

## UNSPEAKABLE

### Hidden curriculum of transdisciplinary skills

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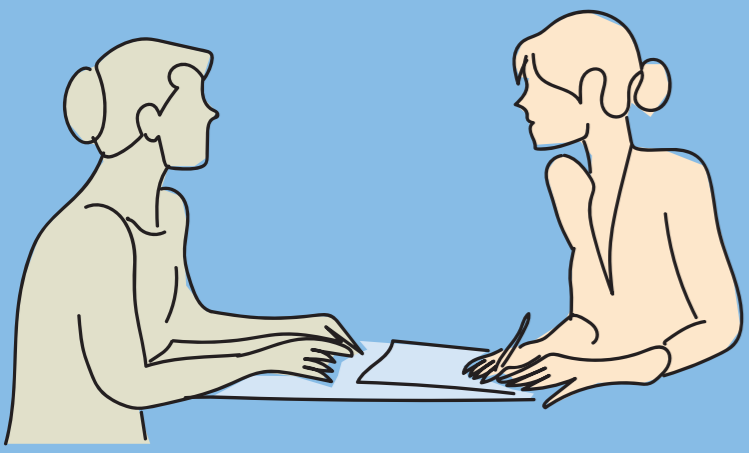
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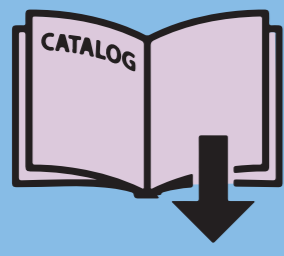
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# METHODS

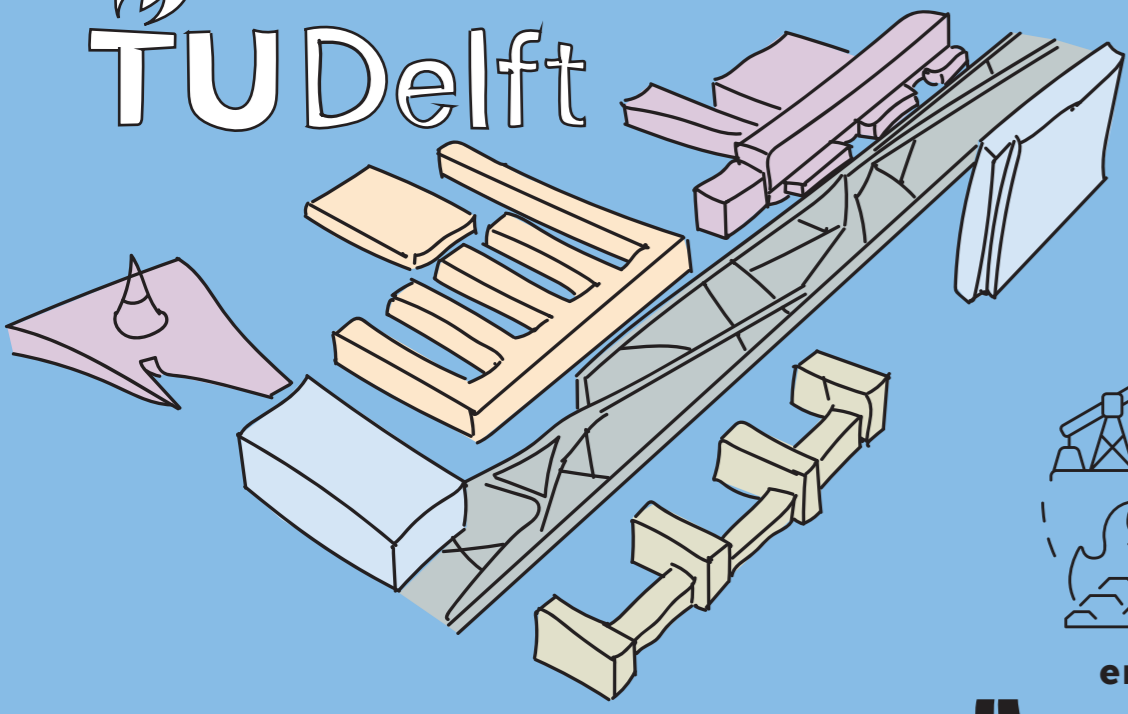


**4. interviews**  
1-on-1 conversation with course coordinators



**3. identify relevant courses** from all TU faculties, responding to the challenged identified below narrow down selection based on defined criteria

TU Delft

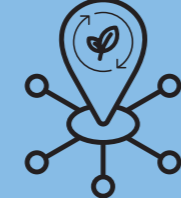


energy



delta

**2. identify challenges**



mobility

**1. literature review**



	IDE/CB			Delta			Energy		
	IDE	CB	IDE/CB	Delta	Delta	IDE/CB	Energy	Energy	Energy
Skills	■	■	■	■	■	■	■	■	■
Values	▲	▲	⊗	⊗	⊗	⊗	⊗	⊗	⊗
Prof.	□	□	□	□	□	□	□	□	□

# RESULTS

What we heard within themes...

