

Aims and objectives

Aims

The MYP interdisciplinary teaching and learning aims state what a teacher may expect to teach and what a student may expect to experience and learn as a result of undertaking interdisciplinary units. These aims, moreover, suggest how the student may be changed by the learning experience.

The aims of the teaching and study of MYP interdisciplinary units are to encourage students to:

- develop, analyse and synthesize knowledge from different disciplines to generate deeper understanding
- explore (and integrate) different and diverse perspectives through inquiry
- reflect on the unique ways interdisciplinary learning allows us to communicate and act.

Objectives

The MYP interdisciplinary objectives state the specific targets that are set for interdisciplinary learning. They define what the student will be able to accomplish as a result of undertaking interdisciplinary units.

A: Evaluating

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand the concepts and skills of the selected disciplines as framed in subject-group objectives. Evaluating disciplinary knowledge provides the foundation for interdisciplinary synthesis and understanding.

To address real-world and contextual issues and ideas, students will:

- analyse disciplinary knowledge
- evaluate the interdisciplinary perspectives.

B: Synthesizing

Through the development of holistic learning, students will integrate knowledge from more than one discipline in ways that inform inquiry into real-world issues, ideas and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more disciplines within the same subject group or from more than one subject group to explain phenomena or create products.

To address real-world and contextual issues and ideas, students will:

- create a product that communicates a purposeful interdisciplinary understanding
- justify how their product communicates interdisciplinary understanding.

C: Reflecting

When undertaking units of interdisciplinary learning, 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 consider their own ability to construct understanding across disciplinary boundaries, and extend their learning to consider future action or even to take action depending on the school context and the students' learning goals.

To address real-world and contextual issues and ideas, students will:

- discuss the development of their own interdisciplinary learning
- discuss how new interdisciplinary understanding enables action.