



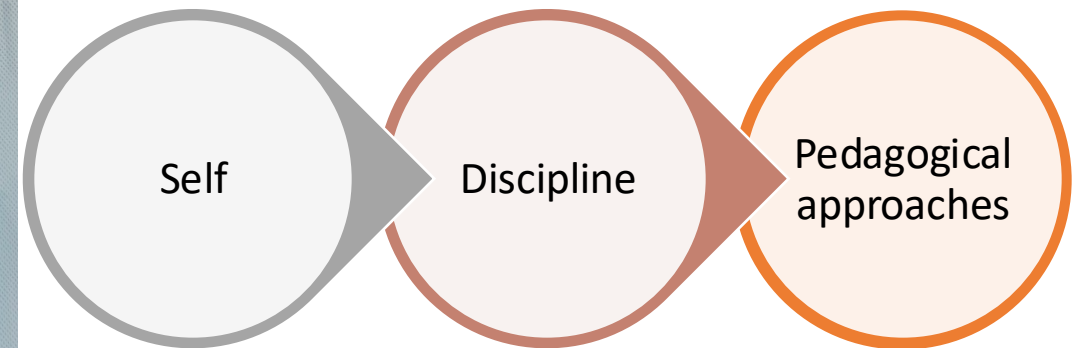
# Reflections on approach to interdisciplinary pedagogy

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# Overview

- Reflections on my core academic / pedagogical interests
- Reflections on my influences
- Case Study: Entrepreneurship a Critical Perspective
- Provocations





Interdisciplinarity inherent in **Creativity** and **Entrepreneurship**



# What influences my approach to interdisciplinarity...

- Cross cultural context to my own lived experiences
- Varied academic background : Accountancy, Advertising and PR, Creative and Media Management, Entrepreneurship
- Non academic work history (management and entrepreneurship) and current entrepreneurial practice
- Artistic identity and practice
- Social life and network of friends
- Hobbies and leisure activities

*Campbell et al (2005) How to Build Bridges: Career Stories that Connect the Humanities and the Sciences in Gibbs, P. (2017) Transdisciplinary Higher Education. Springer Pages 227-254*

*Little bit foreign everywhere.....*



# Case Study I: Entrepreneurship a Critical Perspective

- Purpose: Provide an interdisciplinary view of entrepreneurship
- Motivation: Entrepreneurship as method composed of practices that can be applied to any course with any student
- Objective: Take Entrepreneurship outside the Business School and discuss its relevance from multiple aspects.

Entrepreneurship as:

- The practice of play
- The practice of empathy
- The practice of creativity
- The practice of experimentation
- The practice of reflection

-Neck, H. M., Greene, P. G., & Brush, C. G. (Eds.). (2014). *Teaching entrepreneurship: A practice-based approach*. Edward Elgar Publishing.

# Case Study: Features of the approach

Sessions about:

The entrepreneurial individual– fear, risk, passion, failure

How it manifests – ideas, creativity, finances

How it impacts society and where it is situated – social, digital, ethical

Approaches:

- Discussion of theory and historic progression of knowledge in different domains – e.g. psychology, sociology
- Experience and interdisciplinarity of the student cohort
- Critical reflections of students
- Lived experiences of entrepreneurs
- Experimentation and workshops

Rationale: Trying to address the three levels of signature pedagogies –

- Surface structure – experiences, showing and answering
- Deep structure– body of knowledge and know-how
- Implicit structure – set of beliefs, attitudes, values and disposition

- Shulman, L.S. (2005) 'Signature Pedagogies in the Professions'. Daedalus. 134(3), 52-59.