**Skills**

- **Traditional disciplinary**  
System design, Modelling, Simulation, Scenario Analysis, Literature Review
- **Traditional softskills**  
Team work, Feedback, Communication, Project management, Reflection
- ⊗ **Inter/trans skills**  
Integrate knowledge, Openness, Appreciate others, Work with limited and chaotic info

**Values**

- ▲ **Personal**  
Awareness of multiplicity, Self-esteem, Solidarity, Empathy, Responsibility
- ⊗ **Professional**  
Inquisitive, Critical, Seeking feedback, Transparency
- ⊞ **External**  
Political tradeoffs, Sustainability, Resilience, Justice

**Prof.**

- **Challenges**  
Expensive, Students at different levels, Fluid learning goals, Time restraints, Specific skills (social, flexible, openness) of teachers, CB = not 1 solution
- ⊞ **Teaching Methods**  
Workshops, Team coach, Group discussions, Project, Reflection personal development, Literature from other disciplines, Role-playing game

# QUESTIONS

**Q1:** What transversal skills do students need to acquire to benefit from challenge-based education, particularly synthesis and integration skills for problem-solving?

**Q2:** What are the epistemological criteria of different knowledge systems in the quintuple helix, and how do we train students to acquire these epistemological criteria to be able to work across different contexts?

**Q3:** A) What kind of professional development do educators need to build strong CBE curricula that facilitate student learning in environments with multiple stakeholders?  
B) How can educators evaluate and guide student learning (of transversal skills) in these varied and complex setting?

# UNSPEAKABLE

While education is daily practice at the university, some matters remain unspeakable, because they are part of the hidden curriculum, delicate to define or grasp, have different names, never made explicit or maybe even are considered a taboo. The skills addressed in challenge based education remain unspeakable between us (initiators from AE, A+BE, TPM and Teaching Academy), and remain implicit in several courses. This 4TU project explores these skills, both explicit and implicit, the related values in challenge based education and the actual and desired professionalisation of educators involved.



# DISCUSSION

inter- and transdisciplinary courses are field specific and involve narrow interdisciplinarity (eg just Delft MSc's) or limited actors (a company, rather than a nested community), or mono-discipline with a company project.

challenge-based educational assignments are defined and limit students in self-determination of the challenge.

little agreement on definition of terms  
lack of clarity blurs application of challenge, skill or value based education and applications of transdisciplinary approaches.

professional desires  
tutors require both access to practical educational methodology and challenges in e.g. allowing students autonomy in determining the challenge.

# RELEVANCE

To contribute to contemporary issues such as climate change, energy transition, food shortage, inequalities, war and pandemics, engineers will need to adapt and go beyond classical engineering and problem-solving skills. The problems' complexity requires the involvement of multiple disciplines, external stakeholders and society; and a flexibilisation of problem-solving processes. Synthesis, however, presents heightened cognitive demands and requires deliberate guidance. It implies integrating epistemic knowledge and modes of thinking in two or more disciplines and non-specialist knowledge in a search for better understanding. Therefore, we need a better comprehension of how individuals learn to integrate different forms of knowledge and expertise, thus enabling them to explain a multifaceted phenomenon, fashion a new technology or propose a sustainable environmental solution.

