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Friday, September 27th

Start time	End time	Schedule name	Segment name	Speaker names
8:30 AM	8:50 AM	Welcome to the 46th Annual AIS Conference		Jennifer Dellner, President of AIS
9:00 AM	10:00 AM	Papers 1 : Interdisciplinarity and New Pedagogies		
			Overcoming Pedagogic Borders through IDS Generative AI Academic literacies, encompassing critical epistemologies and diverse communication modes, are central to disciplines. Generative Artificial Intelligence (GenAI) is transforming knowledge production in higher education. Scholars now utilise new analytical, auditory, and visual tools. This presentation discusses inducting novice humanities scholars into multiple disciplines through a GenAI visual narrative in South Africa, highlighting successes and challenges in fostering interdisciplinary learning within a first-year academic literacy module.	Oscar Eybers
			Building AI bridges through educational development: Insights from a Center for Teaching and Learning Generative Artificial Intelligence (AI) has significantly and rapidly altered the global higher education landscape, including teaching and learning. Institutions are challenged to appropriately address and adequately navigate the emerging impact of AI. This presentation will showcase the multipronged approach by one center for teaching and learning in the United States that is dedicated to equipping faculty and learners with the latest resources and strategies to embrace the changing landscape of AI in education.	Clint Patterson, Armanto Sutedjo
			Bridging the gap between the academia and the job market In the globalization era, the challenge is no longer the design of a curriculum that delves into technical education. The challenge is rather the capacity of their capacity to contain elements that	Lobna BEN NASR

foster the students' competencies and skills, paving the way to their integration in the job market. For example, the skills and sub-skills that are known as the 21st Century skills are considered some of the components that can facilitate the bridging between the academic and the professional sectors within the students' knowledge. Hence, there has been a global trend among nations to consider the 21st Century skills in the educational system and more specifically in the learning outcomes.

9:00 AM 10:00 AM **Papers 2: Collaboration**

The use of collaborative annotation and discussion as a means to develop disciplinary literacy and perspective

Catherine Jackson

This presentation explores the use of collaborative annotation as a way to bridge the gap between disciplinary and interdisciplinary literacy. Collaborative annotation, where students comment on electronic course materials in a shared space, offers a promising approach to bridging this gap. Benefits include creating an interdisciplinary discourse community, scaffolded engagement with texts, peer learning, and heightened awareness of disciplinary perspectives. By bridging disciplinary and interdisciplinary literacy, collaborative annotation empowers students to navigate diverse texts effectively.

Circles' First Year: Building Institutional Interdisciplinary Capacity through Community and Collaboration

Megan Halpern,
Eleanor Louson,
Lissy Goralnik

We describe the first year of Michigan State University's Center for Interdisciplinary Research, Collaboration, Learning, and Engagement (CIRCLE). CIRCLE supports interdisciplinary work by building community, enhancing collaborative processes, and conducting research on the nature of interdisciplinarity. We introduce CIRCLE and discuss the results of our arts-based workshop series. We highlight how our workshops focused on developing collaborative capacity and situate this approach as a way to foster community and build institutional capacity for interdisciplinary work.

Interdisciplinary Collaboration and Creativity: Analysis of Collective Intelligence Practices to Create Bridges

Fr≈Qd≈Qric
Darbellay, Sarah
Zerika; Isabelle
Capron Puozzo

This presentation explores interdisciplinary collaboration, defined as the integration of complementary disciplinary perspectives to address complex questions. It is based on an analysis of educators’ reflections and students’ outputs from the Master’s degree in Children’s Rights at the University of Geneva. Utilizing techniques inspired by the World Café method, De Bono’s Six Thinking Hats, and imaginative professions, this study examines the benefits and limitations of these practices in creating cognitive bridges between disciplines and cultures, thereby promoting a child-friendly school.