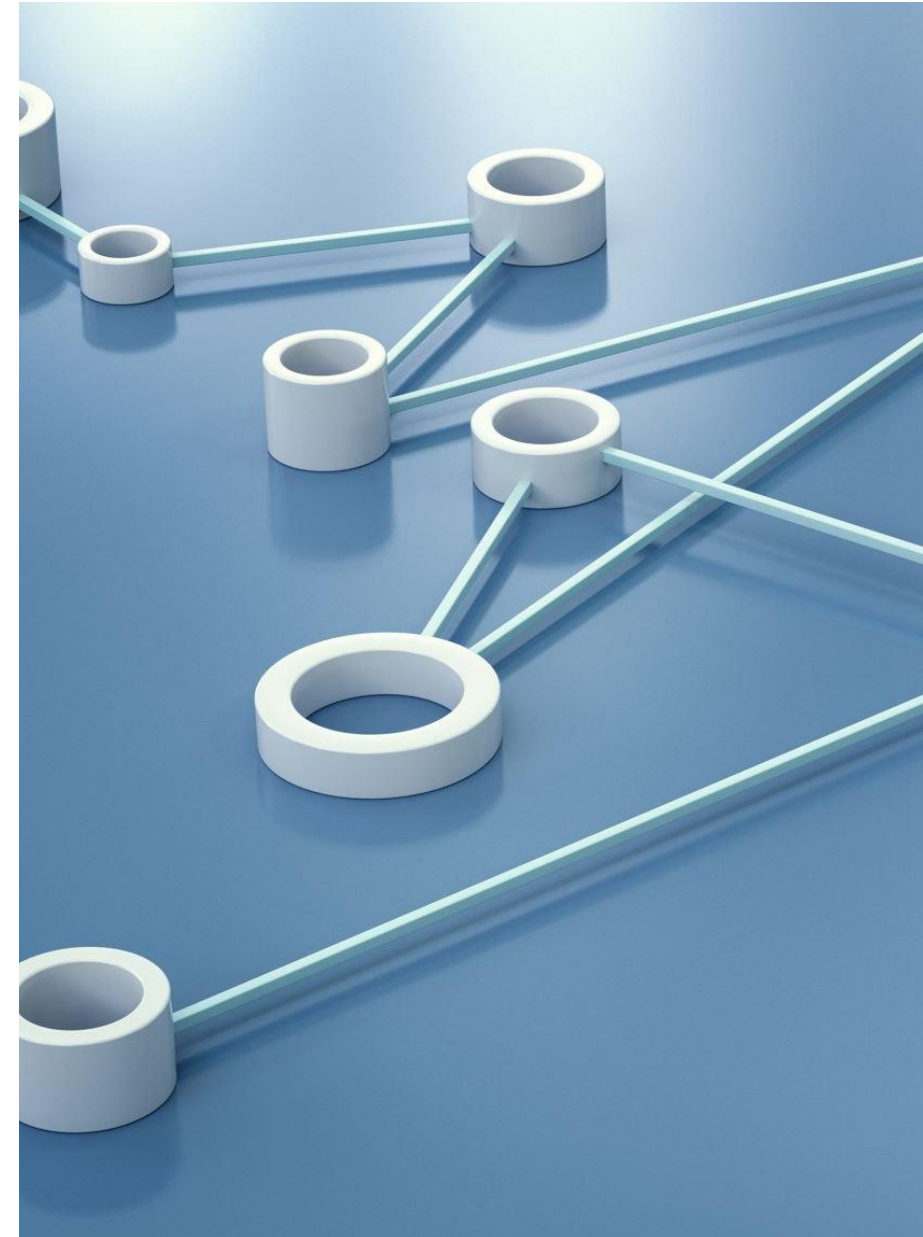
# Why this approach for the module

*“When intellectuality is premised on rediscovery and rethinking, resocialisation and reintellectualisation, interdisciplinarity becomes not just a way of doing things but a new way of knowing”*

- Klein, J. T. (1996) *Crossing Boundaries: Knowledge, Disciplinarity and Interdisciplinarity*. London: University Press of Virginia. P15

*“The scholarly examination of how, by whom, and with what effect opportunities to create future goods and services are discovered, evaluated and exploited. The field involves the study of **sources** of opportunities; the **process** of discovery, evaluation and exploitation of opportunities and the set of **individuals** who discover, evaluate and exploit them.”*

