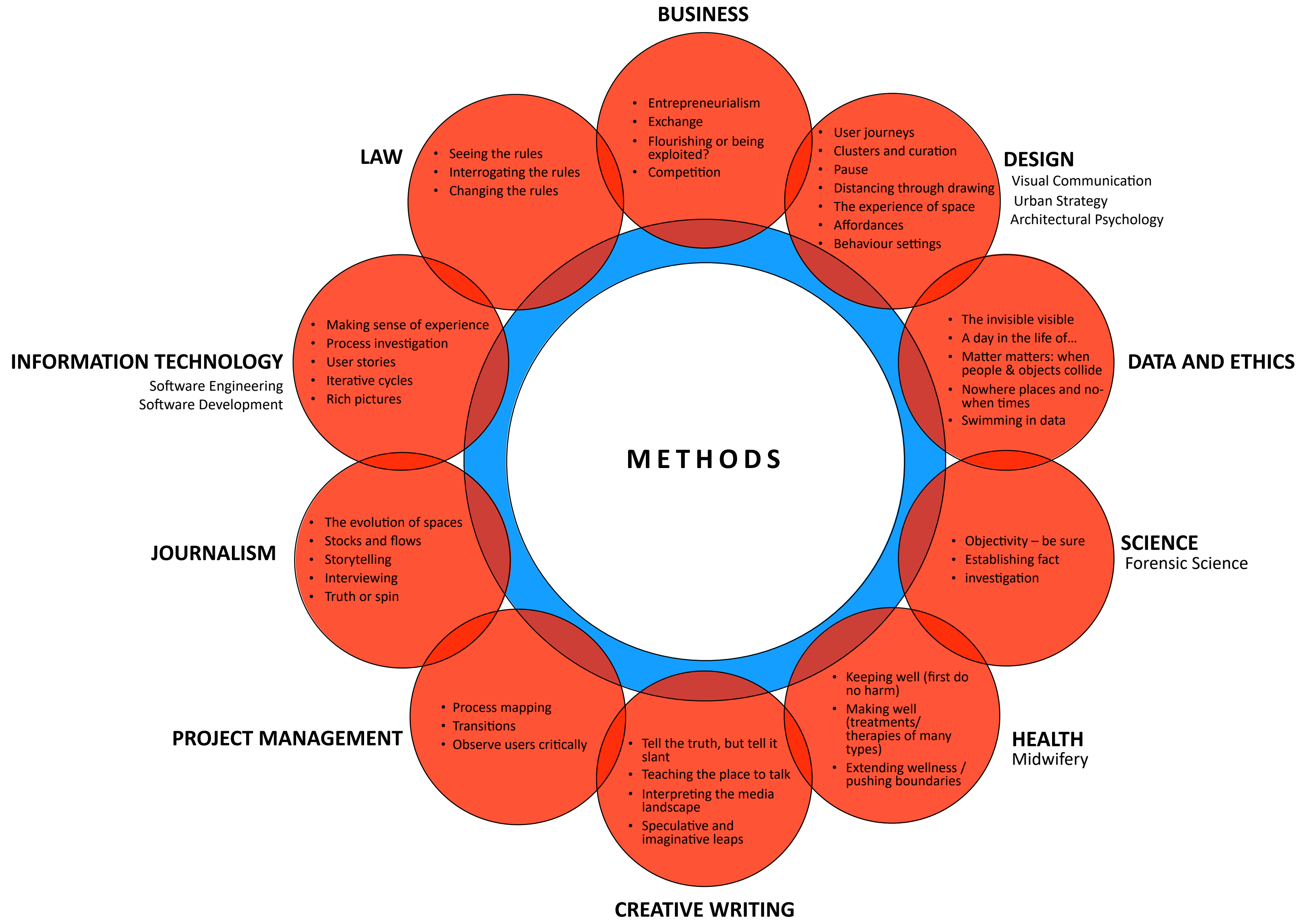
**across, between & beyond  
disciplines**



methods



CREATED BY  
DISCIPLINARY ACADEMICS FROM



method  
cards



# method cards

## CHANGING THE RULES

**WHAT?**  
We continually examine approaches to regulation and put forward alternatives. In turn, these alternative rule-sets provide an important resource in the process of renewal and change.

**HOW?**  
You could compare and contrast the rules of one jurisdiction (state) to another. For example, you could compare the rules about smoking at outdoor cafes in the City of Sydney to those in Marrickville. Alternatively, speculate over new rules that could be introduced.

**WHY?**  
If the existing rules do not adequately or properly address a particular aspect of community life, the rules might have to be changed or new rules created.