9:00 AM 10:00 AM Unsession 1

Resistance through Insistence: Connecting Narratives of the

Erin McCoy

This “un-session” submission encourages participants to join in a discussion of how underrepresented voices of history have recently emerged – loud and proud! – in the 21st century. During this "un-session," we will be introduced to a micro example of a larger event: recent narratives of women in the Viet Nam War reveal that new voices are being encouraged and included in the larger story of the war. Narrative voices from immigrants, refugees, transgender/LGBTQI+ people, and people with disabilities are also becoming included in American/Western culture. ALL of these narratives serve as bridges to understanding different human experiences that are not new or a phase, even though political and social rhetoric surrounding some of these narratives would like us to believe otherwise. June 2024’s European Parliamentary elections show that populism is popular worldwide, and this global trend is inescapably replete with rhetoric that goes firmly against publishing or documenting voices like immigrants, refugees, transgender people, women combat veterans, etc. A recent flyer in my neighborhood promoting “Project 2025” advertised that the conservative “playbook”

10:15 AM	11:45 AM	Unsession 2	<p>promised that words like “Gender Reproductive Health [...] Gender equality, Reproductive health, Reproductive rights [would be excised] from every federal rule, agency regulation, contract, grant, regulation, and piece of legislation that exists." When words are threatened, people are threatened. I would like this un-session to be a conversation, among many disciplines, celebrating the narratives that persist and connect us, rather than divide us and distance us.</p>	Ben Brooks, Kate Schaab
			<p>Mentoring Interdisciplinary Student: Approaches, Benefits, and Challenges</p>	
			<p>There is extensive research showing the value of faculty-student mentoring for student development. The need for faculty-student mentoring is especially pronounced in interdisciplinary programs where students may not have easy access to faculty who have expertise in the disciplines/fields the student is studying or to fellow students engaged in similar courses of study. In this “unsession”, we will explore the benefits and challenges to approaches we have used in Interdisciplinary Studies programs, while also leading a discussion of approaches developed or engaged with by the session’s attendees. The unsession will build toward developing a collection of best practices for mentoring interdisciplinary students, while also exploring the systemic challenges, like lack of training, resources, and the lower value placed on “service” in many faculty’s workloads, and develop strategies for confronting and overcoming those challenges.</p>	
10:15 AM	11:45 AM	Unsession 3	<p>Metaphors and Models of Interdisciplinarity: Integration as a Tool for Institutional and Culture Change</p>	Ellen Moll
			<p>This unsession/workshop will consist of discussion and activities to engage participants in sharing, reflection, and analysis about 1) the way that participants’ particular experiences with interdisciplinary frameworks and their integration skills inform their non-research and non-teaching work, with particular attention to working for positive change in institutions, and 2) the metaphors and images that participants use to imagine their</p>	

10:15 AM	11:45 AM	Workshop 1	<p>interdisciplinary frameworks, and how this imagining supports their continued work for change.</p> <p>Building up ambiguity tolerance √ê unpacking a key skill for inter- and transdisciplinary integration (and life!)</p> <p>The ability to tolerate ambiguity is regarded as a key skill for inter- and transdisciplinary integration. However, it is rarely explicitly defined or illustrated how it manifests in practice and how it can be built up and trained. The goal of this *unsession is to jointly explore ‘ambiguity tolerance’ and draw implications for future research and teaching.</p>	Lisa Deutsch
12:45 PM	2:15 PM	Workshop 2	<p>Interdisciplinary Activism</p> <p>We will discuss the results of a survey of AIS members we undertook in May of 2024. We hope to build a working group of people interested in interdisciplinary activism. Interdisciplinary activism itself most obviously forms a bridge between academic teaching/research and action in the world. We hope that it will motivate our students and inspire them to be active in the world.</p>	Rick Szostak, Rhonda Davis
12:45 PM	2:15 PM	Workshop 3	<p>Designing an Interdisciplinary Studies Program to Meet the Needs of SDSU Students and Facilitate Student Success</p> <p>The Interdisciplinary Studies in Three Departments (IS3D) program at San Diego State University is currently launching a new program consisting of new coursework consisting of an Introduction to Interdisciplinary Studies, internship course, and senior capstone. This presentation will explore how our new curriculum “bridges” connections between disciplines, and bridges the relationship between college and employment. In this presentation we explore what components create an interdisciplinary curriculum, advising models, and how interdisciplinary studies programs relate to the local employment market.</p>	Adam Pine,Natalie Jimenez
12:45 PM	2:15 PM	Unsession 4	<p>UnSession: Think Big! A Convergent, Design-Thinking Workshop</p>	Nicole Molumby, Jana LaRosa

