

Technical Challenges and Future Forecasting

for the Curriculum Development in Arts, Sciences and Humanities

cdash.atec.io

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CDASH

Launch
2012

The screenshot shows a web browser window with the URL <https://www.utdallas.edu/atec/cdash/curricula>. The page is titled "Curriculum Development in the Arts, Sciences and Humanities" and features a navigation menu on the left. The main content area is titled "Cross-Disciplinary Curricula" and contains a paragraph of introductory text, a note about alphabetical ordering, and two sections for Australia: "The University of New South Wales, UK" and "The University of Western Australia".

Curriculum Development in the Arts, Sciences and Humanities

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Cross-Disciplinary Curricula

The following courses are examples that have been or are currently being offered at the institutions listed. All course descriptions used with permission. Links to syllabi are listed at the request of the instructor. For privacy reasons, emails of instructors are not listed except at their request. For further information about any of these courses, please contact Kathryn Evans, kcevans@utdallas.edu

Institutions are listed in alphabetical order within each country.

AUSTRALIA

The University of New South Wales, UK <http://experimentalart.unsw.wikispaces.net/>

SART6101 Experimental Arts Course: For students who are interested in innovation, creativity and ideas development. Students in a wide variety of degrees dealing with creativity in art, design and media will benefit from this course through exposure to new trans-disciplinary methodologies and creative opportunities.

The University of Western Australia <http://www.symbiotica.uwa.edu.au/>

VISA2214 Aesthetic Crossovers of Art and Science A practical and theoretical investigation, through critical engagement of the nexus and differences of the art and science cultures through the use of the technologies of life science/biotechnology as an art-form. This unit is a practical and theoretical investigation, through critical engagement, of the links and differences between art and science by the use of the technologies of life sciences and biotechnology as an art-form. Students learn to understand, through the use of the technologies of the life sciences, ways for exploring practically and theoretically the methods and ideas concerned with the crossovers between the fields/cultures of art and science (particularly the life sciences).

VISA2249 Art and Life Manipulation . An introduction to biological lab practices and techniques dealing with the manipulation of living biological systems within the context of contemporary arts practices. This unit introduces the basic practical and theoretical working methodologies for the construction of works of art that include living elements. Topics include basic methods of tissue engineering, tissue culture, DNA isolation, breeding principles, and genetic engineering. The ethical and aesthetic issues of bio-art are also discussed.

