

The importance of the MYP (Middle Years Programme of the International Baccalaureate) Interdisciplinary unit planners to heighten Geography teaching and learning process, case study A. Shirakatsy Armenian National Lyceum

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Interdisciplinary teaching and learning becomes one of the mainstreams of modern education to prepare students to deal with complex issues of current reality. The IB (the International Baccalaureate Organization) schools use interdisciplinary unit planners to fulfill interdisciplinary teaching and learning process. In the context of MYP (Middle Years Programme of Secondary Schools) curriculum, a unit can be defined as a period of study that concludes with a summative assessment. The MYP unit planning process supports inquiry-based, concept-driven teaching and learning in all MYP subjects, as well as interdisciplinary studies. The MYP interdisciplinary unit planner helps to organize interdisciplinary teaching and learning. Interdisciplinary learning seeks to yield interdisciplinary understanding [2].

Reflecting the unique nature of interdisciplinary study, the interdisciplinary planner is designed as a stand-alone planning document, but it can also be used along with subject-specific units when the interdisciplinary inquiry teaching and learning is part of carefully planned inquiries that include multiple subjects or subject groups. The interdisciplinary unit planner promotes the effective teamwork and collaboration that can lead towards more meaningful and rigorous student learning[1].

MYP individuals and societies offers many opportunities for interdisciplinary teaching and learning [3]. Geography is one subject of "MYP individuals and societies" subject group. As well as Geography has close connections with both natural and social sciences, it also has huge potential for MYP interdisciplinary teaching and learning.

The aim of this work is to display that usage of interdisciplinary unit planners enhances the teaching and learning process of Geography by presenting our experience in Anania Shirakatsy National Lyceum.

As a teacher of Geography, we created a range of interdisciplinary unit planners with our colleagues (teachers of other subjects such as English, Robotics, Russian, Biology, History) during last three years. We were responsible for not only creating the unit planners but also organizing meetings with teachers and implementing the whole interdisciplinary teaching and learning process. We practised these unit planners in MYP 1-5 years (11-15 age groups).

We use methods of comparing and analyzing to demonstrate differences between outcomes of Geography teaching and learning process and interdisciplinary teaching and learning process (where one of subjects is Geography) in the same age group and theme.

Bellow are presented the main results of our experience of interdisciplinary teaching and learning by mirroring outcomes for teachers and students.

We collaborated with our collages of other subjects to fulfill chosen educational goals and reach objectives of interdisciplinary teaching and learning of the planners. In case of Geography teaching and learning we collaborated with only Geography teachers.

The unit planners were designed very carefully to orient the whole teaching and learning process by distributing the responsibilities (f.e. time management, content, etc.) between all subject teachers, while in case of Geography teaching only we were accountable for all organization and implementation.

Interdisciplinary learning allowed students to inquire given themes from different perspectives thoroughly and during many lessons of distinct subjects which helped them also to understand interdisciplinary connections and gain new skills and have new experience. Although we tried to reach above mentioned results during Geography lessons, it did not give the same results as in case of interdisciplinary lessons where different subject teachers complemented each other knowledge and skills.

Interdisciplinary learning gave more opportunities also for differentiation in education by interest, skills and knowledge for students who displayed higher level of engagement in the learning process the than in Geography lessons.

Summary

Using interdisciplinary links between Geography and other subjects not only make the process of learning more effective but also it helps fill the gaps of knowledge and skills which is not possible to do only via Geography. A well-planned interdisciplinary unit planner guides through interdisciplinary teaching and learning process by providing benefits both for teachers and students. Therefore, Geography teaching and learning can be enhanced by using interdisciplinary connections to meet contemporary educational aims in MYP.

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Источники и литература

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- 2) From principles into practice: MYP Published on behalf of the International Baccalaureate Organization, Geneva, 2014, p. 46
- 3) MYP: Individuals and societies guide, Published on behalf of the International Baccalaureate Organization, Geneva, 2014, p. 12