This “unsession” will be designed for AIS membership to share their own collaborative strategies and structures that support and engage faculty in innovative convergent research. As non-experts in design-thinking practices, our purpose for this “unsession” is to learn from others, gain ideas and information to continue developing the Think Big! Workshop at Boise State, and together reimagine research methodologies through a user-centered approach.

2:30 PM

3:30 PM

Papers 3: Disciplinary Bridges

Designing and Teaching an Undergraduate Interdisciplinary Studies Course on Women and Terrorism

Nevena Stojanovic

I wanted to share my experience designing and teaching an undergraduate, 300-level interdisciplinary course on women and terrorism. I designed and taught it for the first time in Spring 2024. It was open to all university majors, not just students majoring in multidisciplinary studies. It was an asynchronous, no-cost course, so I used eCampus to introduce the materials and encourage conversations on the eCampus discussion board. All the video materials were accessible through the Kanopy Streaming Video database, and all the peer-reviewed articles were placed on e-reserves. The memoir we read was accessible through the WVU e-book collection. I recorded weekly video lectures and uploaded them to e-Campus. Although it was an asynchronous class, both I and my students enjoyed and benefited from it a lot.

Speculative Fiction as a Bridge to Interdisciplinary Concepts

David Hatch

This presentation addresses how to use speculative fiction in the classroom to help students think about current issues in innovative ways and to stimulate interdisciplinary thinking. Specifically, we will model using More’s Utopia and LeGuin’s The Dispossessed to address issues such as immigration, resource management, climate change, and gender roles. The presentation

will also present ideas for integrating speculative fiction readings into core interdisciplinary courses to enhance program design.

Peeling the Onion of Cross-Cultural Perspectives in Education Abroad: Reflections on Interdisciplinary Integration in Experiential Research through Documentary Filmmaking in India

Eddie Boucher,
Amina Darabie,

Our paper will look at six layers of interdisciplinary integration that emerged on a university education abroad program in Jaipur, India. In this unique program, students work in cross-cultural research groups and produce short documentary films on Indian handicraft topics. Through a longitudinal study with two years of careful and deliberate assessment, we work to better understand how curriculum design and planned logistics can best serve student participants, partnering institutions, and community stakeholders alike.

2:30 PM 3:30 PM

Panel 1

Teaching Becoming Interdisciplinary

Tanya Augsburg,
Pauline Gagnon

The text, “Becoming Interdisciplinary” first arrived on the scene in 2005. One of the first (if not the first) to purpose-build a textbook for such courses, Dr. Augsburg will speak to the specific elements of the text as well as the revised versions – most recently in 2016. In a Q&A format, Dr. Gagnon and Dr. Augsburg will reconnect to the climate which produced the text as well as the impact of three revisions. Time will be held at the end for an open conversation about the role of such a text in individual programs and plans for the future edition of “Becoming Interdisciplinary.”

2:30 PM 3:30 PM

Panel 2

Integration of the Sciences: Educator's Toolbox

Effat Zeidan
Hatoum

As a science educator with a background in Nanotechnology, integration of the various sciences has facilitated my teaching practices on multiple levels. The ability to integrate concepts and theories from chemistry, physics, biology and algebra has been

successful in providing a comprehensive understanding of the subject matter for college students. Providing a cross-disciplinary learning approach to the virtual and traditional classroom is proving to create a holistic understanding of complex topics to both traditional and non-traditional students.

3:40 PM

4:40 PM

Papers 4: Traversals (1)

Transdisciplinary Connections in Teaching Sustainable Fashion

Glos Ho

In a transdisciplinary approach to education, the fusion of knowledge from diverse academic fields within university contexts faces challenges. This case study delves into an educational initiative at Hong Kong Baptist University where over a hundred of freshman students engaged in a transdisciplinary exploration of sustainable fashion. Supported by WWF Hong Kong, this project followed Kolb's learning cycle stages and explained how students promoted transdisciplinary collaboration on campus.