## TRACEY BOOTH

**WHY?**  
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BC11 014

## BACHELOR OF CREATIVE INTELLIGENCE & INNOVATION

## MARALIN FOUREUR

**HOW?**  
Look at the vital quality of food, water, air, housing, cleanliness, hygiene, garbage disposal, sewerage management, social/cultural relationships, etc. Speculate on how wellbeing could be promoted and improved. If a particular group or individual is healthier than another, ask why through developing hypotheses.

**WHY?**  
Being well/feeling well/keeping well are the basis for anything that we do.

BC11 001

## UTS BACHELOR OF CREATIVE INTELLIGENCE & INNOVATION

## STORYTELLING

**WHAT?**  
Everything has a story. You just need to ask and answer these main questions to tell the story: who, what, where, when, how, why?

**HOW?**  
Examine an incident, an event, an idea. Ask: who did it? What did they do? Where did they do it? When did they do it? How was it done? Why did it happen?

**WHY?**  
Stories are a chain of events—things happen, people react and there are consequences. Storytelling is about seeking truth, holding people accountable and being balanced. Knowledge is a powerful tool.

HELEN VATSIKOPULOS

## UTS BACHELOR OF CREATIVE INTELLIGENCE & INNOVATION

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BC11 014

## UTS BACHELOR OF CREATIVE INTELLIGENCE & INNOVATION

## BEHAVIOUR SETTINGS

## INTERPRETING THE MEDIA LANDSCAPE

**WHAT?**  
Understanding the media landscape for a better understanding of how we are and how we are affected by the communication environment.

**frame**  
**creation**

**curiosity**

In the next decade,  
we need learners who can  
**ask** the right questions,  
not just answer them



**Holly Clark**

educational strategist  
and co-author of 'The Google Infused Classroom'

**?uriosity**

**learning to love  
the problem as  
much as the  
solution**



**complexity**

**connect** **ivity**

interconnected . interrelated . correlated



**data, technology  
+ ethics**

“integrity means doing the right thing,  
even when no-one else is there to judge”

Unknown author Journal of Clinical Psychology: Monograph Supplement, p22, issues 19-28, 1965

**data, technology  
+ ethics**

risk taking &

**failure**

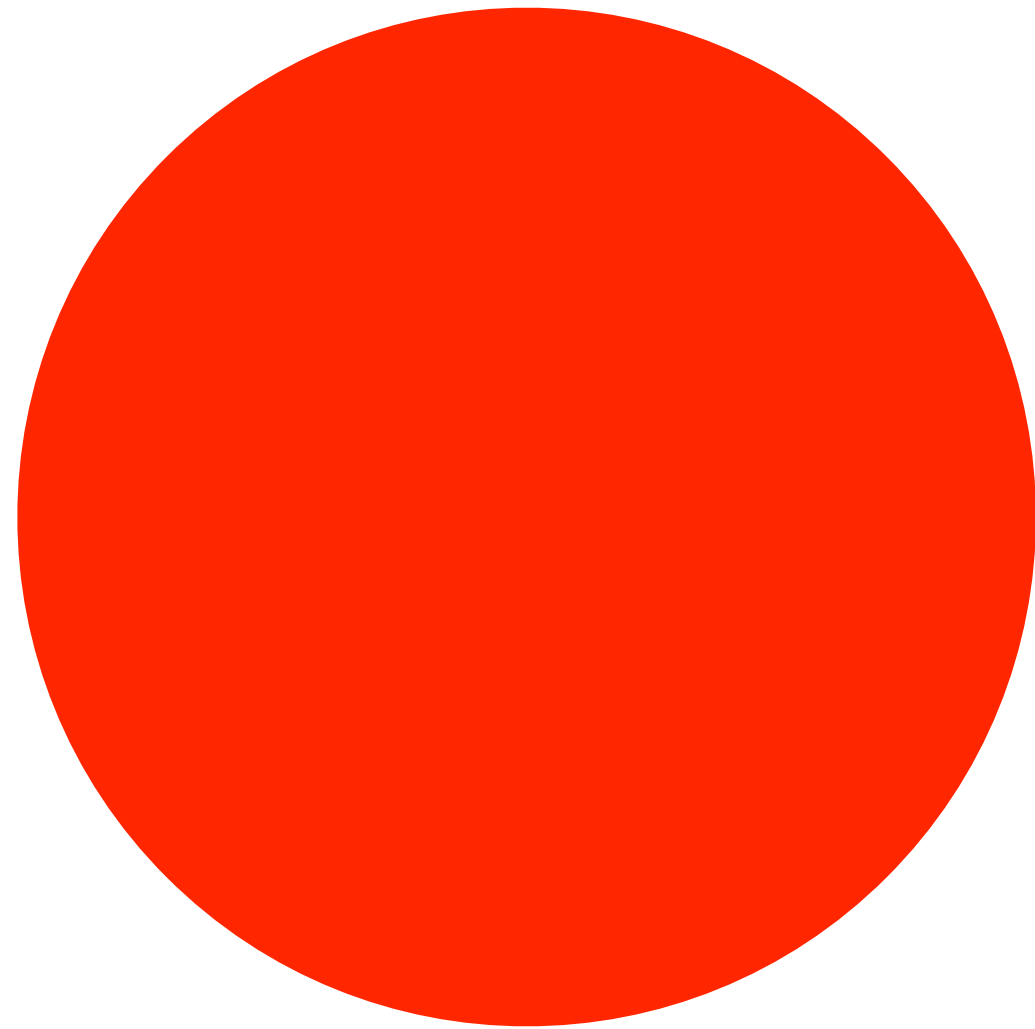
“would you like me to give you a formula for success?

