

# Interdisciplinary inquiry resources

## *Guidance document*

May 2020

### Purpose

To support learning and teaching in the MYP community during this challenging time, the MYP Curriculum Development Team has published additional resources to facilitate interdisciplinary student inquiry. These optional resources balance the implementation flexibility and ease-of-use for schools to implement interdisciplinary inquiries in varying learning contexts. The resources aim to facilitate independent or collaborative student inquiries and they include optional assessment materials for teachers. They are published in editable format so that teachers can quickly and easily adapt them if desired or required. Finally, they are designed using pre-release materials originally created for interdisciplinary on-screen examinations. These pre-release materials are also included as available resources from which students could source to explore their inquiries.

This guidance document explains the content and structure of the resources.

## What is included in the resources?

The interdisciplinary inquiry resources include two documents:

1. a resource pack for teachers
2. **editable** resource packs for students (using criteria from MYP years 1, 3 and 5)
3. links to pre-release material sources\*

Both the teacher and student resource packs contain the following materials:

- Statement of inquiry (SOI) and inquiry questions
- Direct link to pre-release material sources\* upon which tasks are based
- Subject-grounded tasks and final interdisciplinary task, each containing:
  - Task description
  - Inquiry questions relevant to the task
  - Suggested learning experiences for different learning contexts (teacher pack only)
  - Optional guidance for students working independently (student pack only)
  - Relevant assessment criteria
- Assessment materials (criteria and task-specific clarifications) for all tasks/years

\*A note about pre-release materials. The primary purpose of pre-release material is to provide sources for teachers to support students preparing for the Interdisciplinary on-screen examination, but materials remain available so that they can be used as a resource by the MYP community.

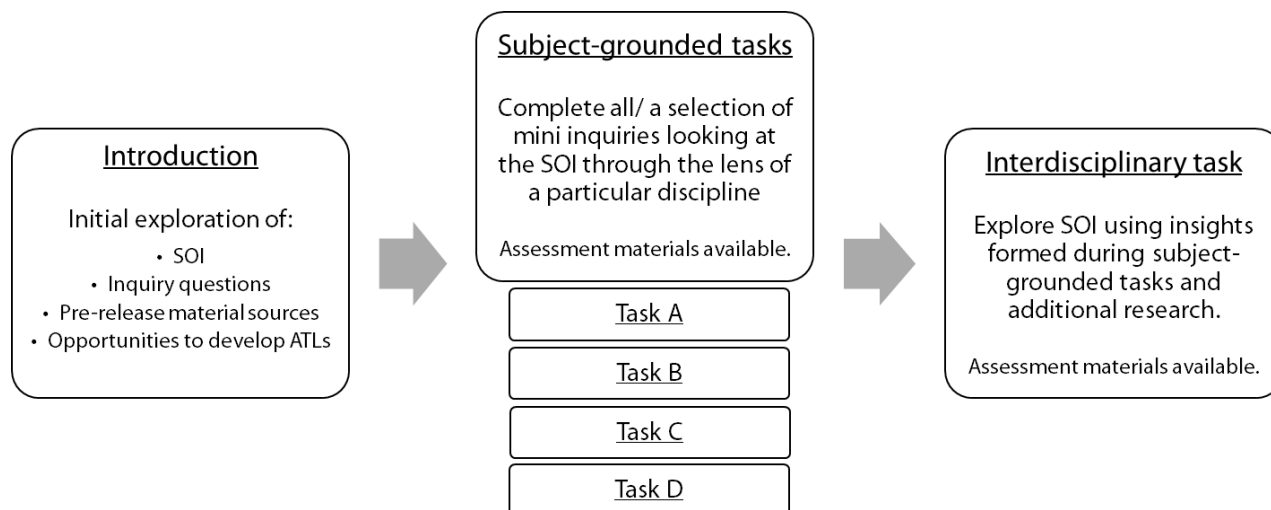
## How should the resources be used?

These resources are designed with the assumption that many students are working remotely due to COVID-19 and are likely experiencing stress and anxiety during school closures. Therefore, there is no expectation to re-create in-school experience. Instead, having fair expectations of what students can do, as well as offering opportunities for collaboration and social interaction, is likely to allow them to engage positively with the inquiry and benefit from the experience. For further information on this, please read the guidance on [Online learning, teaching and education continuity planning for schools](#).

The format of the student inquiries and of the task-specific clarifications presented in the resources meets IB expectations. The format used is, however, simply an example of one way that student inquiries can be framed; as always, the IB relies on the professionalism of teachers to determine the format best suited to their context.

**Clarification:** This resource has been adapted to engage students in interdisciplinary inquiry to accommodate the current sudden and remote learning environment. It is **not** an MYP interdisciplinary unit, nor should it be regarded as such.

## Inquiry structure



The teacher resource pack begins with an **introduction** to the statement of inquiry and inquiry questions. It is recommended that students have the opportunity to explore these inquiry questions before beginning to view them through the lens of a single discipline. Teachers will also find suggestions in the resource pack for how each task may be adapted for different learning environments, though additional resources would need to be provided by teachers for some learning environments.

Students then engage with a suite of **subject-grounded tasks** that explore an aspect of the statement of inquiry through a disciplinary lens. Tasks have been adjusted for MYP years 1 and 3 to make them more accessible and include comprehensive assessment materials. Teachers may decide to have students work through all subject-grounded tasks (and teachers are free to add their own), or they may elect a combination of two or more disciplinary-grounded tasks to prepare students for the final interdisciplinary task. The wider range of disciplinary perspectives students inquire into during the subject-grounded work, the better prepared they will be for the final interdisciplinary task.

The final **interdisciplinary task** requires students to draw on their learning to explore the statement of inquiry. It can be assessed using the provided MYP interdisciplinary criteria and task-specific clarifications.