Integrating conservation and theater through place-based performance

Ben Eiler

In this presentation, we explore the creation of a place-based theater piece exploring topics of conservation and ecology at a wetland restoration area in Mid-Michigan and the impact of the collaborative process has on the artists, scientists, and community members involved in creating this work. We then outline a framework for place-based art-science collaborations that can be used to develop similar projects in diverse locations.

Have Fun with It: Games, Dolls, and Play in Creative Representations of Literary and Visual Analysis

Julie Koehler

Teaching students literary analysis is difficult and the results do not always allow for interactive or innovative connections in the classroom. By bringing in a creative analysis element to my Integrative Studies in the Humanities and Arts courses, I found that students could create games, dolls, pamphlets, and even food that represented their larger arguments and allowed their fellow classmates to participate within the analysis itself through

interactive, creative presentations that accompanied traditional posters.

3:40 PM

4:40 PM

Papers 5: Unpacking Interdisciplinarity

The transdisciplinary translation : A way across boundaries

This presentation considers the different disciplines as different cultures with their own languages. It proposes to think about the translation processes across the boundaries of those domains. It approaches those movements by the study of interactions in teams working in the field of care and assistance, where several specialists have to collaborate in order to take care, to educate, to cure. The observation of this joint effort enhances the theorisation about the production of knowledge.

Svetoslava
URGESE

Reframing interdisciplinary learning and knowing in terms of evolving relationships

This presentation and discussion will articulate and examine a shift from traditional western correspondence theories of learning and knowing—which frame them in terms of a match between objective truths and subjective representations—and toward coherences theories that view human learning and knowing more in terms of evolving viability, or how we interact effectively and ethically with our changing world. It will also address how this latter framing is better suited to the plurality and tentative assertions of interdisciplinary thinking, research and education.

Angus McMurtry

Scaffolding interdisciplinary learning to facilitate integration

In order to practise interdisciplinarity, students must practise re/connections, exploring relations, becoming comfortable with the new, and appreciating ambiguity as constructive rather than as something to be feared. This is especially challenging on a module introducing them to interdisciplinarity, and knowing that they are going to be assessed. This presentation reflects on our use of a workbook assignment to help students structure this

Simon Scott

3:40 PM	4:40 PM	Unsession 5	<p>interdisciplinary space and practise interdisciplinarity without it being a high-risk endeavour.</p> <p>Traversing Liminal Spaces as an Insider-Outsider of Feminism and Science</p> <p>The presenter comes to this session as an insider-outsider, traversing disciplines across biosciences and feminist studies, but they are not a research scientist, nor are they sure they would be considered a feminist scholar. Following a brief introduction of their background, this session will be structured as an unsession involving a facilitated discussion about the challenges of occupying the liminal space of the insider-outsider in inter/disciplinary work and the opportunities that emerge from these border-crossing perspectives.</p>	Stephanie L. Hudson
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Saturday, September 28th

9:00 AM	10:00 AM	Unsession 6	<p>Generative AI in interdisciplinary teaching and learning</p> <p>In this un-session I would like to discuss the topic of generative AI and Interdisciplinary learning and teaching and talk about how we can use available generative AI technology to advance our approach of teaching interdisciplinary research methodologies while maintaining interdisciplinary learning objectives. We will brainstorm on possible uses of generative AI during different phases of doing interdisciplinary research, but also what this means for interdisciplinary teaching and learning. Finally, the aim is to define future research questions and set up collaborations for projects on the interaction between generative AI and interdisciplinary teaching and learning.</p>	Rianne van Lambalgen
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9:00 AM	10:00 AM	Papers 6: Impact and Research	<p>Open Science and Transdisciplinary Research: a Combination to Enhance Research Social Impact</p> <p>How can we enhance collaboration between researchers and civil society to maximize the societal impact of research? In the</p>	Giorgia Martini
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context of the knowledge society, researchers are expected to make valuable contributions to address pressing social challenges across various sectors. This paper explores the hypothesis of combining the principles of Open Science with the Transdisciplinary Research model to enhance the societal impact of research in the field of sociology of work and labor studies.

