



Matija Gubec International School

IB Middle Years Programme

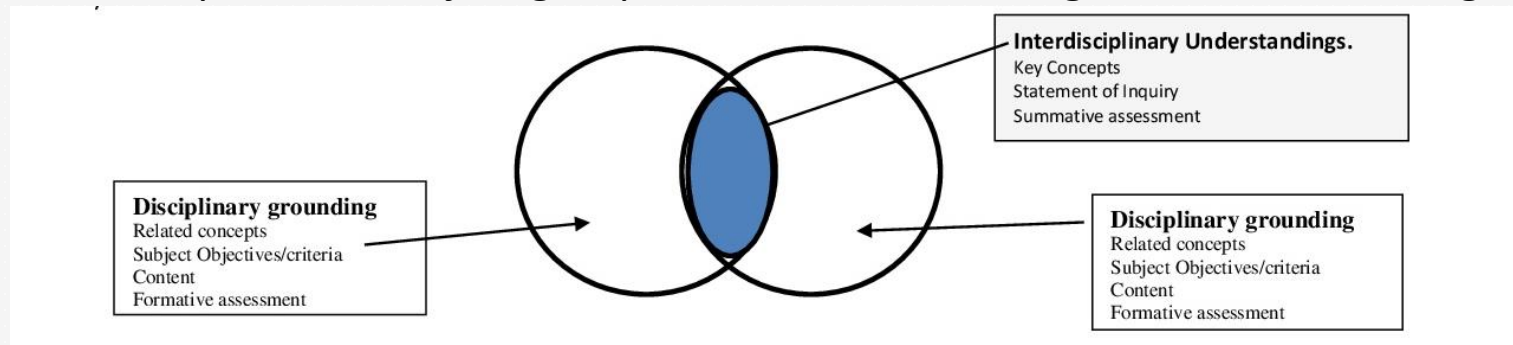


Interdisciplinary learning



Interdisciplinary Units

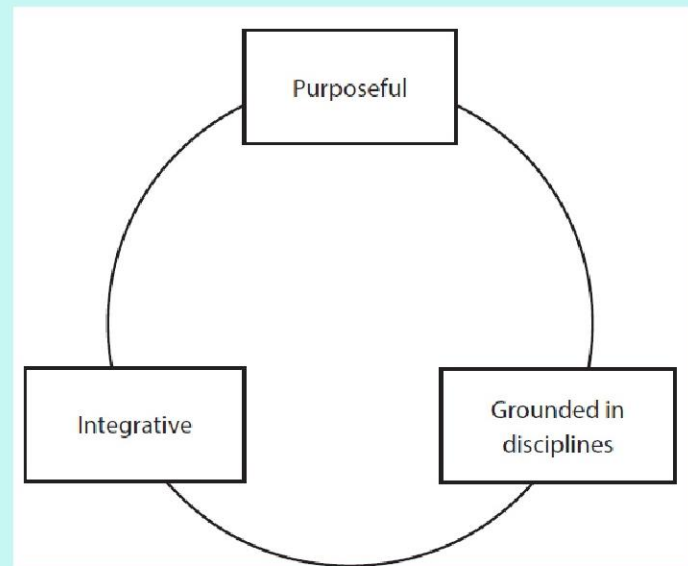
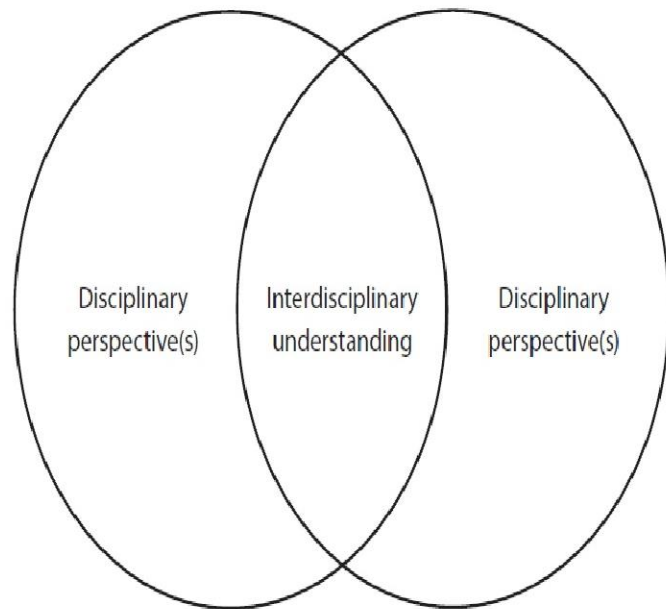
- @ in the MYP interdisciplinary learning is defined as the process by which students come to understand knowledge and ways of thinking from two or more disciplines or subject groups to create a new integrated understanding:



- @ interdisciplinary connections are woven through every MYP subject but the students also engage in Interdisciplinary Units that have learning objectives and formal assessment criteria:

Criterion A-Disciplinary Grounding The student demonstrates extensive necessary disciplinary grounding	Criterion B- Synthesizing The student synthesizing disciplinary knowledge to demonstrate consistent, thorough and insightful understanding.
Criterion C- Communicating The student communicates interdisciplinary understanding that is consistently well structured, clear and coherent, using selected forms or media effectively and consistently documents well-chosen sources using a recognized convention.	Criterion D- Reflecting The student demonstrates thorough and nuanced reflection on his or her development of interdisciplinary understanding. Evaluates thoroughly and with sophistication the limitations and benefits of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations

Characteristics of Interdisciplinary Units



Interdisciplinary Units

- 🌀 **IB requirement:** each student should undertake the study of **at least one formal interdisciplinary unit** that involves at least two subject groups in each year of the programme
- 🌀 students develop critical thinking and problem solving skills in questions such as:
 - *Based on my previous learning, **what do I know already** about this topic?*
 - *What effect does **this knowledge** have on what I have learned in my other subjects?*
 - ***How** could the skills in this subject **be applied to my understanding in another subject?***
 - *What **new perspectives** do I have, now that I have studied these subjects in combination with one another?*
 - ***Can uniting these subjects initiate change in the world?***

Interdisciplinary Units 2018/2019

<i>Grade</i>	<i>Subjects/Units</i>
MYP0	Design & Visual Arts: National handicraft items
MYP1	Design & Science: Energy efficient house design
MYP2	Music & Geography: World Music
MYP3	English & History: Teaching tolerance through literature and media

Interdisciplinary Assessment

- ⌚ planned and assessed collaboratively by all the teachers involved in the interdisciplinary units
- ⌚ **one grade** at the end of each IDU (for both subjects)
- ⌚ assigned grade is placed on the IB report card, but not included in the GPA calculation (*Grade Point Average*)
- ⌚ Criterion A: Disciplinary grounding – *derived from subject-specific criteria*
- ⌚ Criterion B: Synthesising – *assessed by the teachers involved*
- ⌚ Criterion C: Communicating – *assessed by the teachers involved*
- ⌚ Criterion D: Reflecting – *assessed by the teachers involved*

Interdisciplinary Units Assessment Criteria

Objective A

A Disciplinary grounding

- Disciplinary understanding is explicitly taught and assessed.
- Provides the foundation for interdisciplinary understanding.
- At the end of the programme, students should be able to:
 - **demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.**

Objective B

B Synthesizing

- Students demonstrate the integration of factual, conceptual and procedural knowledge from more than one discipline in order to explain phenomena or create products.
- At the end of the programme, students should be able to:
 - **synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.**

Objective C

C Communicating

- By selecting, integrating or innovating communication forms and strategies, students describe and explain the results of their inquiries.
- Students develop the capacity to communicate effectively and responsibly with a range of audiences.
- At the end of the programme, students should be able to:
 - **use appropriate strategies to communicate interdisciplinary understanding effectively**
 - **document sources using recognized conventions.**

Objective D

D Reflecting

- Students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications.
- Students will also explore various areas of knowledge and ways of knowing, considering their own ability to construct understanding across disciplinary boundaries.
- At the end of the programme, students should be able to:
 - **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.**

