

Scaffolding Interdisciplinary Thinking

Conceptualising the MYP Interdisciplinary Learning Objectives/Criteria

Evaluating

Analyse disciplinary knowledge			
	<i>Conceptual Understandings</i>	<i>Guiding Questions</i>	<i>Visible Thinking Routines or Teaching Strategies</i>
MYP 1	Learning about different subjects helps people understand how ideas connect.	<ol style="list-style-type: none"> 1. What knowledge and skills from different subjects did you use to address this topic/issue? (F) 2. How do ideas from different subjects help learners understand a topic better? (C) 3. Are some subjects more important than others when solving real-world problems? (D) 	<p>KWL Chart: A tool for students to track what they already know from each discipline, what they wish to explore, and what they learned at the end of a unit or project.</p> <p>Concept Mapping: Allows students to map out knowledge from different subjects, visually linking how these fit together for better understanding.</p>
MYP 3	Understanding key concepts from various subjects allows for a broader perspective on issues.	<ol style="list-style-type: none"> 1. What key ideas from your subjects helped you understand this topic? (F) 2. How do concepts from different subjects complement each other? (C) 3. Can focusing on one subject's perspective provide a full understanding of a topic? (D) 	<p>See/Think/Wonder: Helps students analyse disciplinary knowledge by observing (seeing), interpreting (thinking), and questioning (wondering).</p> <p>What Makes You Say That?: Encourages students to justify their analysis by articulating their reasoning, enhancing critical thinking.</p>
MYP 5	Analysing concepts from various disciplines enhances critical thinking and problem-solving abilities.	<ol style="list-style-type: none"> 1. What theories from different disciplines did you analyse in your work? (F) 2. How does analysing ideas from different subjects help people solve complex problems? (C) 3. Is it better to have a deep understanding of one discipline or a broad understanding across many when 	<p>Step Inside: Encourages students to assume a perspective from a specific discipline and explore how they would approach a topic from that viewpoint, helping students think more deeply about disciplinary contributions.</p>

		solving global issues? (D)	
Evaluate interdisciplinary perspectives within a source, work or text			
	<i>Conceptual Understandings</i>	<i>Guiding Questions</i>	<i>Visible Thinking Routines or Teaching Strategies</i>
MYP 1	Considering different viewpoints can deepen one's understanding of a topic or issue.	<ol style="list-style-type: none"> 1. What are some different opinions or viewpoints you have heard in class? (F) 2. How do different perspectives help people understand a topic or issue better? (C) 3. Is it always necessary to look at more than one perspective when approaching complex issues? (D) 	<p>Venn Diagram: Useful for comparing and contrasting viewpoints from different disciplines, showing how perspectives complement or differ.</p> <p>Debate or Socratic Seminar: These formats prompt students to articulate and defend perspectives from multiple disciplines, encouraging evaluation and understanding of different viewpoints.</p>
MYP 3	Assessing different viewpoints in a source or text can help people make informed decisions.	<ol style="list-style-type: none"> 1. What are the main perspectives that you evaluated in this source or text? (F) 2. How does evaluating different viewpoints help people make informed decisions? (C) 3. Should every issue or problem be evaluated from multiple perspectives? (D) 	<p>Circle of Viewpoints: Helps students evaluate diverse perspectives by examining a topic through multiple lenses.</p> <p>True for Who?: Encourages students to think about how different perspectives may change depending on who is considering the issue, promoting empathy and critical evaluation.</p>
MYP 5	Critically evaluating diverse perspectives enriches one's analysis and informs conclusions to complex issues.	<ol style="list-style-type: none"> 1. What different perspectives did you evaluate in your research? (F) 2. How does integrating multiple perspectives enrich an individual's understanding of an issue? (C) 3. Should some perspectives be valued more than others when tackling complex issues? (D) 	<p>Claim, Support, Question: Encourages students to make a claim about a perspective, support it with evidence, and then ask a question, deepening understanding of multiple viewpoints.</p> <p>Red Light, Yellow Light: This routine encourages students to critically assess arguments or information presented in texts, marking sections with "red light" for questionable statements, "yellow light" for caution, and "green light" for supported claims.</p>