# WHAT'S NEXT?

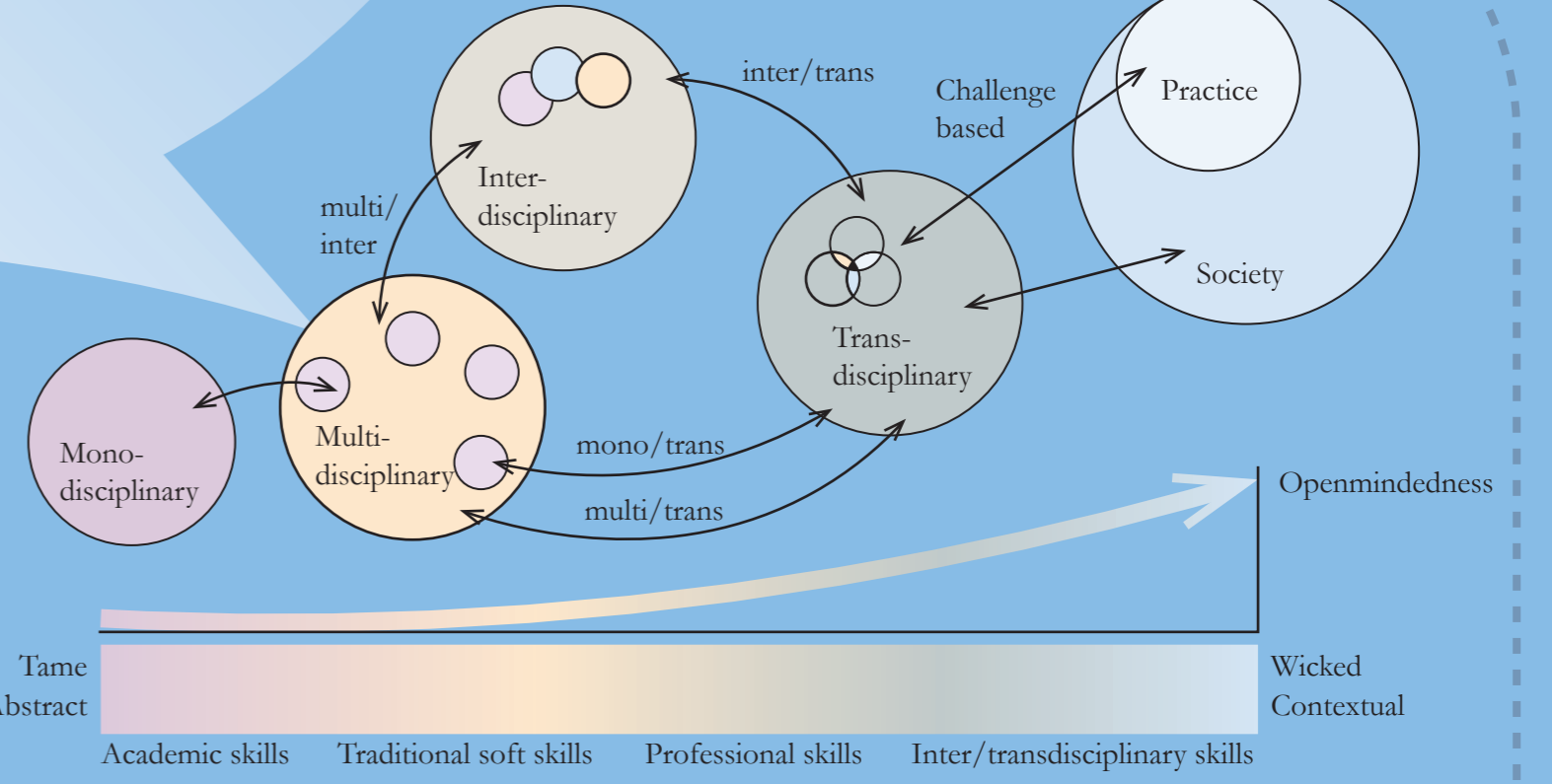
further research into value systems  
Additional interviews to understand what value systems are guiding



## interview with interviewees

Focus on the application and development of education methods that help teach the skills necessary for CBE and IE. To go beyond the focus that currently still lies on traditional skills.

# GLOSSARY



**Monodisciplinary:** Student learn specific professional and disciplinary skills. Problems are tame and/or abstract.  
**Multidisciplinary:** Different disciplines work together but they do not integrate knowledge.  
**Interdisciplinary:** Knowledge is truly integrated, leaving behind disciplinary biases. An increased openness is required of people to make this possible.  
**Transdisciplinary:** Practice is involved.

**Challenge-based:** These challenges are increasingly wicked and lack single solutions. To work with such open-ended wicked challenges in transdisciplinary configurations, traditional soft skills (e.g. communication and collaboration) are not longer sufficient, and specific inter- and transdisciplinary skills are needed. It is in a collaborative learning setting, and is based on real-world problems.

It distinguishes itself from **problem-based learning** which revolves around fictional cases, and **project-based learning** where the problem is pre-defined by teachers.

# CONTACT

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