As a trained neuroscientist, I began teaching traditional lab science courses at Champlain College in 1999. However, with the initiation of Champlain's Interdisciplinary Core Curriculum in 2007, I shifted roles and started teaching an array integrated and inquiry-based courses that are arguably quite different from my more traditional academic roots. As a result, I am particularly interested in the Scholarship of Teaching and Learning in general, and Interdisciplinarity and Integration in particular, with an eye towards fusing such seemingly disparate fields as the Sciences and the Humanities. Furthermore, while I am a strong advocate for the importance of scientific literacy to society, I also believe that the phrase "scientific literacy" needs to be understood in far more culturally nuanced and contextually meaningful ways than it typically has been in the past.

**SESSON NAME: Plenary Lecture IV**  
**PRESENTATION TITLE: Transcending Content and Teaching Context: How to Foster Meaningful Scientific Literacy in the 21st Century**  
The rate of scientific discovery makes content mastery a challenge even for experts. Meanwhile, while objectivity in science is highly valued in theory, in reality, the process is mediated by flawed humans in a complex and subjective world, thereby limiting its absolute potential. This presentation makes an argument for why contextualizing the role of science in society may be more important than teaching science content in and of itself, and provides one possible framework for doing so.