

MYP INTERDISCIPLINARY LEARNING

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GETTING STARTED

- Please introduce yourself in the [Google Doc](#) and add any burning questions.
- Please remain muted.
- If you have something to say, select 'Participants', then below the list of names you should see a 'Raise Hand' option.

FOCUS

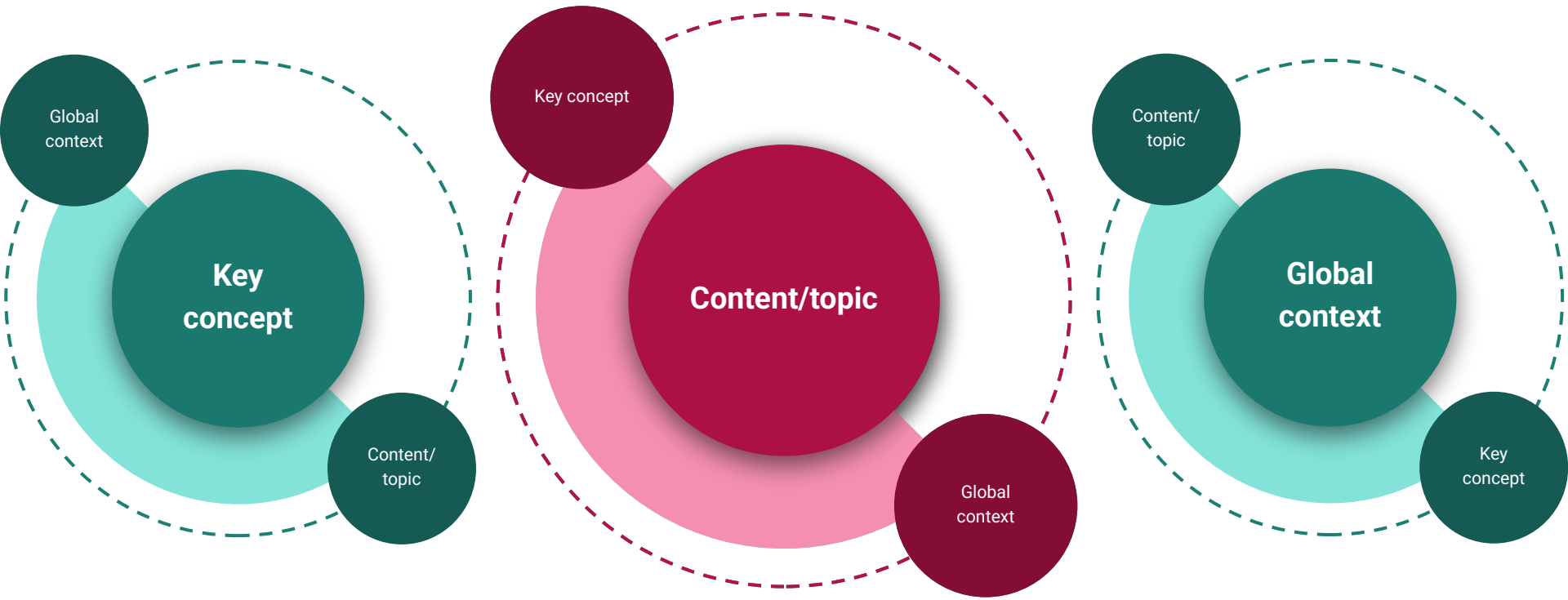
- How can we develop a framework for a whole-school IDU?
What possibilities exist for a common inquiry?
- How can we effectively structure interdisciplinary learning in a remote or classroom environment?
- How can we promote intellectual curiosity and allow for student voice and choice?
- What tools or techniques can be used to support each of the objectives/criteria?

