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An interdisciplinary approach to science learning

Research¹ has shown the high level of disengagement of Australian students in high school science as being associated with the lack of relevance in the science that they are taught. Using the Sun as the context for learning, this paper looks at an interdisciplinary and integrated approach to learning based on La Trobe University's Sun & Science project and a Science Partnership project with a group of year 9 students in a girls' secondary school in Melbourne. The nature of the projects, the activities involved, students' attitudes and the benefits and issues associated with the delivery of science in a context such as this will be presented.

¹Goodrum, D., Hackling, M. & Rennie, L. (2001). *The Status and Quality of Teaching and Learning of Science in Australian Schools*. Canberra: Department of Education, Training and Youth Affairs.

Block: 2

Participant Limit: None