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Design and Practice of an Interdisciplinary Pedagogy of HEAL (History, Environment, Anthropology, Logic) facing to Secondary School Students

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Abstract

The theme of this paper is the HEAL pedagogy, which refers to the interdisciplinary teaching with History as the platform subject and the integration with Environment science, Anthropology, and Logic. HEAL is an innovative concept originally raised in this paper and it is brought out against the popular concept STEM (science, technology, engineering, and mathematics), thus to manifest the significance of "these crucial and sometimes underestimated subjects", as it was described by Professor Julia Black(2023), President of the British Academy. Mingling elements from different knowledge domains in understanding what happened in the human society may expose students to brand new angles of observing the world and scaffolding cognitive awareness. What's more, there's no fixed barrier between humanity subjects and those of natural science. If the interdisciplinary pedagogy is put in a more macro context, elements from natural science can also be integrated. Examples including explaining history topics like "the motive of ancient Chinese people to build the Great Wall" with the geographical concept of the 400mm isohyet, linking the using of gold and silver as global mainstream currencies with their physical attributes, comparing urbanization process in the Industrial Revolution. All lesson plans in this paper have been conducted in practical teaching at a secondary school, which contributed class observation, as well as questionnaire survey with qualitative and quantitative questions among students as the methods of this research. Other methods include literature study and interview. Ethical claims are ready.

Keywords: climate change; anthropology; humanity; integration; innovative concept