PRINCIPLES OF INTERDISCIPLINARY EXPERIENCES

High-quality interdisciplinary experiences invite students to engage in a rigorous process in which they:

- integrate disciplinary expertise and knowledge and understanding to address an issue or idea
- inquire into the disciplines to select relevant methods, concepts, theories and tools that can be used to achieve a clear purpose within a specific global context
- synthesize disciplines to advance their own interpretation and consider possible courses of action
- **create a product to communicate interdisciplinary understandings**
- **reflect on the significance of their work and evaluate limitations and possibilities of integrating disciplines in ways that develop new understanding.**

SETTING UP A
COMMON IDU
FRAMEWORK:
SOME POSSIBILITIES



Not all topics are equally suited for quality interdisciplinary inquiry. Some topics, however, defy single disciplinary treatment. Multifaceted topics invite students to integrate two or more bodies of knowledge. The world is full of these multifaceted topics, and these are rich opportunities for formal and informal interdisciplinary inquiry. The IB has launched a series of resources called “**Global engagement** teaching and learning” (2012) that explores some of the **global challenges** we face in creating a better and more peaceful world. These resources offer background information, paths to explore and ideas to consider for teaching and learning across disciplines and subject groups. These topics can be good starting points for planning interdisciplinary inquiries around multifaceted topics of **global significance**.



SUSTAINABLE DEVELOPMENT GOALS



POSSIBILITY 1

Grade level	Key concept	Global context	Disciplines
MYP 1-5	Each grade level focuses on the same key concept, global context and integration of disciplines.		

Some example SoIs are [linked here](#). Older or more confident students could try writing their own SoIs by combining key concepts and global contexts.

POSSIBILITY 2

Grade level	Key concept*	Global context	Disciplines
MYP 1	Communities	Each grade level focuses on the same global context.	Each grade level focuses on the same integration of disciplines.
MYP 2	Development		
MYP 3	Communication		
MYP 4	Change		
MYP 5	Connections		

*Each grade level focuses on a different key concept. I have included some examples here, but these are not prescriptive.

POSSIBILITY 3

Grade level	Key concept	Global context*	Disciplines
MYP 1	Each grade level focuses on the same key concept.	Identities and relationships	Each grade level focuses on the same integration of disciplines.
MYP 2		Orientation in space and time	
MYP 3		Personal and cultural expression	
MYP 4		Scientific and technical innovation	
MYP 5		Globalisation and sustainability	

*Each grade level focuses on a different global context.

POSSIBILITY 4

Grade level	Key concept	Global context	Disciplines*
MYP 1	Each grade level focuses on the same key concept.	Each grade level focuses on the same global context.	
MYP 2			
MYP 3			
MYP 4			
MYP 5			

*Each grade level focuses on a different integration of disciplines.

POSSIBILITY 5

Instead of arranging IDUs by grade level, students could be placed in vertical groupings. The assessment would be the same for everyone in the group, but individual students would be assessed according to the relevant MYP 1, 3 or 5 criteria, which provides built-in scaffolding.

FINALLY... POSSIBILITY 6

To promote intellectual curiosity and encourage student autonomy, students could be given a choice of key concept, global context or disciplines to inquiry into and groups could be built around this.

