Record Nr. UNINA9910462298403321 **Titolo** Integrating science, technology, engineering, and mathematics: issues, reflections, and ways forward / / edited by Leonie Rennie, Grady Venville, and John Wallace New York:,: Routledge,, 2012 Pubbl/distr/stampa **ISBN** 1-280-68439-9 9786613661333 1-136-63669-2 0-203-80389-2 Descrizione fisica 1 online resource (160 p.) Collana Teaching and learning in science series; 6 Altri autori (Persone) RennieLeonie J VenvilleGrady Jane WallaceJohn <1947-> (John William) Disciplina 607.1 Soggetti Technical education Science - Study and teaching Mathematics - Study and teaching Interdisciplinary approach in education Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Includes bibliographical references and index. Nota di bibliografia Nota di contenuto Cover; Integrating Science, Technology, Engineering, and Mathematics: Issues, Reflections, and Ways Forward; Copyright; CONTENTS; PREFACE; ACKNOWLEDGEMENTS: 1 EXPLORING CURRICULUM INTEGRATION: Why Integrate?: 2 FOCUS ON LEARNING: Building Rockets and Submarines at

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Sommario/riassunto

How can curriculum integration of school science with the related disciplines of technology, engineering and mathematics (STEM) enhance students' skills and their ability to link what they learn in school with the world outside the classroom? Featuring actual case studies of teachers' attempts to integrate their curriculum, their reasons for doing so, how they did it, and their reflections on the outcomes, this book encourages science educators to consider the purposes and potential outcomes of this approach and raises important questions about the place of science in the school curr