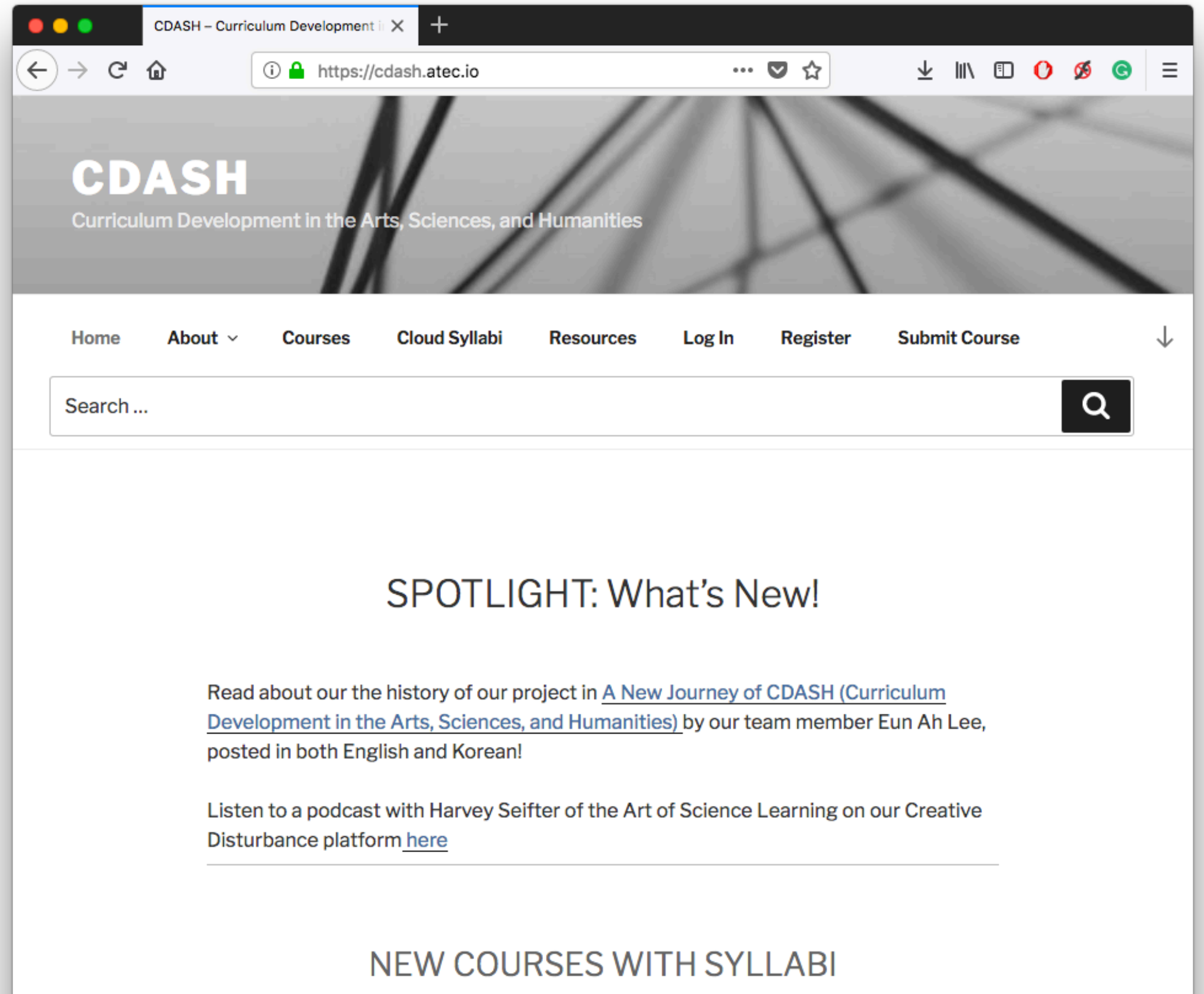
CDASH

Today

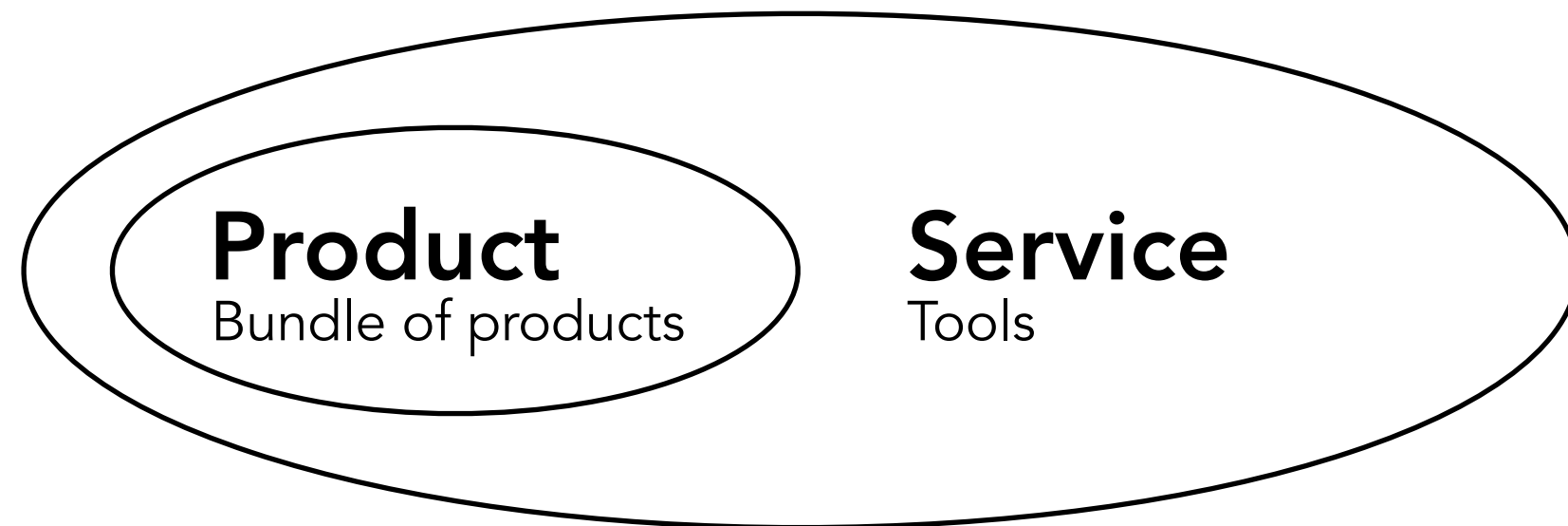
200 courses

70 institutions

17 countries



Successful products are often re-fashioned into a service.