Mapping connections through co-publications. The IMPACT Initiative at \sqrt{i} Lorraine University of Excellence \sqrt{i} , France

This study examines the extent of connections in co-publications under the IMPACT initiative at “Lorraine Université d’Excellence”, France, over the period 2016-2024. Utilizing bibliometric data from HAL and OpenAlex databases, we provide insights into the collaborative networks and disciplinary integration within these projects, taking a particular interest in co-publications as a means to study: (i) co-authorship of papers (individual level), (ii) multi-laboratory collaborations (institutional level), (iii) interdisciplinarity in research teams.

Angeliki MONNIER

Meta-research to support learning from an interdisciplinary research consortium in the United Kingdom

This paper makes the case for the use of meta-research in complex large team projects that cross numerous disciplines. Drawing on an ongoing UK-based research consortium, TRUUD (Tackling Root causes Upstream of Unhealthy Urban Development), this paper shows how the use of qualitative methods can support ongoing processes and provide recommendations for addressing challenges in interdisciplinary projects. The findings emphasize the role of mitigation processes to support consensus forming, deliberation and integration in mission-oriented research.

Taru Silvonon

9:00 AM 10:00 AM Papers 7: Traversals (2)

Political Science as Interdisciplinary Research: A Field of Consciousness Approach

This paper analyzes disciplinary research in Political Science as an interdisciplinary project. It suggests that the Institutional

Robert F. Pecorella

Paradigm in Political Science serves as the requisite common ground for the Discipline's interdisciplinary efforts. Employing a Field of Consciousness methodology to Integrate the Institutional approach with two other paradigmatic worldviews -- Rational Choice Theory with its grounding in Economics and Groupthink with its basis in Psychology -- the paper presents examples of political science as a classically interdisciplinary venture.

Therapeutic Justice: Assessing the Impact of North Carolina Teen Court on Recidivism

James Cockerham,
Alexandra
Cockerham

Teen courts are a diversion program serving as an alternative to processing juveniles through the traditional justice system. Teen courts divert juveniles from the route of formal criminal processing and are mostly targeted to first time or low-level offenders. With the ever increasing mental health crisis facing youth, we are interested in considering the role of therapeutic justice.

The Role of Theory and Insight -- Within the Practice of Interdisciplinary Studies

Michael Pryzdia

The presentation focuses on the question "In what ways are interdisciplinary methodological procedures actually contributing to fragmentary thinking and thus serving as potential blockages to creativity and insight? It specifically examines the effectiveness of interdisciplinary studies models that are currently used to understand challenges that the global community faces, and it offers up a perspective and strategy designed to identify blockages to insight and creativity.

10:15 AM 11:45 AM Unsession 7

Minding the Gap: Learning About Learning Communities

Heidi Upton, Tara
Roeder

St. John's University Honors Program is experimenting with Learning Communities, piloting the initiative by pairing First Year Seminar and First Year Writing classes where the same students travel across both courses. This "Unsession" seeks to bring together those involved in Learning Communities, in all their

variety, creating space where participants can mine experiences, tell stories, and share strategies of integration to deepen understandings of working within and across disciplines.

