**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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