



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Utrecht University

Case Study: CHARM European University

Creating transdisciplinary, trans-institutional, pan-European Knowledge Creating Teams (KCTs) to design and develop a Master's in Global Challenges for Sustainability

Presenter

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CHALLENGE

To pilot a transdisciplinary university structure (European University Alliance CHARM-EU) through the creation of a Master's programme in Global Challenges for Sustainability that:

implemented transdisciplinarity through challenge driven approach and challenge-based learning (CBL);

gained consensus and full support of all partners (Trinity College Dublin, Utrecht University, University of Barcelona, University of Montpellier and Eötvös Loránd University);

Supported policy – European mission and global societal challenges linked to sustainability;

utilised existing teaching staff from partners;

connected the curriculum with the research activities of partners;

engaged extra-academic actors;

maximised the knowledge base and strengths of partners;

supported and produced students to address global challenges.

CHARM-EU TRANSDISCIPLINARITY

Focused on a challenge
← →

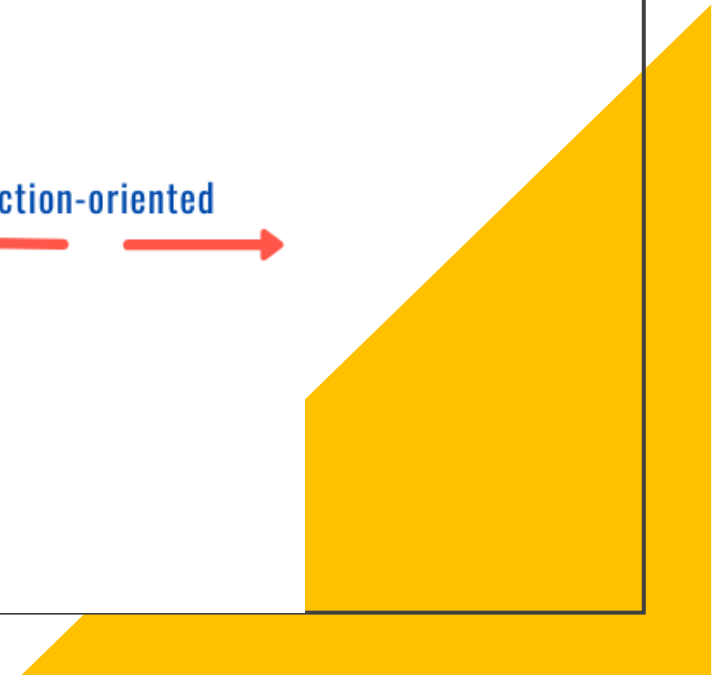
Global challenges are
complex problems that
require equally complex
networks of
**people, ideas
and actions.**

Multiple disciplines
← →

Mastering complexity
← →

Action-oriented
← →

Working with extra-
academic actors
← →



DEVELOPING MASTER'S CONTENT THROUGH KCTS

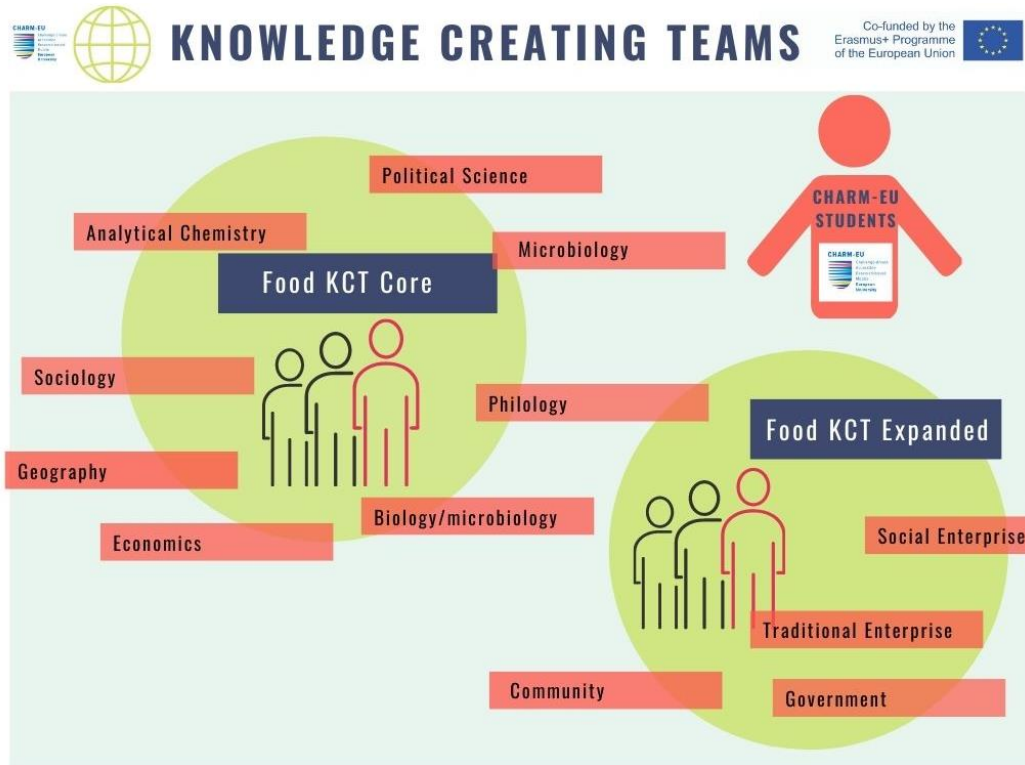


Figure 1: Structure and composition of Food theme KCT



Figure 2: Curriculum design blueprint for the Master's in Global Challenges for Sustainability

AREAS FOR IMPROVMENT

1. ***Protecting innovation*** This was a pilot but also a Master's that would be operationalised. Tension between innovation and quality assurance; between existing governance and ideal modelling; between national/European awarding regulations and experimentation.
2. ***Staff recruitment and resourcing*** Clarity and uniformity regarding resourcing of staff from the outset.
3. ***Curriculum development*** Agreement on and creation of working definition of transdisciplinarity (TD); clarity on importance of and role of facilitators; more time; KCT training first (TD and CBL); review and agree curriculum design approach and sequence; clarify interplay between TD framework/epistemology and challenges as pedagogical tool.
4. ***Extra-academic actors*** Involve extra-academic actors from the outset.

QUESTION

1. What are the barriers to transdisciplinarity in your institution?