10:15 AM	11:45 AM	Unsession 8	Humpty Dumpty Had a Great Fall... Unsession: Humpty Dumpty Had a Great Fall Join me to ‘get cracking’ on the egg, manifesting analogical thinking as a tool for integrating intuitive and reflective practice. How might we co-create this to represent the intentional temporality of one of the strongest architectural forms in natural and built worlds?	Stephany Peterson
10:15 AM	11:45 AM	Workshop 4	Un/Common Grounding with Critical Concepts for the Creative Humanities Critical Concepts for the Creative Humanities_ is a glossary that brings together 75 concepts that have been written from a process philosophical perspective. Process philosophy, in a Whiteheadian key, translates into a fundamentally interdisciplinary approach, given that the zigzagging process precedes delineated products. This workshop uses a concept randomizer that has been developed for _Critical Concepts_ in order to let participants experience how processes build up to an un/common ground of three randomly selected concepts.	Iris van der Tuin, Nanna Verhoeff Cari Carter, Heather Greenhalgh- Spencer, Mike Lemon, Shadi Nejat, and Jesse Starkey
12:45 PM	2:15 PM	Workshop 5	Bridging Minds: Integrating Critical Thinking in Interdisciplinary Education In this interactive workshop, participants will explore critical thinking as both behavior and cognition in interdisciplinary studies. Through theoretical insights and practical exercises, attendees will learn to integrate critical thinking techniques into their teaching. This approach enhances student learning, fosters active knowledge creation, and re-imagines academic	

communities by bridging disciplinary boundaries and promoting new pedagogies. Participants will leave with practical strategies to apply immediately in their pedagogical practices.

Katia Destine,
Michael Akinyemi;
Sophia Cathey;
Sipho Langa;
Arlette Morcelo;
Andy Siva; Esteban
Baez Sola

12:45 PM 2:15 PM Panel 3

Panel: Student Perspectives on Interdisciplinary in Research and Education

This panel will explore the perspectives of emerging scholars engaging in interdisciplinary education and research to address complex, real-world problems. Scholars leverage interdisciplinary approaches and modern scientific innovations to link academic/industry breakthroughs with community resources. Panelists from diverse fields will share insights on integrating computational techniques, ethics of AI, biotechnology, cognitive neuroscience, and commercial marketing. Through discussions and a Q&A session, participants will gain strategies to enhance interdisciplinary studies, fostering impactful connections and building disciplinary bridges.

12:45 PM 2:15 PM Unsession 9

AI Innovations and their Impact on Interdisciplinary Research and Education

Maria Cristina (MC)
Ramos

As AI continues to advance, its applications in interdisciplinary research and education are becoming increasingly diverse and transformative. This un-session provides a space to collectively examine the impact of these technologies, including tradeoffs, practical implications, challenges, and ethical considerations of integrating AI into interdisciplinary efforts.

2:30 PM 3:30 PM Unsession 10

Bridging Hunches & Outcomes: Developing Practices to Measure Flexible Teaching Practices in the Interdisciplinary Studies Classroom

Mariah Crilley,
Vineeta Singh

This unsession will investigate scholarship of teaching and learning data collection & analysis practices with the goal of

transforming instructors' experiences, ideas, "hunches," and theories about flexible policies and practices in the interdisciplinary studies classroom into quantitative and qualitative criteria that can be used to gather empirical evidence to test these theories.

2:30 PM

3:30 PM

Workshop 6

Building Interdisciplinary Bridges to Graduate School

Sarah Jahimiak,
Alaina Wood,
Jennifer Cordon
Thor, Emily Hall,
Lindsay Zeig

This session will share information on how combined programs have been created in the Bachelor of Interdisciplinary Studies (BIS) at Oakland University. Combined programs allow students to apply graduate credits to complete a BIS degree. We will discuss current combined programs and how they work with student plans of study. We will share details on areas of consideration for a combined program and help attendees work through the process of creating their own combined program(s).

2:30 PM

3:30 PM

Unsession 11

Strengthening Inter and Transdisciplinary Collaboration: Lessons from the COVID-19 Pandemic in Uruguay

Ana M. Corbacho,
Mariana Pereyra

The pandemic highlighted the importance of collaboration in tackling complex challenges. During a short period, decision-making and implementation processes accelerated, showing the potential for effective collaboration. This work visualizes the pandemic's impact on academic researchers' collaborative behavior, focusing on new types of collaborations beyond their departments. Data from a national conference in Uruguay revealed a surge in inter- and transdisciplinary collaborations. Moving forward, it is crucial to support collaborative mechanisms to address future challenges effectively.

3:40 PM

4:40 PM

Gathering

Jennifer Dellner,
President of AIS

