Reflection on interdisciplinary training in doctoral education

Corina Sas

School of Computing and Communications, Lancaster, UK

My expertise is in Human-Computer Interaction and my teaching has been shaped by an ongoing reflective and innovative approach to my practice [2],[5],[7],[8],[9]. In this paper I reflect on my experience of developing large interdisciplinary doctoral training through innovative training networks funded by EC under Marie-Curie programme. In particular, I will highlight the choice for the scope of interdisciplinarity, or the epistemological distance among the selected disciplines, the level of disciplinary research reflected in the envisaged integration of these disciplines, and the targeted goals of interdisciplinarity [1]. I will showcase my work with a case study on the AffecTech Innovative Training Network focused on technologies for mental health [4],[3],[6]. In particular, I will highlight the importance of considering these key interdisciplinary aspects at the early stage of programme development so that they can be purposefully shaped. I will also reflect on the impact of these choices on the overall research practices and the outcomes that the AffecTech doctoral training programme has enabled. The implications of this work for large doctoral training initiatives, such as the Centres for Doctoral Training, increasingly funded by the UKRI, are also discussed.

Acknowledgment

References

1. L. R. Lattuca. 2001. *Creating interdisciplinarity: Interdisciplinary research and teaching among college and university faculty*. Vanderbilt university press.
2. T. Ormerod, L. Ball, A. Dix, and C. Sas. 2007. HCI and creative problem-solving at Lancaster. In *People and Computers XXI HCI.But Not as We Know It - Proceedings of HCI 2007: The 21st British HCI Group Annual Conference*.
3. C.D. Roquet and C. Sas. 2018. Evaluating mindfulness meditation apps. In *Conference on Human Factors in Computing Systems - Proceedings*. https://doi.org/10.1145/3170427.3188616
4. P. Sanches, A. Janson, P. Karpashevich, C. Nadal, C. Qu, C.D. Roquet, M. Umair, C. Windlin, G. Doherty, K. Höök, and C. Sas. 2019. HCI and Affective Health Taking stock of a decade of studies and charting future research directions. In *Conference on Human Factors in Computing Systems - Proceedings*. https://doi.org/10.1145/3290605.3300475
5. C. Sas. 2009. Research knowledge transfer through business-driven student assignment. *Education and Training* 51, 8. https://doi.org/10.1108/00400910911005253
6. C. Sas and A. Coman. 2016. Designing personal grief rituals: An analysis of symbolic objects and actions. *Death Studies* 40, 9. https://doi.org/10.1080/07481187.2016.1188868
7. C. Sas and A. Dix. 2009. *Enhancing creativity in interaction design: Alternative design brief*. https://doi.org/10.1007/978-0-387-89022-7_12
8. C. Sas. 2006. Learning approaches for teaching interaction design. In *HCI educators workshop*.
9. C. Sas. 2006. Teaching interaction design through practitioners' praxis. In *Proceedings of the 7th Annual conference of the higher education academy*.