## Creating Interdisciplinarity

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Lisa R. Lattuca

Walter Leal Filho, Paul Pace

**Creating Interdisciplinarity** Lisa R. Lattuca, 2001 Interdisciplinarity a favorite buzzword of faculty and administrators has been appropriated to describe so many academic pursuits that it is virtually meaningless With a writing style that is accessible fluid and engaging Lisa Lattuca remedies this confusion with an original conceptualization of interdisciplinarity based on interviews with faculty who are engaged in its practice Whether exploring the connections between apparently related disciplines such as English and women's studies or such seemingly disparate fields as economics and theology Lattuca moves away from previous definitions based on the degrees of integration across disciplines and instead focuses on the nature of the inquiry behind the work She organizes her findings around the processes through which faculty pursue interdisciplinarity the contexts institutional departmental and disciplinary in which faculty are working and the ways in which those contexts relate to and affect the interdisciplinary work Her findings result in useful suggestions for individuals concerned with the meaning of faculty work the role and impact of disciplines in academe today and the kinds of issues that should guide the evaluation of faculty scholarship Creating Interdisciplinarity Lisa R. Lattuca, 2001 Answers the perennial question among college educators What is interdisciplinarity **Teaching Education for Sustainable Development at University Level** Walter Leal Filho, Paul Pace, 2016-05-31 This book introduces readers to the latest research and findings from projects focusing on teaching education for sustainable development at universities In particular it describes practical experiences outline courses training schemes and other initiatives aimed at promoting better teaching on matters related to sustainable development at institutions of higher education In order to meet the pressing need for publications to support sustainable development education the book places special emphasis on state of the art descriptions of approaches methods initiatives and projects from around the world illustrating how teaching education for sustainable development can be implemented at the international scale. The book represents a timely contribution to the dissemination of approaches and methods that may improve the way we perceive the importance of teaching education for sustainable development as well as how we implement it Shaping the College Curriculum Lisa R. Lattuca, Joan S. Stark, 2011-01-11 Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities. The authors define curriculum as an academic plan developed in a historical social and political context. They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and

the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University Arts Education Mikiko Nishimura, Toshiaki Sasao, 2018-12-10 This book examines and shares concrete and specific strategies and policies for doing liberal arts education in a wide range of contexts It deepens readers understanding of the processes of adopting interdisciplinary and cross cultural approaches to the development and teaching of liberal arts courses integrating diversity and inclusion in policies and practices of liberal arts education and institutionalizing evidence based policy making Moreover it provides educators and policymakers with practical guidelines on how to incorporate core values of liberal arts Educational Technology Beyond Content Brad Hokanson, Gregory Clinton, Andrew A. Tawfik, Amy education Grincewicz, Matthew Schmidt, 2020-04-09 This book is the outcome of a research symposium sponsored by the Association for Educational Communications and Technology AECT Consisting of twenty four chapters including an introduction and conclusion it argues that informational content should not be the main element of education and that to provide more for learners it is necessary to go beyond content and address other skills and capabilities It also discusses the false premise that learning is complete when the information is known not when learners seek more their own directions answers and ideas The authors assert that the ability to synthesize solve problems and generate ideas is not based on specific content although education often focuses solely on teaching content Further they state that content can be separated from the learning process and that instructional design and educational technology must be about the skills habits and beliefs to be learned

**Towards Non-Unidisciplinary Research in European Studies** Andreas Moberg,2025-07-21 This book not only defines what European Studies actually mean but also considers how non unidisciplinary research could be conceptualized in this

field As an alternative concept for inter cross trans and multi disciplinary studies non unidisciplinary European Studies as defined in this volume represent a conscious choice to look beyond what is normal From various disciplinary starting points the contributors step out of their discipline giving perspective to pervasive norms and actively incorporating different approaches Through this the volume analyzes the motivations to engage in non unidisciplinarity and develops new methods Library and Information Science Trends and Research Amanda Spink, Jannica for European Studies Heinström, 2012-12-17 Suitable for undergraduate and graduate students academics educators and information professionals interested in library and information science this title provides an understanding of the advanced directions in library and information science management education and research in Europe **Remaking College** Rebecca Chopp, Susan Frost, Daniel H. Weiss, 2016-02-15 As one of the most successful educational enterprises in American history the residential liberal arts college has long been emulated across all spectrums of undergraduate education in the United States and increasingly around the world These schools are characterized by broad based curricula small class size and interaction between students and faculty Aimed at developing students intellectual literacy and critical thinking skills rather than specific professional preparation the value proposition made by these colleges has recently come under intense pressure Remaking College brings together a distinguished group of higher education leaders to define the American liberal arts model to describe the challenges these institutions face and to propose sustainable solutions. These essays elucidate the shifting economic and financial models for liberal arts colleges and consider the opportunities afforded by technology globalism and intercollegiate cooperative models By exploring new ideas offering bold proposals and identifying emerging lessons the authors consider the unique position these schools can play in their communities and in the larger world This collection of essays by presidents and other leaders in higher education is both clear sighted about challenges facing small liberal arts colleges and inspiring for the ways in which it clearly illustrates both the great flexibility of the sector and the deeply held values that fuel its continuing creativity S Georgia Nugent Interim President The College of Wooster Rebecca Chopp is the chancellor of the University of Denver where she is leading a comprehensive effort to transform the student experience expand the design of knowledge and engage with the liberal arts in new ways Previously she served as the president of Swarthmore College and Colgate University Susan Frost is a consultant and researcher who works with college and university leaders to help them form and execute strategic plans engage faculty in shaping their institutions futures and develop academic programs as major fundraising targets Daniel H Weiss is the president of the Metropolitan Museum of Art For over a decade he led liberal arts institutions serving as the president of Haverford College and Lafayette College

