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The digital cultural object as a trigger for transdisciplinary teaching: is pedagogical co-creation through art a solution?

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Access to knowledge has changed rapidly since the advent of digital technology. Secondary education in Quebec (Canada) does not seem to follow these fast and perpetual changes. Thus, the teachers with whom I have collaborated during my career often tend to use the same resources and approaches they used at the beginning of their career. Can teaching adapt to the changing nature of the relationship between the learner and knowledge? In addition to initiating changes in the teaching-learning dynamic, digital technologies might be part of the solution.

The context of the ÉducArt project at the Montreal Museum of Fine Arts allowed me to bring together teachers from several disciplines to co-create educational projects based on a transversal reading of the digital cultural objects. This call for action allowed these teachers to question the meaning and the role of their own discipline within the co-creative process. An approach then emerged: a transversal reading of the digital cultural objects that goes beyond the disciplinary framework and induces a decompartmentalized teaching posture. This research develops and lays the foundations of this approach through the realization of a pedagogical activity, *Étendard: manifest of freedom* co-created on the basis of the digital cultural objects.

This collective pedagogical approach illustrates well an interdisciplinary and multidisciplinary dynamic. But I detect a new and transverse attitude. Would it be possible for pedagogical co-creation to be guided by strategies and approaches belonging to art teaching (through the appropriation of digital cultural objects)? And if so, can this approach be described as transdisciplinary?