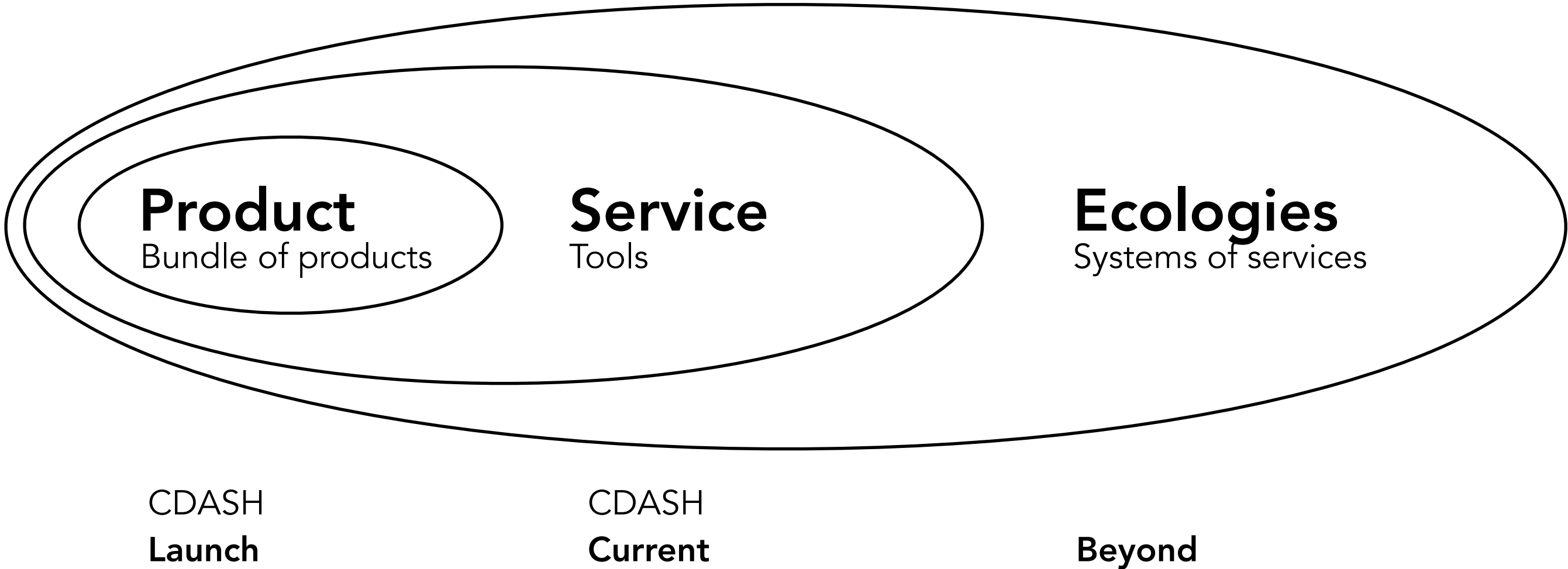


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Current

Beyond

