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### Exploring an interdisciplinary expedition in a global history class

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#### Abstract

This qualitative study investigated an interdisciplinary expedition (based on the Expeditionary Learning Outward Bound model) in a Global History Class in an urban charter high school to understand what happens during an expedition and how the students viewed the expedition. Findings indicated students were engaged in learning about issues of security and privacy, but failed to make interdisciplinary connections between global history and their other classes. Additionally, the Global History teacher encountered challenges in enacting interdisciplinary, expeditionary curricula with racially, ethnically, and socioeconomically diverse students. This study highlights the benefits and challenges of implementing an interdisciplinary approach to teaching, as well as the need for additional supports for teachers who want to implement interdisciplinary curricula.



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## Keywords

Interdisciplinary curriculum; Expeditionary learning; Global history teaching

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