

Searching for Meaning – Science and Religious Education Teachers collaborating in interdisciplinary Teaching and Learning

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ABSTRACT

One of the aims of Curriculum for Excellence (CfE) in Scotland is greater inclusion of interdisciplinary learning and teaching in school education. There is, arguably, a limited amount of guidance in the CfE literature to advise and support secondary teachers in the practical implications of the planning, preparation and implementation of interdisciplinary learning and teaching. This paper examines this guidance and insights from research literature and presents the findings from a research project, *Searching for Meaning*, which focused on science and religious education teachers collaborating in planned interdisciplinary learning and teaching in secondary schools. The paper identifies some of the key factors for effective interdisciplinary learning and teaching between science and religious education. These include: support from the school leadership; openness to interdisciplinary work and willingness to learn about other disciplines; teamwork, dialogue and joint planning and the need for time and support for teachers. These findings are potentially significant for other forms of interdisciplinary learning and teaching.

INTRODUCTION

This paper reports on a research project entitled *Searching for Meaning (SfM)*, which was funded by the Esmée Fairbairn Foundation and was conducted by researchers from the University of Glasgow in conjunction with staff at the Scottish Schools Education Research Centre (SSERC). The project sought to understand: the practical and procedural implications for science and religious education teachers as they engaged in collaborative interdisciplinary work and the impact of interdisciplinary learning on the pupils.