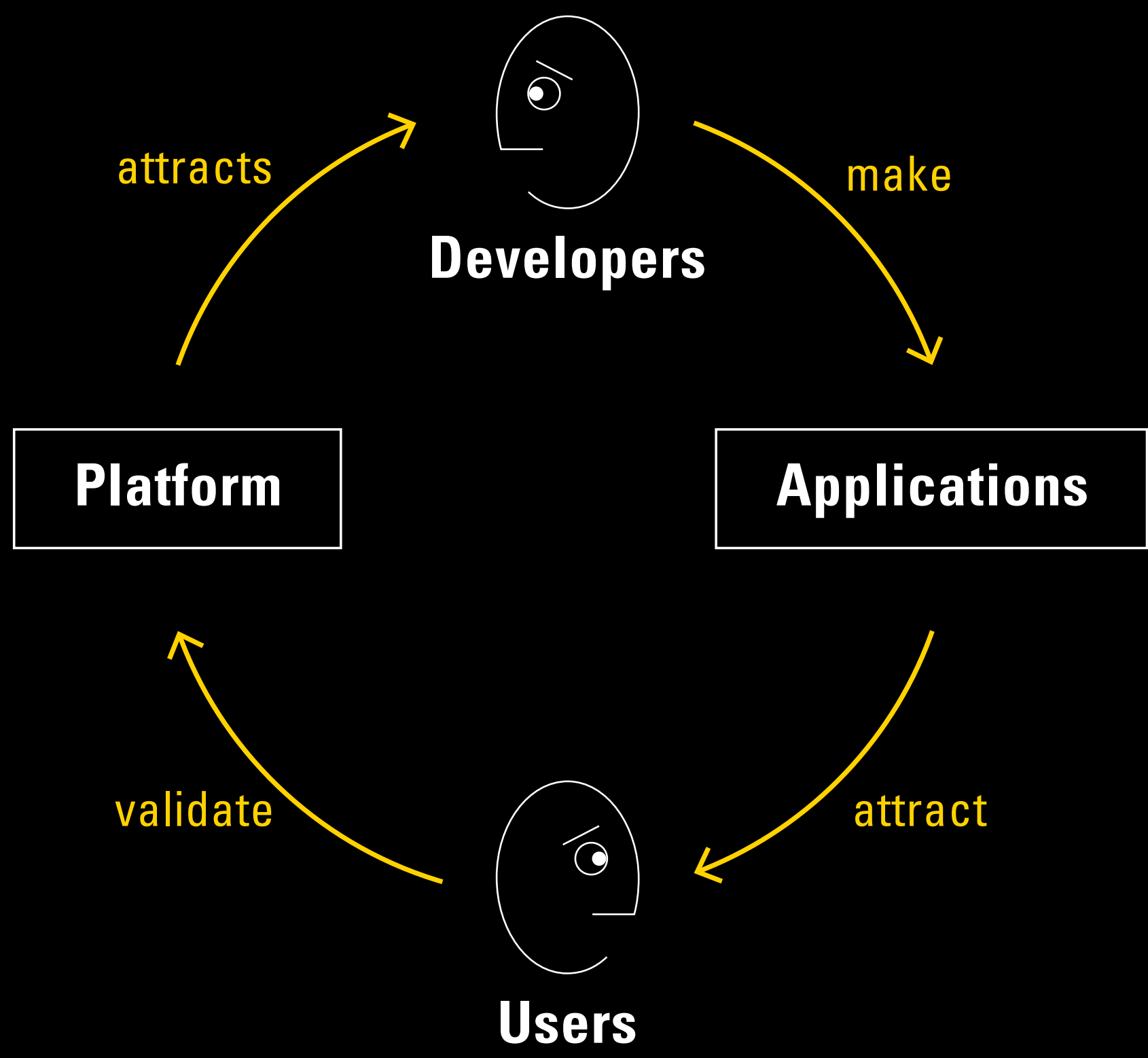
Long-term vision for CDASH might be a systems of services connecting the communities.



