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Nota di contenuto	1. Introduction -- Section I – Conceptualising Interdisciplinarity in Problem-Based Learning -- 2. Problem-based projects, learning and interdisciplinarity in higher education; Annie Aarup Jensen, Ole Ravn and Diana Stentoft -- 3. Trust me, I am the Doctor: Bridging disciplinary education and interdisciplinary professionalism; Patrick Kjærdsdam Telléus -- 4. Beyond the two cultures: PBL and transgressive interdisciplinarity in the Techno-Anthropology programme; Maja Hojer Bruun -- 5. Three challenges facing new students in problem-based

and interdisciplinary learning; Diana Stentoft -- 6. Supervising the interdisciplinary PBL project: Scaffolding the open-ended space of scientific possibilities; Ole Ravn -- Concluding section one – an outsiders' perspective on conceptualising PBL and interdisciplinarity -- 7. Toward an interdisciplinary learning community of PBL supervisors and students; Lisa Lattuca -- Section II – Practising Interdisciplinarity in Problem-Based Learning -- 8. Opening the PBL Game: Problem construction in interdisciplinary project work in multicultural groups; Kirsten Jæger and Annie Aarup Jensen -- 9. Developing successful group process in interdisciplinary projects; Chunfang Zhou and Lone Krogh -- 10. Students' positioning in transdisciplinary project-based learning; Alice Juel Jacobsen and Tom Børsen.-11. Student interdisciplinary practices in a PBL study environment; Anette Lykke Hindhede, Marie Martinussen and Karin Højbjerg -- Concluding section two – an outsiders' perspective on practicing PBL and interdisciplinarity -- 12. The problem, the group meeting/tutorial, the PBL process and learning; Terry Barrett -- Notes on Contributors. .

Sommario/riassunto

This book addresses the relation between Problem-Based Learning (PBL) and interdisciplinarity and challenges the often implicit assumption that PBL leads to interdisciplinarity by default. The book examines theoretical and philosophical aspects of PBL and interdisciplinary learning. The first part of the book conceptualises the notions of problem-based learning and interdisciplinary learning, and highlights some key overlaps and ways of conceiving of their interrelatedness. It discusses the role of problem-based medical education in relation to interdisciplinary professionalism in medical education. Taking the reader into the realm of techno-anthropology, the book discusses the role of problems and projects in transgressing disciplines, and presents an analysis of three challenges facing new students when entering interdisciplinary and problem-based higher education. The second part of the book focuses on practicing interdisciplinarity in problem-based higher education. It explores how the construction of problems in interdisciplinary PBL projects can be seen from the perspectives of multicultural groups, and examines group processes in interdisciplinary PBL projects. It concludes by taking a closer look at student practices in interdisciplinary PBL, and at how students are positioned and position themselves in the complex transdisciplinary PBL project. .