Synthesizing

Create a product that communicates a purposeful interdisciplinary understanding			
Justify how their product communicates interdisciplinary understanding			
	<i>Conceptual Understandings</i>	<i>Guiding Questions</i>	<i>Visible Thinking Routines or Teaching Strategies</i>
MYP 1	Combining ideas from different subjects helps learners create meaningful products.	<ol style="list-style-type: none"> 1. What did you make that used ideas from different subjects? (F) 2. How do combining ideas from different subjects make products more interesting or useful? (C) 	<p>Storyboarding: Useful for planning an interdisciplinary project, allowing students to visually organise ideas from different subjects and see how they interact.</p>
MYP 3	Integrating knowledge from different subject areas often leads to innovative solutions.	<ol style="list-style-type: none"> 1. What subjects did you use to create your project? (F) 2. How does combining knowledge from different subjects lead to better problem-solving? (C) 	<p>Creative Comparisons: Encourages creative thinking by asking students to make unusual comparisons, helping them see connections across disciplines.</p> <p>Question Starts: Encourages students to ask open-ended questions that help them synthesize information from various disciplines.</p>
MYP 5	The ability to synthesize knowledge from various disciplines can result in products that offer deeper insights and practical solutions.	<ol style="list-style-type: none"> 1. How did you integrate different disciplinary concepts in your project? (F) 2. In what ways does synthesizing knowledge from different fields create more comprehensive solutions? (C) 	<p>SCAMPER Technique: Helps students explore and generate creative ideas for interdisciplinary projects by thinking of how knowledge from different subjects can be reimagined and applied.</p> <p>Connect, Extend, Challenge: Allows students to connect their ideas, extend them with interdisciplinary concepts, and identify any challenges, fostering depth in justification.</p> <p>Peel the Fruit: A metaphorical approach where students layer their product's rationale, "peeling" back layers to explain why each discipline was included.</p>

			<p>Explain Like I'm 5: Encourages students to clarify and simplify their interdisciplinary rationale, aiming for clear communication that even a young audience could understand, sharpening justification.</p> <p>Rubric Co-Creation: Involve students in creating a rubric for interdisciplinary projects. This process itself can deepen their understanding of what makes a strong interdisciplinary justification.</p>
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Reflecting

Discuss the development of their own interdisciplinary learning			
Discuss how new interdisciplinary understanding enables action			
	<i>Conceptual Understandings</i>	<i>Guiding Questions</i>	<i>Visible Thinking Routines or Teaching Strategies</i>
MYP 1	New knowledge can inspire individuals to take action in their life or community.	<ol style="list-style-type: none"> 1. What did you learn in this unit that inspired you to take action? (F) 2. How can learning from different subjects help individuals take action in their lives or community? (C) 	<p>Compass Points: Supports reflection on their interdisciplinary learning journey and insights.</p> <p>I Used to Think... Now I Think...: Prompts students to reflect on how integrating knowledge from different disciplines has shifted their thinking.</p>
MYP 3	New interdisciplinary insights can motivate individuals to act on social issues or challenges.	<ol style="list-style-type: none"> 1. What issues have you studied that have made you want to take action? (F) 2. How does combining knowledge from different subjects motivate learners to act on issues they care about? (C) 3. Should every learning experience lead to action? (D) 	<p>3-2-1 Bridge: Prompts students to identify three ideas, two questions, and one analogy about interdisciplinary learning, promoting reflective connections.</p>
MYP 5	Applying insights from multiple disciplines empowers individuals to create meaningful change.	<ol style="list-style-type: none"> 1. What insights from different subjects have driven you to take action in your life or community? (F) 2. How can interdisciplinary learning lead to meaningful and impactful action in society? (C) 3. Should the goal of education be more focused on gaining knowledge or taking action? (D) 	<p>Ladder of Feedback: A structured routine where students give and receive feedback on their interdisciplinary progress.</p> <p>Impact vs. Effort Matrix: Helps students prioritise actions based on the anticipated impact versus the effort required, leading to meaningful actions inspired by interdisciplinary learning.</p> <p>Looking: Ten Times Two: Students observe a complex issue for 10 seconds, list their observations, and then look again for 10 more seconds to deepen their insight, helping them notice finer details that could inspire real-world action.</p>