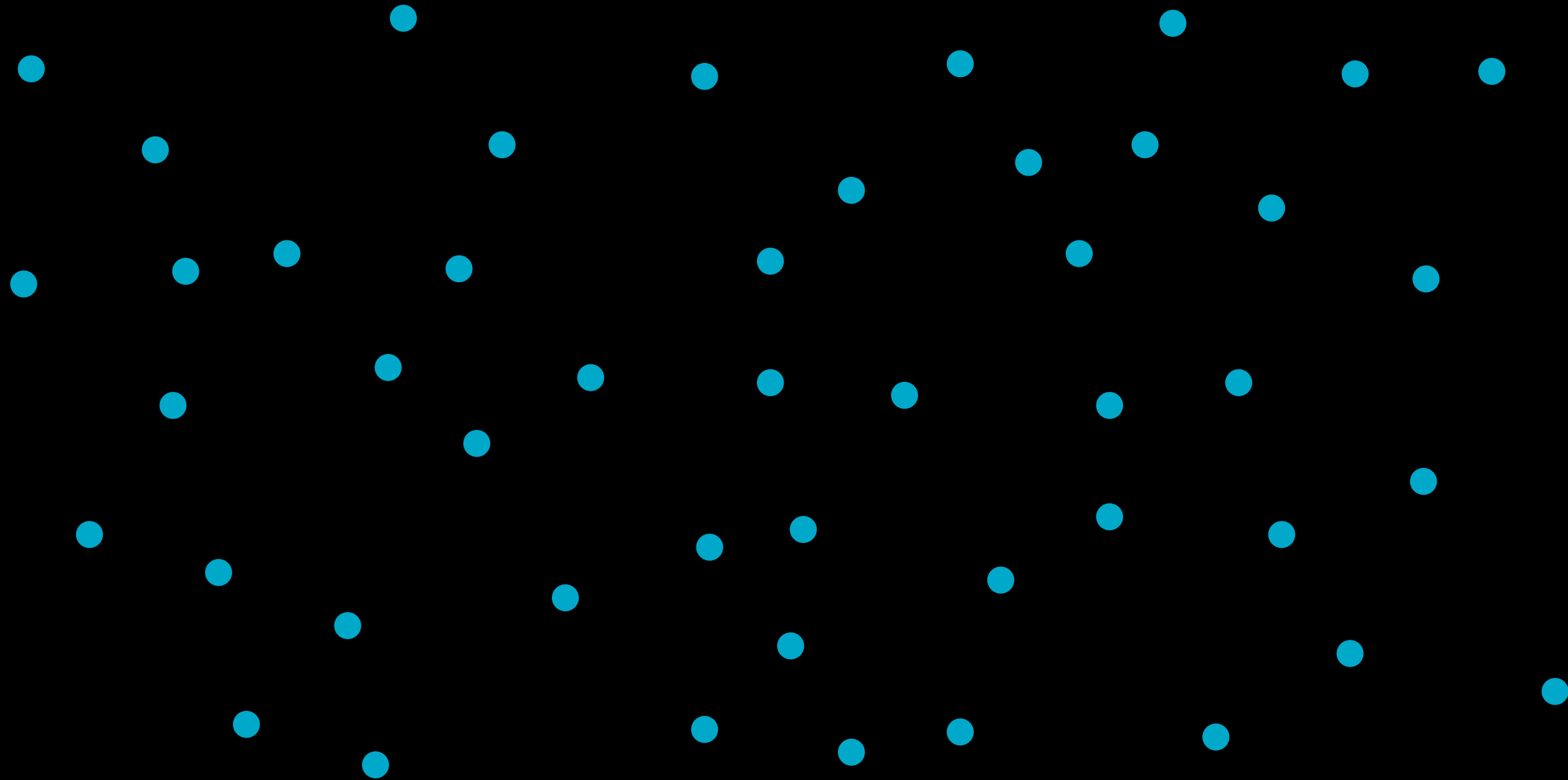
Yegge's Law (2011)

A product is useless without a platform, or more precisely and accurately, a platform-less product will always be replaced by an equivalent platform-ized product.