it's quite simple, really... double your rate of failure”

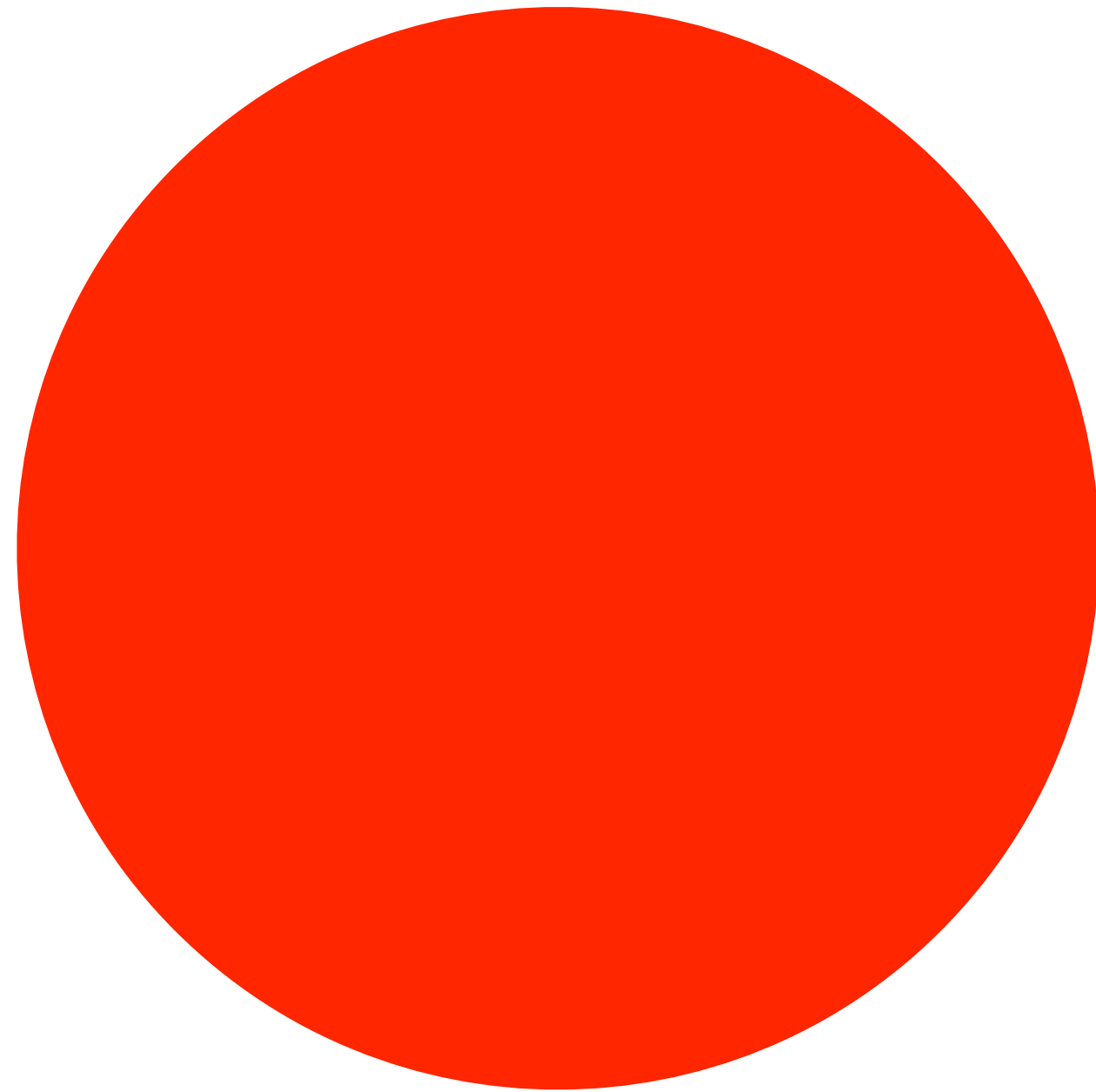
Thomas J. Watson  
Founder of IBM

risk taking &

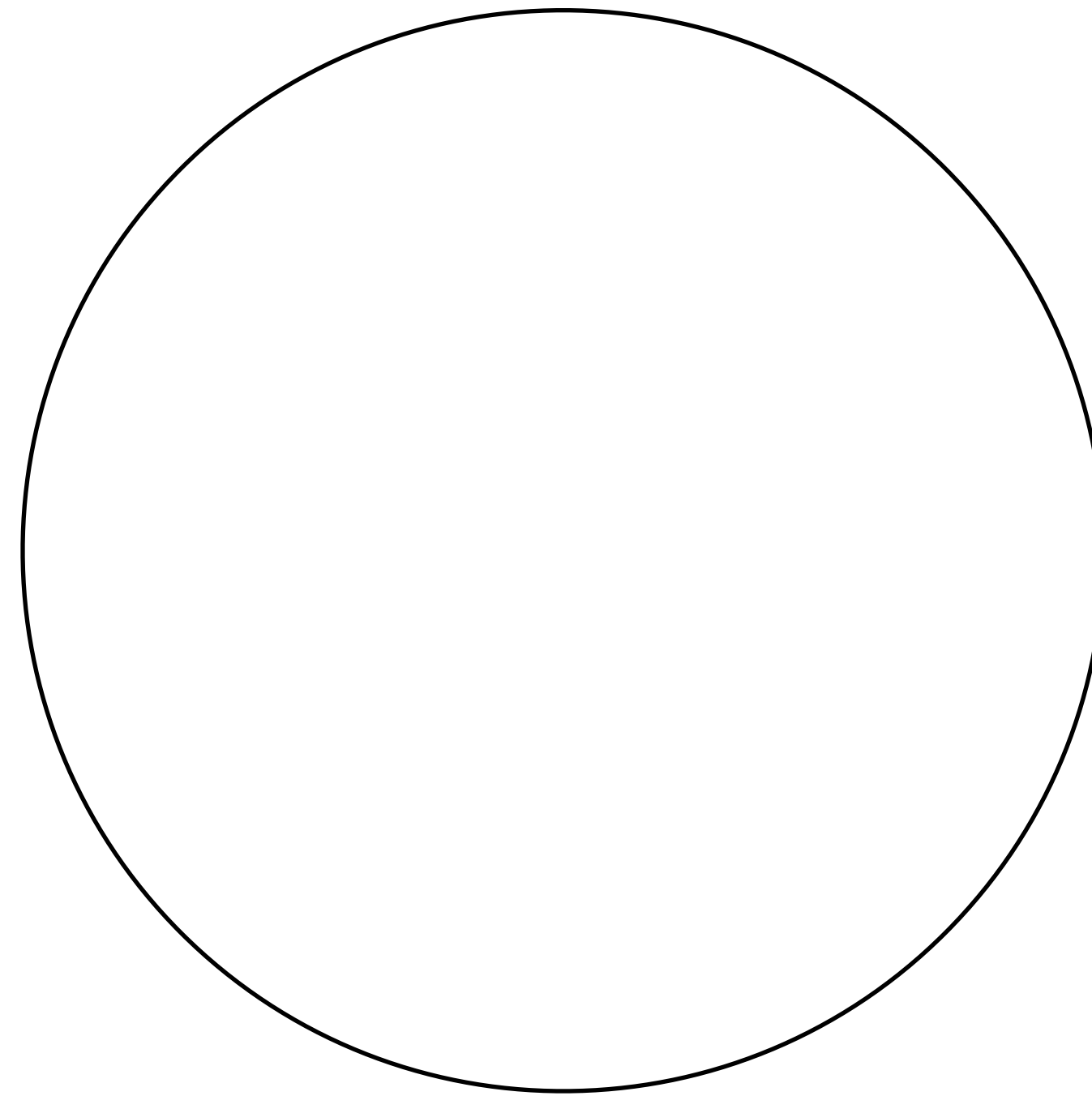
**failure**



all of university



**TD School**



100% post graduation employment

# employment rates



Pick an object, person, place, something. Now take everything you know about it and store it in a neat little box, labelled 'preconceptions.'

Now – and this is the most important part – step out of that box and open your eyes, your ears, your imagination, to the world as it really is.

Take this newfound understanding and sketch it, describe it, picture it, take another discipline's perspective on it, reinvent the world as you know it: that is the art of the BCII.

Bachelor of Engineering (Hons) / Bachelor of Creative Intelligence & Innovation graduate, 2018

# BCII: a student's definition



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TD School Adjunct Professor  
University of Technology Sydney (UTS)