

1. Record Nr.	UNINA9910255149603321
Titolo	Interdisciplinary Pedagogy for STEM : A Collaborative Case Study // edited by Reneta D. Lansiquot
Pubbl/distr/stampa	New York : , : Palgrave Macmillan US : , : Imprint : Palgrave Macmillan, , 2016
ISBN	9781137567451 1137567457
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (156 p.)
Collana	Palgrave Pivot
Disciplina	507.11
Soggetti	Science - Study and teaching Science Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	1. A Study of Integration: The Role of Sensus Communis in Integrating Disciplinary Knowledge Lauren Park -- 2. Insatiability and Crisis: Using Interdisciplinarity to Understand (and Denaturalize) Contemporary Humans Sean P. MacDonald and Costas Panayotakis -- 3. Inducing Application of Interdisciplinary Frameworks: Experiences from the Domains of Information Literacy and Responsible Conduct of Research Anne E. Leonard and Jean E. Hillstrom -- 4. Making Connections: Writing Stories and Writing Code Reneta D. Lansiquot and Candido Cabo -- 5. Authenticating Interdisciplinary Learning Through a Geoscience Undergraduate Research Experience Reginald A. Blake and Janet Liou-Mark.
Sommario/riassunto	This book focuses on constructivist theory and collaborative interdisciplinary studies, showing how constructivist theory complements interdisciplinary studies. Constructivist theory stresses how learners construct new ideas and concepts, while the interdisciplinary method requires that learners approach complex problems from multiple perspectives. The author uses the New York City College of Technology as a model to demonstrate how learning can be embedded in complex, realistic, and relevant environments. As a result, students learn to consider significant issues from a variety of

viewpoints and thus negotiate their social landscape. In approaching problems that they recognize as meaningful, they take ownership of their learning and become increasingly self-aware. This scholarly book makes a theoretical contribution to its field while also offering a practical, real world example of how to successfully integrate a curriculum. Reneta D. Lansiquot is Associate Professor of English and Program Director of the Bachelor of Science in Professional and Technical Writing at New York City College of Technology of the City University of New York, USA. She has published widely on interdisciplinary studies and educational technology.