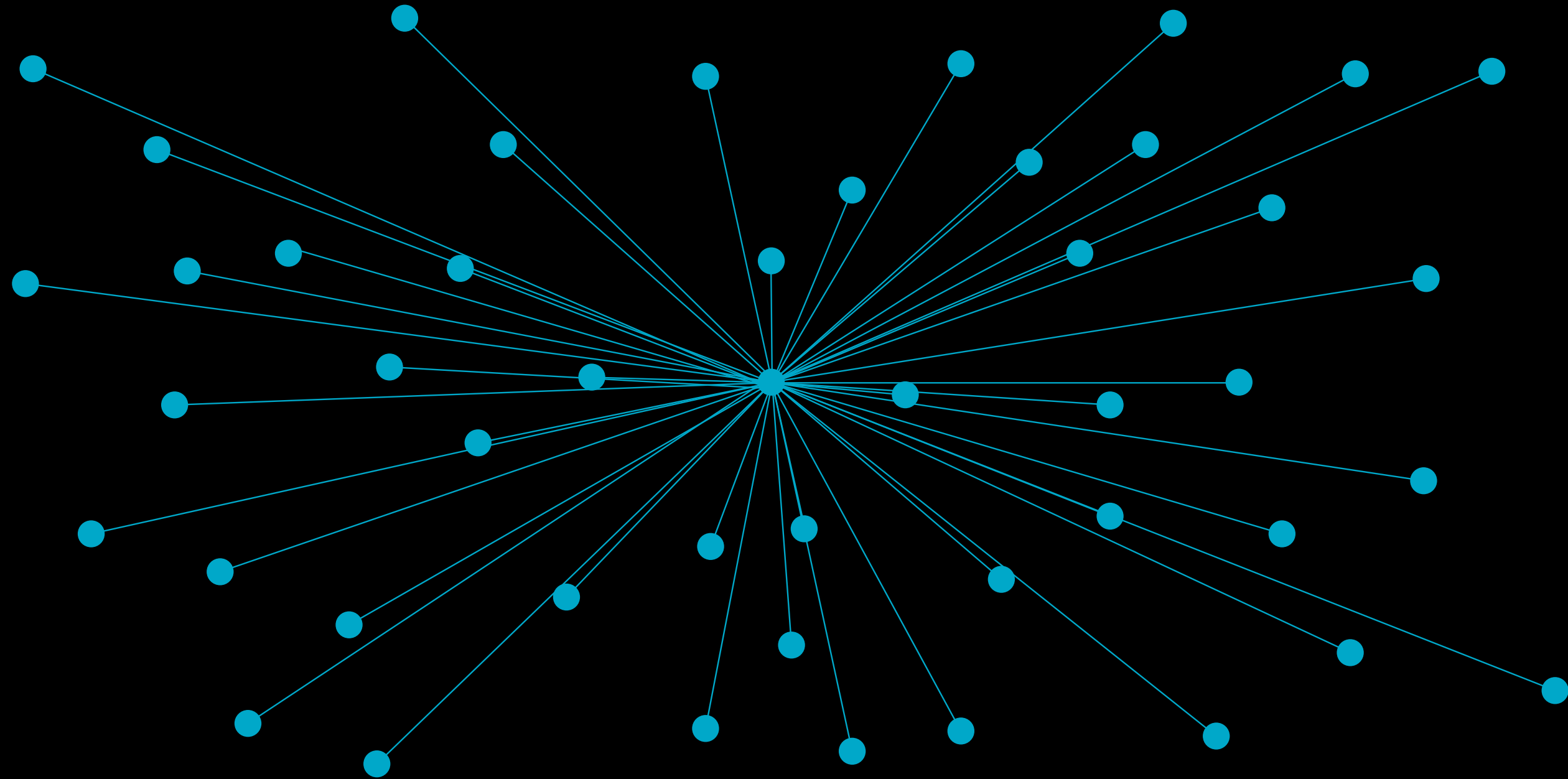
Steve Yegge, Google, Software Architect



It's no longer enough to focus on nodes.
We have to put at least as much emphasis on connections.

