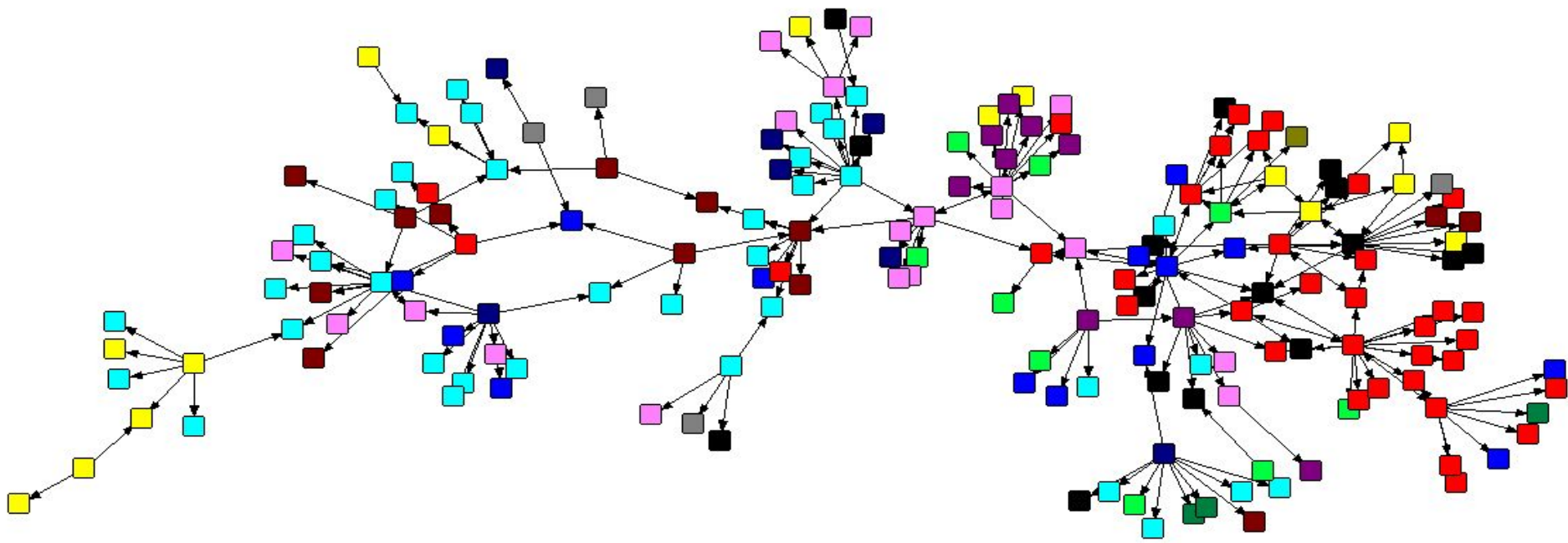
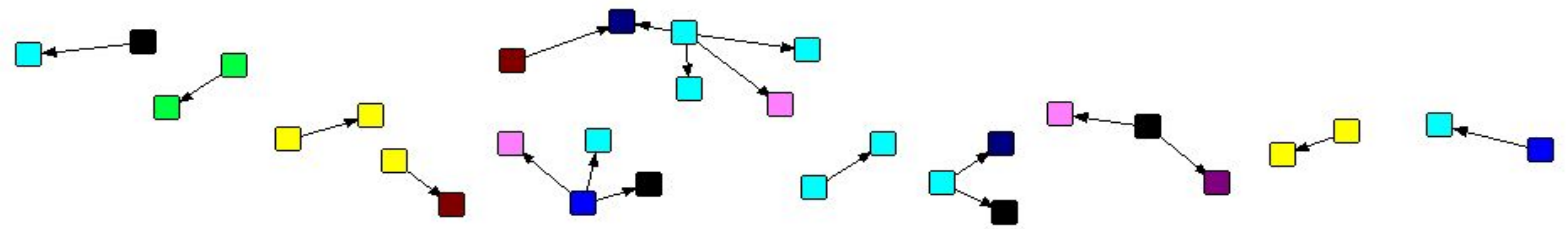


A row of six colorful books standing upright. From left to right, the spines are purple, light blue, dark blue, pink, orange, and green. The words 'Science', 'Technology', 'Math', 'English', 'Art', and 'History' are printed vertically on each spine in white. The books are slightly overlapping and set against a plain white background.




Interdisciplinary learning



What do you think it means?



