**Engaging Students in Trans/Interdisciplinary Learning**

**PYP Practice: A.3e.** The school demonstrates a commitment to transdisciplinary learning.

**MYP Practice: C2.1e**. The curriculum fosters disciplinary and interdisciplinary understanding

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| **What do I typically do to engage students in learning experiences that are trans/interdisciplinary?** | |
| The desired result of engaging students in trans/interdisciplinary learning experiences is that students become increasingly aware of the connections between disciplines and of the contributions an integration of disciplines can make to our understanding of the world. | |
| **Student Evidence**   * Students synthesize disciplinary knowledge to trans/interdisciplinary understanding * Students transfer their knowledge between disciplines * Students demonstrate flexible thinking * Students make and explore connections between disciplines and concepts * Students make connections to the transdisciplinary theme or global context * Students create evidence that illustrates the ability to explain in-depth relationships and reflect on the development of their understanding * Students use the essential elements throughout the day (PYP specific) | **Teacher Action**   * Teachers collaborate within and across disciplines to intentionally create learning experiences where students can explore conceptual connections or relationships * Teachers identify opportunities to enhance disciplinary learning through integration * Teachers provide insight into how disciplines compliment and challenge each other * Teachers plan lessons that emphasize understanding over knowledge acquisition * Teachers design experiences connecting subject matter to the transdisciplinary theme or global context * Teachers intentionally plan for integration of the *essential elements* across subjects (PYP specific) |

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| **Possible alignment to Marzano learning map strategies** |
| * Identifying critical content * Previewing new content * Helping students process content * Helping students examine similarities and differences |

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| **What do I typically do to engage students in learning experiences that are trans/interdisciplinary?** | | | |
| Learn | Implement | Monitor | Impact |
| Understand how to employ a variety of techniques to engage students in learning experiences that are trans/interdisciplinary. | Engaging students in learning experiences that are trans/interdisciplinary *(teacher evidence).* | Check for evidence that all students are engaged in learning experiences that are trans/interdisciplinary (student evidence). | Adapt techniques so all students engage in learning experiences that are trans/interdisciplinary. I base adaptations on student evidence to meet student needs. |

**Reflection**

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| **What do I typically do to engage students in learning experiences that are trans/interdisciplinary?** | How did the use of trans/interdisciplinary engagements deepen student learning? | What next steps will support you in deepening this practice? |
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**Strategies to engage students in learning experiences that are trans/interdisciplinary**

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