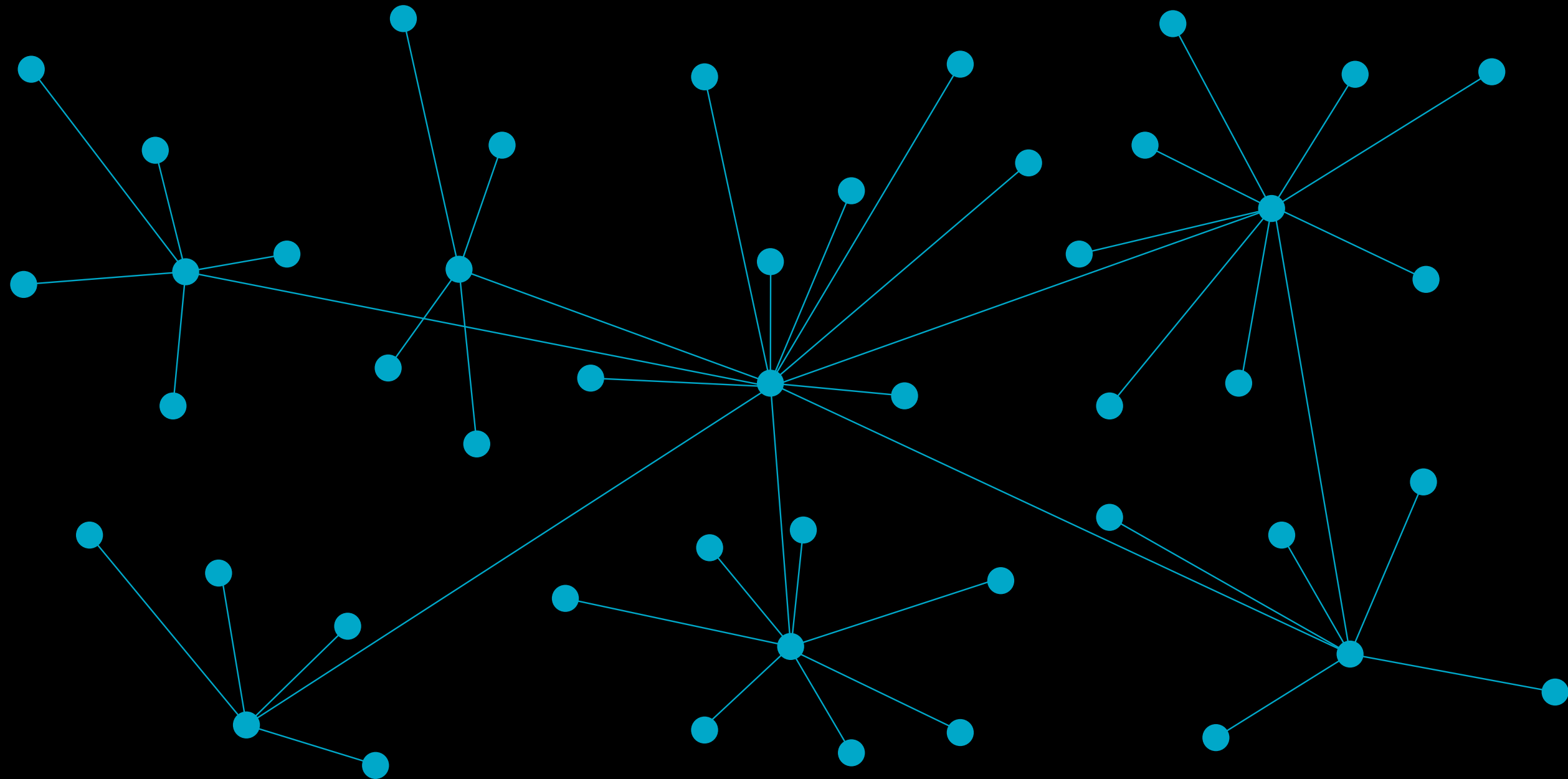


Our **traditional organizations** are centralized systems, top-down control, but with **imperfect knowledge** and **bottle necks**.



Even our **view of knowledge** is often **hierarchical**

`c://university/school/department/faculty_member/student`



Yet a truly trans-disciplinary system is a peer network