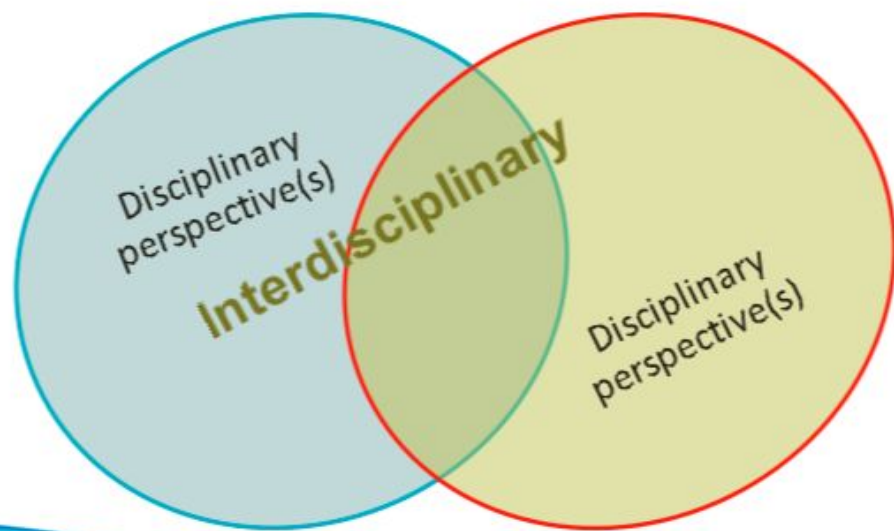
Defining approaches...

Term	Origin	Definition	Example	Visual representation
Multidisciplinary	Latin "multus", indication of plurality or many	The sum of disciplinary perspectives to address an issue.. Disciplinary elements are juxtaposed but remain intact.	What does it mean to move from <i>multi</i> to <i>inter</i>? Share your ideas!	Topic or theme 
Interdisciplinary	From Latin, implying among or between	Interaction among disciplines to achieve something new, grounded in the disciplines.		Purpose 
Transdisciplinary	From Latin, implying beyond, or over	Transcends the confines of disciplines to explore an issue, common framework.		Theme 

What is Interdisciplinary?

WHAT is interdisciplinary learning in MYP?

Students integrate bodies of knowledge and modes of thinking from two or more disciplines or subject groups to create a **new understanding** in ways that would have been unlikely through a single disciplinary means.



Why ?

Benefits for students

- allows students to use knowledge domains creatively to foster new understanding
- develops mental flexibility that prepares students to be lifelong learners
- promotes intellectual rigour by providing a holistic approach to the study of complex issues and ideas
- models the importance of collaboration and teamwork across disciplines (an important life skill)
- supports and promotes transfer of understanding.

Benefits for teachers

- develops holistic understanding of disciplinary concepts and contexts
- increases collaboration across subject groups and fosters collegiality
- allows subject groups to share responsibility for developing content, skills and processes (managing time effectively)
- offers opportunities for rich and authentic professional development with colleagues from other disciplines or subject groups.

