



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



Kuriame
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiklos programa

Finansuojama Europos socialinio fondo lėšomis

Theme 6. Integration of Interdisciplinary Topics and Coherence of Subjects

Webinar 4

23rd February 2023

14.00 to 18.00

Jane Doughty and Jane English

Theme 6: Interdisciplinary Topics and Coherence

Purpose of theme 6:

- To review the rationale for integration of interdisciplinary topics and coherence of subjects in the new curriculum
- To consider different approaches to creating interdisciplinary topics
- To learn from experiences of Lithuanian colleagues and other countries
- To look at how the three categories - cultural identity, social integration and sustainable development can be delivered by schools

Webinar 4 : Learning Outcomes

In this webinar we will:

1. Learn from a Lithuanian experience of
“Changes in the strategies of studying: possibilities of integrating subjects”
 1. Recap on the importance and benefits of integrated subjects in the curriculum
 2. Consider the Creativity Competence in more detail
 3. Consider the integration of Creativity and Cultural Competence into topics
 4. Learn from the Estonia Experience called sySTEAM

Welcome to our guest speakers

**Gustė Vaitkevičiūtė, teacher of arts and technologies,
Mindaugas Pletkus, teacher of informatics
16.00- 16.30**

**Simonas Dachas progimnasium, Klaipėda
“Changes in the strategies of studying: possibilities of integrating subjects”**

Questions and Comments

An opportunity to ask questions and / or share comments

systemSTEAM

GUIDELINES FOR INTEGRATING DIFFERENT SUBJECTS (Estonia)

Available in Lithuanian



Funded by the
Erasmus+ Programme
of the European Union

Recap on why integration of subjects is important

- In real-life people are solving bigger and complex problems than ever.
- Integration between subjects helps to decrease learning load
- Integration between subjects is often in essence a project-based learning process. This makes learning interesting and practical - students are motivated,
- Integration between subjects gives opportunity for students to create their own personal and meaningful learning experiences in different situations. They will remember things better,
- Creativity, critical thinking and collaboration are highly valued skills. When it comes to fostering those skills in the classroom integrated studies are extremely effective approach

Discussions to be undertaken at management level

- 1. Why do you want to integrate subjects in your school?**
- 2. What are the main obstacles**
- 3. Who will start the integration process?**
- 4. Who is in charge of this project among management staff and/or teachers?**

•

Discussions to be undertaken at management level

5. **What kind of prior knowledge and experience do teachers have?**
6. **How do you decide what should be the output/aim of the learning journey?**
7. **To what extent and in what class will the integration of subjects be implemented? Why?**
8. **Is the teaching process flexible when it is necessary?**
9. **Can you visit other schools and talk to school leaders who have been practising integration between different subjects already and can share their experiences?**

Breakout 1

In your groups:

Discuss what kind of discussions have taken place in your organisation regarding the introduction of interdisciplinary topics.

Which two points out of the nine in the previous slide do you think is the most important?

CLASS(ROOM) LEVEL: STEP BY STEP GUIDE FOR TEACHERS

1. Think about the topic.
2. Read your subject's national syllabus.
3. Read through some strategic documents or research articles and discuss these with colleagues
4. Read at least 1-2 other national subject syllabuses which you do not teach yourself and you are going to work with
5. Introduce your ideas to other teachers.
6. Based on presented ideas create new teams.
7. Choose a common topic that overlaps in different subjects.
8. Read together the general part of the national curriculum
9. Make cooperation agreements with teachers.

Getting Teachers to agree

Some possible aspects of co-operation agreements in the team:

- Who is involved with the module? What is the role of each team member?
- What are the strengths, knowledge and preferences of each team member?
- How does the team interact with the module?
- What are the expected learning outcomes for this work?
- How often does the team interact with the module?
- How are external experts, advisers and helpers used in the module?
- How are decisions made?
- How are changes made to the module?
- How will we assess students?

Selecting the type of integration

Option 1: Topic-based (multidisciplinary)

Common topic is chosen.

Different subjects address that topic.

There are no common tasks in different subjects. Each teacher can do **whatever he/she wants** and **how** he/she wants (there should be no restrictions). There can be a situation that other teachers **do not know** exactly what others are doing or how deeply they deal with that theme.

Selecting the type of integration

Level II / Option 2: Interdisciplinary

Common topic is chosen.

Different subjects address that topic.

There are common tasks in different subjects. Other teachers **do know** exactly what others are doing or how deeply they deal with that theme.

They **plan together** learning process and tasks. Not only every subject knowledge-based outcomes are important, but also concepts and skills. Mostly these tasks are not real-life context based (but just task: make poster or map).

Selecting the type of integration

Level III / Option 3: Transdisciplinary

Substantive, practical and vital output, generally in the form of project learning. Generally, students work in groups. Important are general competences and the necessary skills for the future work. However, the learning outcomes of different subjects are also acquired. Teachers must work collaboratively

Unmute

Which of these three approaches do you favour and why?
Are different approaches more appropriate for the integration of
different subjects?

How to assess students' achievements

Assessment of interdisciplinary topics is challenging

Is there an overall assessment criteria?

Are individual subjects using their own assessment criteria?

How does the assessment process relate to the agreed learning outcomes?

How are students informed about assessment?

What processes are used to assess students?

What type of feedback do students receive?

How to assess students' achievements

5 steps used by Estonia

1. Instruct students to use self-assessment rubric during their assignments. When students do their work remind them to follow the evaluation model.
2. Give students opportunity to evaluate performance of a co-learner.
3. Give feedback based on rubrics and then allow to improve their performance.
4. Allow students to make self-assessment using rubric after completing his or her task.
5. Assess performance based on the assessment rubric.

