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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	1. Emerging Technologies and Potential Paradigmatic Shifts in the Community of Inquiry Framework Melissa Layne and Phil Ice -- 2. Designing Technology-Enhanced Active Learning Environments for the Undergraduate Geoscience Classroom Priya Sharma and Kevin P. Furlong -- 3. Educating Students for STEM Literacy: GlobalEd 2 Kimberly A. Lawless, Scott W. Brown, and Mark A. Boyer -- 4. "Out of Order!" Exposure, Experience, E-Learning, and Evaluation: An Interdisciplinary Studies Approach @ Service Learning Elaine Correa -- 5. Promoting an Interdisciplinary Campus Culture Costanza Eggers-Piérola, Bonne August, Cinda P. Scott, Pamela Brown, and Reneta D. Lansiquot. .
Sommario/riassunto	This book highlights models for promoting interdisciplinary thinking and an appreciation for interdisciplinary understanding among students in STEM-related fields. Students majoring in science, technology, engineering, and mathematics often perceive that courses in their major are not related to the general education liberal arts courses required for their degrees. This separation prevents the transfer of

skills between their general education courses and their degree pursuits. The false dichotomy is particularly important because solving the daunting challenges of the twenty-first century—such as drug-resistant bacteria, scarcity of natural resources, and climate change—requires global citizens armed with robust, complex abilities who can integrate interdisciplinary concepts with bold technologies. Contributors to this book explore ways in which this dichotomy can be overcome. 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.
