

1. Record Nr.	UNINA9910778549903321
Titolo	Beyond the boundaries [[electronic resource]] : a transdisciplinary approach to learning and teaching // edited by Douglas Kaufman, David M. Moss, and Terry A. Osborn
Pubbl/distr/stampa	Westport, Conn., : Praeger, 2003
ISBN	1-282-41193-4 9786612411939 0-313-08412-2
Descrizione fisica	1 online resource (185 p.)
Altri autori (Persone)	KaufmanDouglas <1963-> MossDavid M OsbornTerry A. <1966->
Disciplina	373 373.1102
Soggetti	High school teaching - United States Education, Secondary - Curricula - United States Interdisciplinary approach in education - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Contents; Illustrations; Acknowledgments; 1 Going beyond the Boundaries; 2 Educational Foundations: Building a Case for Communication; 3 Not-So-Foreign Languages: The Critical Inquiry Approach to Moving beyond Disciplines; 4 The End of Science...and Where Other Disciplines Begin: Exploring the Nature of Science; 5 Rethinking Secondary Mathematics Teacher Preparation; 6 Don't Mourn; Organize! Transdisciplinary Social Studies Education; 7 Reading the World and Writing to Learn: Lessons from Writers about Creating Transdisciplinary Inquiry 8 Transdisciplinary Approaches in the Education of ELLs9 Murals as Interdisciplinary Teaching; 10 Learning to Let Go: Student Participation in the Development of an Integrated English Curriculum; 11 Where Do We Go When We Step beyond the Boundaries?; Index; About the Contributors
Sommario/riassunto	Many contemporary secondary education standards call for teachers to

reach across traditional disciplinary lines and create curricula and instructional techniques that are interdisciplinary in nature (as examples, for mathematics see Principles and Standards for School Mathematics; for science see National Science Education Standards; for foreign language see Standards for Foreign Language Learning; Preparing for the 21st Century). Yet, due to the highly entrenched and fragmented administrative structure of teacher education fields, including tertiary preparation and state certification, most