Summary and feedback once completed

What went well?

What should be changed?

Ask for feedback from students.

What can be done differently next time.

What did students and teachers think was useful and interesting.

Break

30 minute Break

Please return promptly

The Cultural Competence Cultural Identity Interdisciplinary Topic

Interdisciplinary (cross-curricular)
themes

1. Cultural heritage
2. Cultural development
3. Cultural diversity, multilingualism
4. Ethnic (Heritage) culture
 - Traditions and customs
 - Ethnographic regions

- **Cultural competence.** Cultural competence means cultural awareness based on knowledge of the cultural traditions of the nation, the country and Europe, cultural diversity, contemporary cultural phenomena, and cultural expression – fostering and developing cultural identity, traditions of own language and culture, and intercultural dialogue.

The Creativity Competence can enhance an topic

- **Creativity competence.** The creativity competence is a person's motivation and ability to create and implement new: ideas, inventions, artwork, atypical solutions to problems and other innovations by imagining, improvising, thinking critically and acting in observance of the principles of good morals. Creativity is important for developing entrepreneurship skills. Creativity competence allows persons to unleash their creative abilities and to use them to create new value by contributing to the advancement of the social, cultural and economic life of the society

Ideas, personalities
Cultural identity and communality
2. Mother tongue
3. Ethnic culture
Traditions and customs
Ethnographic regions
4. Cultural heritage
5. Cultural diversity
6. The development of culture
7. Media literacy
8. Historical self-awareness
National security of the country
History of resistance
9. Self-creation of civil society
Emergencies
Anti-corruption
Intellectual
10. Sustainable development
Socio-economic development
A world without poverty and hunger
Circular economy
Advanced technologies and innovations
11. Migration, solutions to geopolitical conflicts

12. Human rights, equal opportunities
13. Health, healthy lifestyle
Development of personal qualities
Overcoming stress
Taking care of your own health and the health of others
Safe behavior
Prevention of bad habits
14. Lifelong learning
15. Environmental sustainability
Environment
Protection of ecosystems, biodiversity
Prevention of climate change
Sustainable cities and settlements
Sustainable agriculture
Responsible consumption
16. Financial literacy
Knowledge of finances
Financial planning and management
Risk and return
17. Career education

Think of a creative person you know and consider the following:

What is it that they do that made you identify them as creative?

What makes them so creative?

What capacities do they draw on?

How do they behave?



Creativity

- everyday tasks frequently require creativity, such as organising a family meal or celebration
- can be associated with the arts, and also with science and engineering
- often involves collaboration with others
- may lead to selfish and possibly difficult behaviour when a creative person becomes very focused (almost obsessive) and works on their own to solve a problem. Again this can apply as much to people working on everyday creativity as those involved in major artistic or scientific creation.

Characteristics of creativity

Making connections and seeing relationships.

Envisaging what might be.

Exploring ideas and keeping options open.

Reflecting critically on ideas, actions and outcomes.

Challenging & Questioning



Questioning and challenging

Asking why, how, what if?

Responding to ideas, questions, tasks or problems in an unusual way.

Asking unusual questions.

Challenging conventions and assumptions.

Thinking independently.



Making connections and seeing relationships

Recognising the significance of knowledge or previous experience.

Generalising from information and experience, searching for trends and patterns.

Reinterpreting and applying learning in new contexts.

Communicating ideas in novel or unexpected ways.

Using analogies and metaphor.

Envisaging what might be



- Asking ‘what if?’
- Visualising alternatives.
- Seeing possibilities, problems and challenges.
- Looking at and thinking about things differently and from different points of view.
- Imagining and seeing things in the mind’s eye.

Exploring ideas and keeping options open

Playing with new ideas and experimenting.

Responding intuitively and trusting intuition.

Keeping an open mind, adapting and modifying ideas to achieve creative results.

Trying alternatives and fresh approaches.

Anticipating and overcoming difficulties, following through ideas.



Reflecting critically on ideas, actions and outcomes

Reviewing progress.

Inviting and incorporating feedback.

Making perceptive observations about originality and value.

Asking ‘is this good quality , is this what we wanted or needed?’

Putting forward constructive comments, ideas, explanations and different ways of doing things.

Two more characteristics of creativity



- 1. Persistence (sticking with difficulty, daring to be different, tolerating uncertainty).
- 2. Collaboration (sharing the product, giving and sharing feedback, co-operating appropriately).

Breakout Session

Three Examples from Estonia, using the word document you received with the powerpoint

Option 1: Topic-based (multidisciplinary) - The topic is medieval time **7th Grade**

Option 2: Interdisciplinary – The topic In science ,food chains **5th Grade**

Option 3: Transdisciplinary- students create within two months a student company- **9th Grade**

Breakout Session- 30 minutes

Three Examples from Estonia, using the word document you received with the powerpoint

Option 1: Topic-based (multidisciplinary) - The topic is medieval time 7th Grade

Option 2: Interdisciplinary – The topic In science pupils learn food chains 5th Grade

Option 3: Transdisciplinary- students create within two months a student company-9th Grade

Discuss each of the three examples, what do you like, what do you dislike about each one?

How might you include either the cultural or creative competence into these topics?

Please return giving feedback on the option you liked best and why you liked it and how you might include one of the competencies?

Thank you

Thank you for all your contributions We look forward to seeing you at
webinar 6

27th February 2023

14.00 to 18.00