French/ Spanish

Arts

PHE

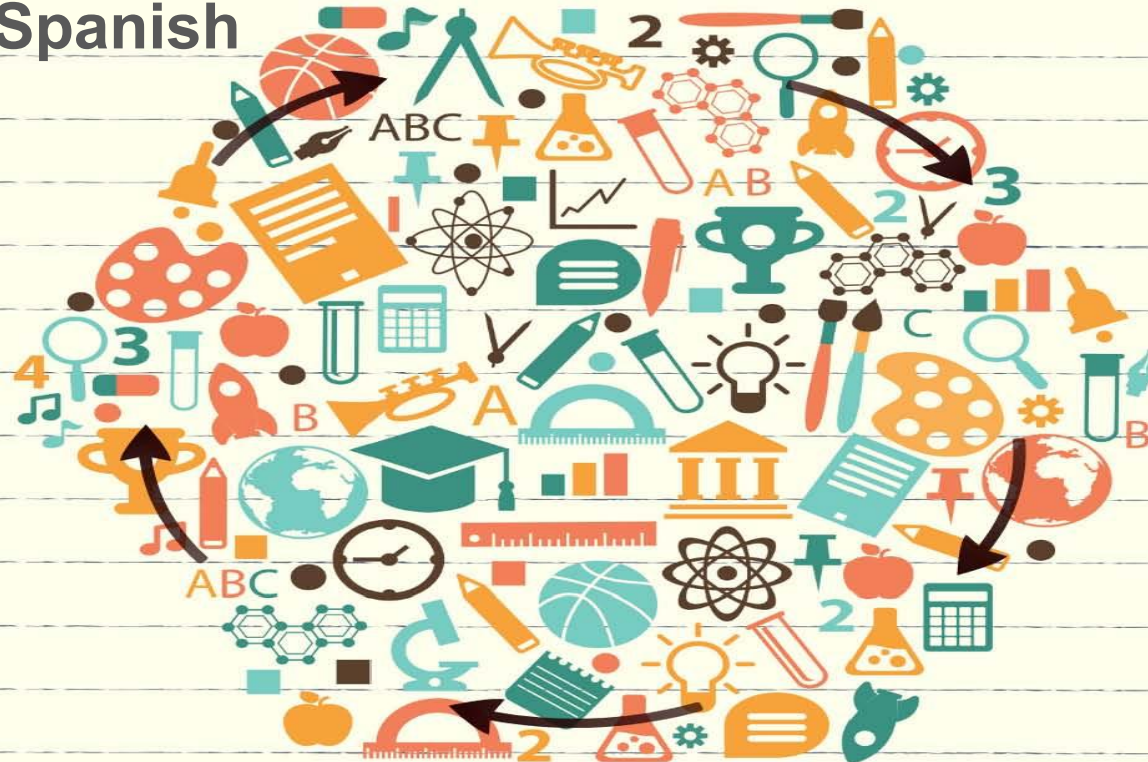
Science

Maths

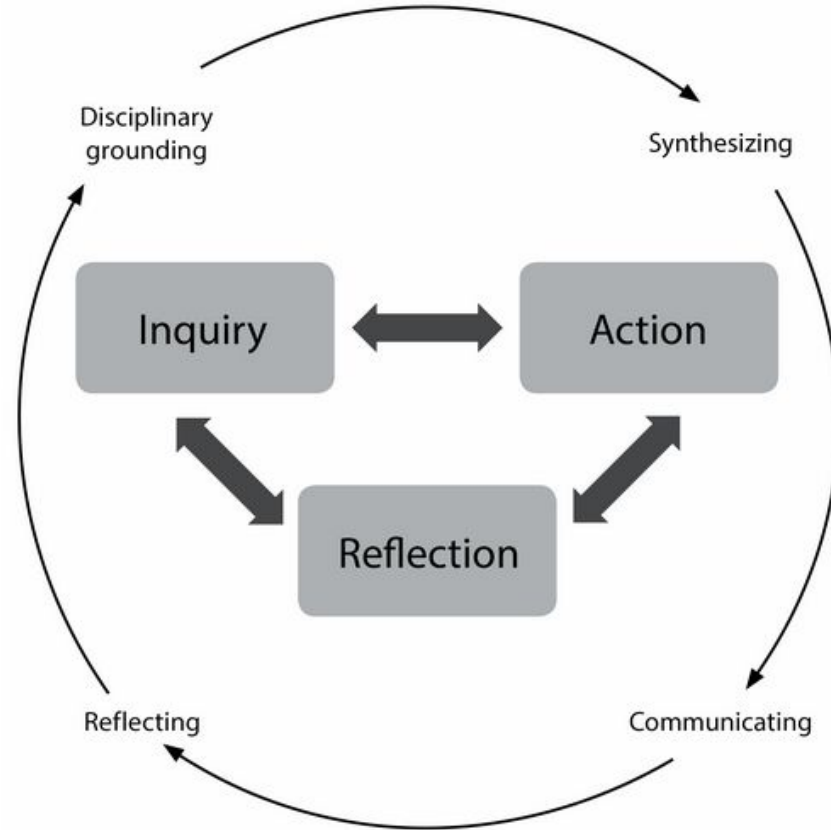
Design

Individuals & Societies

Norsk/ English



How



Statement of inquiry

Global Context

Summative task

Assessment



Objectives

A - Disciplinary grounding

- demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

B - Synthesizing

- synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

C - Communicating

- use appropriate strategies to communicate interdisciplinary understanding effectively
- document sources using recognized conventions.

D - Reflecting

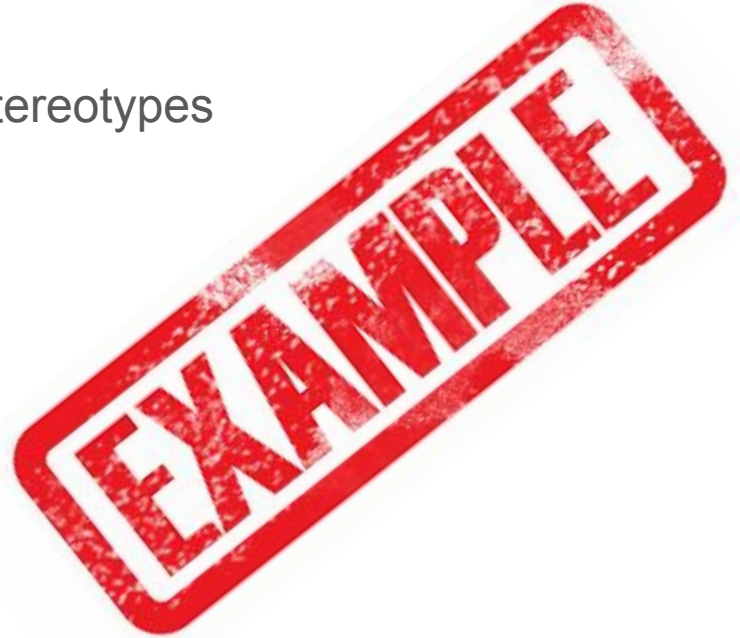
- reflect on the development of their own interdisciplinary understanding
- evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.

MYP 7 Design & Norwegian: This DiSh

MYP 8 Language acquisition & Humanities: Stereotypes

MYP 9 Design & Arts: Produce This

MYP 10 Maths & Humanities: Statistics



EXAMPLE