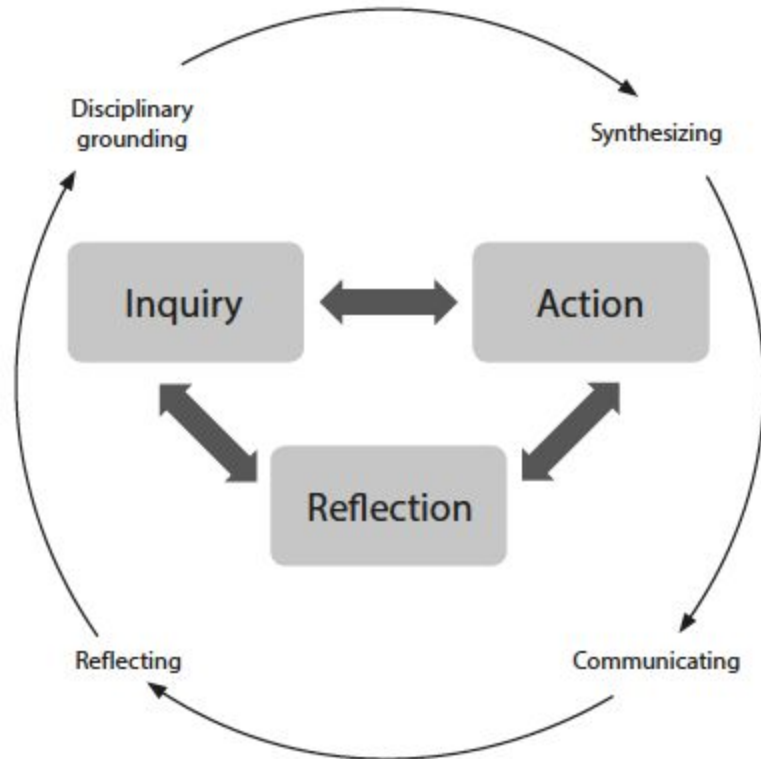
HOW TO STRUCTURE LEARNING

Day 1: Teacher lead: outlining objectives, providing **disciplinary grounding**

Day 2: Student self-directed or collaborative work (**synthesis**)

Day 3: Presentations or mini exhibitions (**communicating**) and opportunities for **reflection***

*Students might complete their reflections in their own time and submit after the 3-day collapsed timetable.



DAY 1: DISCIPLINARY GROUNDING

Synchronous lectures/discussions

Screencasts

TED Talks

nearpod

Kahoot!

Parlay Ideas

DAY 2: SYNTHESIS

Google Drive

Padlet

Trello

Scribblar

Conceptboard

NOTE: Many of the tools/apps that students might use to synthesise their learning could also be used for teachers to collaborate on unit planning.

DAY 3: COMMUNICATING & REFLECTING

Google Slides

Prezi

Mentimeter

Myshowcase.me

FlowVella

visme

Podcasts

iMovie

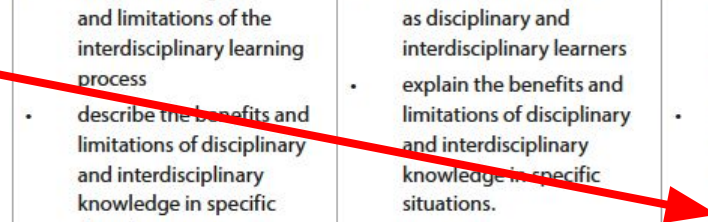
ATL FOCUS

Communication skills	Exchanging thoughts, messages and information effectively through interaction
Collaborate with peers and experts using a variety of digital environments and media	
Share ideas with multiple audiences using a variety of digital environments and media	

WAYS OF KNOWING (CRITERION D, MYP Y5)

- It is important to note that the top levels of Criterion D in Y5 refer explicitly to the **ways of knowing**.
- The ways of knowing are addressed in the eAssessment, so **these need to be explicitly taught in Y4/5** of the programme.

D: Reflecting		
<ul style="list-style-type: none">• evaluate strengths and limitations of the interdisciplinary learning process• describe the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.	<ul style="list-style-type: none">• reflect on themselves as disciplinary and interdisciplinary learners• explain the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.	<ul style="list-style-type: none">• reflect on the development of their own interdisciplinary understanding• evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.



- 2) **An individual written reflection (approximately 400-500 words)** completed after the performance/presentation. When writing your reflection, you should consider the following:
- In what ways has completing this unit enhanced your understanding of the statement of inquiry and/or the guiding questions and of the individual subjects (English/History)?
 - In what ways has your group used language (either verbal or visual) to elicit an emotional response from your audience?
 - Explain the success of your group's collaboration. How organised were you (as a group and individually)? What was your personal contribution to the group?

WoK: language/emotion



ADDITIONAL RESOURCES

The IB has recently released the following supporting material, which includes interdisciplinary inquiry resources based on past ID eAssessments:

[Supporting MYP learning during the COVID-19 \(Coronavirus\) pandemic](#)