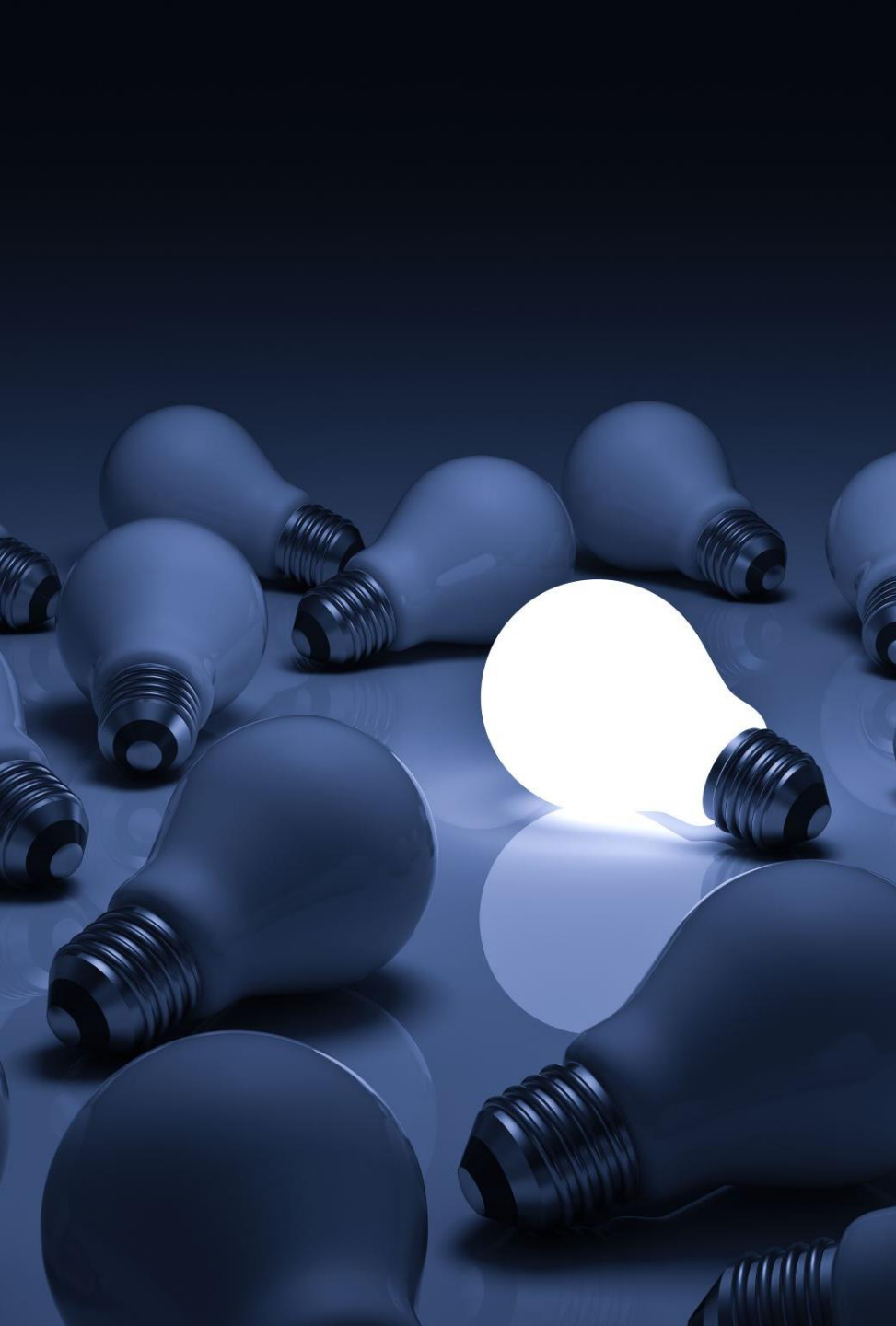
- Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of management review*, 25(1), 217-226.



# Provocations

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1. Are certain individuals more drawn to and inherently better at it? Relating it to the debate in entrepreneurship - is it nature or nurture? Can it be taught?
2. Can disciplines which relate to everyday practices and with high level of social engagement be meaningfully taught in isolation of other discipline?



# Bibliography

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- Neck, H. M., Greene, P. G., & Brush, C. G. (Eds.). (2014). *Teaching entrepreneurship: A practice-based approach*. Edward Elgar Publishing.
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