## Sources to support the inquiries

Sources making up the [pre-release materials](#) (originally created for interdisciplinary on-screen examinations) will provide insights into the statement of inquiry. The suite of subject-grounded tasks will ask students to work with these sources. It is important that the correct session be selected. Students should be advised that this link goes directly to the pre-release materials for

November 2016 session; to access materials from other sessions, they need to use the “Session” tab at the top, right-hand side of the screen.

However, to maintain the authenticity of the interdisciplinary approach, it is recommended that teachers do not specify which pre-release sources are required for each task. Instead, students should be provided all the sources and they should select those sources which they deem relevant for each task.

Use of additional sources is recommended and even required for some tasks; students should find additional sources themselves and reference them.

## Assessment and feedback

To give teachers flexibility to assess whichever aspects of the inquiry they wish, resources are provided to assess all subject-grounded tasks, as well as the final interdisciplinary task.

Each of the subject-grounded tasks includes selected subject criteria and task-specific clarifications for MYP years 1, 3 and 5. The final interdisciplinary task can be assessed using the MYP interdisciplinary criteria and associated task-specific clarifications for MYP years 1, 3 and 5.

Please note that if a ‘knowledge and understanding’ criterion is chosen for a subject-grounded task, students may require some specific knowledge/skills. Some of this may be provided by the source, but teachers should consider learning experiences that enable students to gain the knowledge if this has not already been taught (especially in lower MYP years).

While the resources are designed to facilitate assigning levels of achievement, teachers are encouraged to provide additional feedback to support student learning.

Teachers might be interested to know that it is possible for students to also complete the Interdisciplinary on-screen examination in a remote-learning context. Further guidance for how to do this is available at the end of this document.

## Tailoring to your learning context

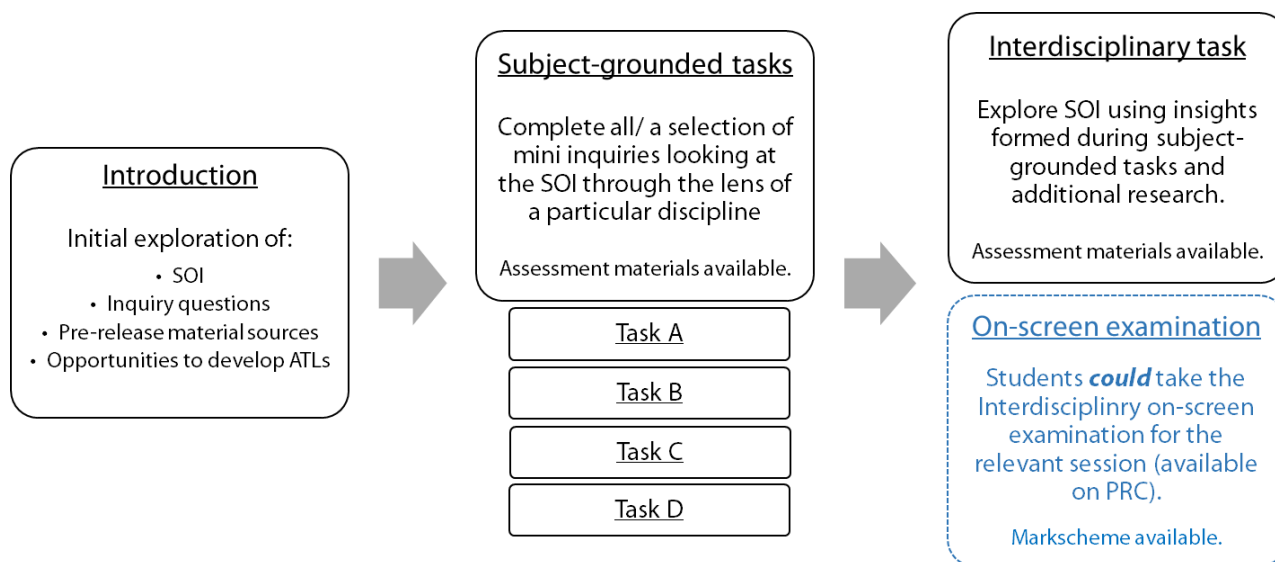
Each task in the inquiry has been written with the flexibility to be delivered in a variety of ways; from a student-led project to a teacher-facilitated inquiry, and everything in between. Each task in the teacher resource pack includes suggestions of how it may be implemented in synchronous, asynchronous and offline contexts. The options may also include possible formats in which students may present their work, and how tasks may be differentiated. It is important that teachers choose the best combination for their students’ learning context.

The inquiry can be facilitated by one teacher, or collaboratively by a group of teachers. The number of hours for this inquiry and how students engage and present their work will be based on the school’s current learning context.

These inquiries offer many opportunities for students to demonstrate development of ATL skills. Since teachers will be adapting the inquiry to the context in which their students are learning by

choosing the most suitable learning experiences, they are best placed to decide how to go about this.

## An opportunity to use the on-screen examination packages



Whether you or your school have experience with MYP eAssessment, or not, there is the option of having students complete the on-screen examination for which the pre-release material was originally intended, outside of exam conditions.

Past on-screen examinations can be found on the [Programme Resource Centre \(PRC\)](#). These have been repurposed for use as resources or trial materials for teachers and schools considering MYP eAssessment. The page also includes a markscheme; instructions on how to install and run the exam, as well as how to export and convert the response files for marking.

As students are not able to access the PRC, teachers would need to download and share the files with students, as well as manage the logistics of gathering student responses.

We hope that you will find these resources helpful; should you wish to provide feedback on them, you may do so via [myp.curriculum@ibo.org](mailto:myp.curriculum@ibo.org).