



Interdisciplinary Learning (IDL) Challenge, March 2020

IDL is crucially important to addressing current and future global challenges, including climate change and world health emergencies such as what we are all experiencing with COVID-19. We are looking for you to use your on knowledge and understanding from across your learning to explore in more depth, and in any way you like, an issue arising from the COVID-19 emergency.

Save your work to OneDrive and share with us in a few weeks. We would love to see what you can come up with and are already planning prizes for the most creative pieces of work across each year group.

Examples of focus areas or areas to explore in more detail could be:

How is society responding to the emergency?	What impact is it having on the food industry?	How are businesses impacted?
How well are governments responding?	What is a virus and what is vaccine?	How is technology having an impact?
How well are people responding to the restrictions applied to day-to-day life	How has the media responded to COVID-19	What can the UK learn from other countries around the world?

By doing this task you will gain new knowledge and skills, understand issues more deeply, and explain or solve more problems. For S1 and S2 pupils you can use the **Unifying Themes** document that shows you the topics you cover across the your school curriculum and the skills that you are developing.

S1/2 Unifying Themes		
Communication	Community	Controversy and Crime
Digital World	My Identity	Natural World
Scale and Construction	Shape	Sustainability


For S3-5 pupils you can use your knowledge from your specialist subjects that you take as well as other areas of interest and general knowledge. How could you present your thoughts?

Written piece	Blog	Video
Poster	PowerPoint	Prezi presentation
Photos	Displays	Website

Background Information: S1/S2 Unifying Themes

In Nov/Dec 2019 we reviewed the S1/2 CfE Level 3 curriculum and analysed the wider skills covered in these areas. We have colour coded faculty topics and grouped them under broad unifying themes. We hope the unifying themes provide a simple and engaging way to encourage pupils and teachers to plan and deliver IDL opportunities across the school and for pupils to continue to broaden and develop skills across their learning.

Boroughmuir High School - Interdisciplinary Learning (IDL) - Unifying Themes Introduction



Scotland curriculum - Curriculum for Excellence (CfE) helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.


Interdisciplinary Learning (IDL) - provides opportunities that enable children and young people to **make connections** between different areas of learning. IDL should be **stimulating, relevant and challenging**. Revisiting a **concept** or **skill** from **different perspectives deepens understanding** and can make the curriculum more coherent and meaningful for learners.

It can take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Effective interdisciplinary learning:

- can take the form of **individual one-off projects** or **longer courses** of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures **progression in skills** and in knowledge and understanding
- can provide opportunities for mixed stage learning which is interest based.

IDL can support aspects of **Learning for Sustainability** to enable young people to understand and support the wider communities to build a socially-just, sustainable and equitable society.



<https://scotlandscurriculum.scot/>

Background Information: What is Interdisciplinary learning?

Interdisciplinary learning is a way of learning and thinking that draws on knowledge and understanding from two or more disciplines in order to gain new knowledge and skills, understand issues, and explain or solve problems that are beyond the scope of any single subject. This is becoming increasingly important as the most significant challenges, advances, innovations and discoveries in the world today and envisaged in the future are at the interface of disciplines, including climate change, globalisation, sustainability, demographic change and digitalisation. Scottish education at all levels needs to reflect these interlinked realities. IDL must be grounded in disciplinary knowledge and understanding, since it is the disciplines that give structure and rigour to the development and understanding of knowledge. Without the disciplinary 'pillars', the interdisciplinary 'lintels' will fall.

IDL is one of the most distinctive and innovative features of Curriculum for Excellence (2). Despite IDL being an explicit context for learning within CfE, it has not yet been widely developed in our schools. The lack of conceptual clarity about what constitutes IDL is the most pressing issue to be addressed if IDL is to be fully realised and embedded within Scottish school education. It is crucially important that there is a shared understanding among teachers of what IDL is. (1)

For more advice see:

(1) Royal Society Edinburgh Advice Paper

http://www.rse.org.uk/wp-content/uploads/2020/02/RSE_IDL_February2020.pdf

(2) Education Scotland and Curriculum for Excellence (CfE) support documents for IDL

<https://scotlandscurriculum.scot/>

<https://education.gov.scot/Documents/cfe-briefing-4.pdf>