Advancing Faculty Learning Through Interdisciplinary Collaboration Elizabeth G. Creamer, 2005-08-16 This volume addresses the limitations of an instrumental perspective on collaboration and explores why stakeholders in higher education should refocus attention on collaboration as a source of faculty learning The chapters establish a theoretical basis for

thinking about faculty learning and then use case studies to explore this topic in the context of service or outreach research and teaching Included as well are a meta analysis of the cases to demonstrate what they teach about contexts that promote faculty learning and a discussion of the implications of the analysis for higher education policy and practice including the evaluation of collaboratively produced work The framework and cases are useful to an audience of academic leaders committed to faculty development and to creating hiring promotion and tenure policies that reward the full range of scholarly pursuits They should also prove instructive to faculty embarking on interdisciplinary teaching research or outreach activities This is the 102nd issue of the Jossey Bass quarterly report series New Directions for Teaching and Learning Sustainable Business through AI, Technology Education and Computer Science Allam Hamdan, 2024-11-08 This book aims to explore the intersection of AI technology education and computer science with sustainable business practices It delves into the application of cutting edge technologies such as artificial intelligence machine learning and blockchain in various business domains including healthcare education government services and digital transformation Minutes of the Stated Faculty Meeting Stanford University. School of Education, 2004 Humanities, Culture, and **Interdisciplinarity** Julie Thompson Klein, 2005-10-27 The study of culture in the American academy is not confined to a single field but is a broad based set of interests located within and across disciplines. This book investigates the relationship among three major ideas in the American academy interdisciplinarity humanities and culture and traces the convergence of these ideas from the colonial college to new scholarly developments in the latter half of the twentieth century Its aim is twofold to define the changing relationship of these three ideas and in the course of doing so to extend present thinking about the concept of American cultural studies The book includes two sets of case studies the first on the implications of interdisciplinarity for literary studies art history and music the second on the shifting trajectories of American studies African American studies and women s studies and concludes by asking what impact new scholarly practices have had on humanities education particularly on the undergraduate curriculum **Agriculture and Human Values** ,2008 **Intergenerational** Research Collaborations at Research-oriented Liberal Arts Colleges Melissa McDaniels, 2008 The Dilemmas of General Education Marie-France Orillion, 2007 *In View of Academic Careers and Career-Making Scholars Victor N.* Shaw, 2008-02-15 This volume explores the connection between career making and the social context focusing on how academic institutions and society can enhance productivity and performance It covers career pathways processes and structures offering insights into educational preparation job search networking and maintaining academic identity Information Literacy Collaborations that Work Trudi E. Jacobson, Thomas P. Mackey, 2007 The goal of this book is that the contents will spark an idea that would be ideal for your setting Ultimately the varied and distinctive approaches to

information literacy illustrated in this book may lead to a dialogue among faculty librarians and administrators about the

The Entrepreneurial Domains of American Higher

transformative impact of collaboration on student learning

Education Matthew M. Mars, Amy Scott Metcalfe, 2009-02-17 Academic Entrepreneurship is now an institutionalized trend across the contemporary U S higher education system This monograph provides a concise but thorough overview and discussion of the primary literatures that address the trends and implications of entrepreneurship on contemporary higher education environments in the United States The consistent themes that are woven throughout the overview and discussion are the lack of consensus on the meaning of academic entrepreneurship and the tensions that have arisen out of this now pervasive movement Accordingly the authors provide readers with a set of important questions to be answered through careful empirical attention Such research would make meaningful contributions to the practices of a wide range of faculty administrators and students that have been influenced by the various forms of academic entrepreneurship This is the fifth issue the 34th volume of the Jossey Bass series ASHE Higher Education Report Each monograph in the series is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

Paths to the Professoriate Ann E.

Austin, Donald H. Wulff, 2004-03-29 Publisher Description

Decoding Creating Interdisciplinarity Interdisciplinary Research And Teaching Among College And University Faculty: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "Creating Interdisciplinarity Interdisciplinary Research And Teaching Among College And University Faculty," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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