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Modern Analytical Chemistry is a one-semester introductory text that meets the needs of all instructors.

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know and be able to do?” The OECD Programme for International Student Assessment (PISA) seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills. As more

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experiences among specialists across the African continent and with specialists from other continents. It considers all areas and levels of chemistry education, gives specific attention to known major challenges and encourages

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explorations of novel approaches. The chapters in this book describe new teaching approaches, approach-explorations and in-class activities, analyse educational challenges and possible ways of addressing them and explore cross-discipline

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possibilities and their potential benefits for chemistry education.

This makes the volume an up to date compendium for chemistry educators and educational researchers worldwide.

The Benefits and Dilemmas of

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Centralized Accountability
Investigations in High School
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Principles and Modern Applications
Concepts of Biology
For Students in Nebo School
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A Personal Account of the
Discovery of the Structure of DNA
*Why are governments
pushing to centrally regulate
teaching and learning at this
historical moment? Do these
accountability mechanisms*

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succeed in boosting student achievement? How are teachers responding to top-down rules, incentives, and the recasting of what knowledge counts inside school? This book answers

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these questions.

This reference describes the role of various intermolecular and interparticle forces in determining the properties of simple systems such as

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gases, liquids and solids, with a special focus on more complex colloidal, polymeric and biological systems. The book provides a thorough foundation in theories and concepts of intermolecular

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forces, allowing researchers and students to recognize which forces are important in any particular system, as well as how to control these forces. This third edition is expanded into three sections

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and contains five new chapters over the previous edition. · starts from the basics and builds up to more complex systems · covers all aspects of intermolecular and interparticle forces both

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at the fundamental and applied levels · multidisciplinary approach: bringing together and unifying phenomena from different fields · This new edition has an expanded

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Part III and new chapters on non-equilibrium (dynamic) interactions, and tribology (friction forces)

This volume illustrates the functional properties of NAbs. Authors from

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pioneering groups report in their chapters on the tissue homeostatic, tissue regenerating and regulatory properties of NAbs and NAbs in pooled human IgG. Scientists interested in the

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regulation and modulation of components of the immune system found a whole variety of NAbs to cytokines with regulatory and protective functions and NAbs that modulate, e.g.,

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dendritic cells, regulatory T cells, B cells and granulocytes. Considering the large plasma pools and initial difficulties in preparing IVIG that does not induce adverse effects upon

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infusion into recipients, this volume ends with a historical chapter on how pooled human plasma was fractionated and the IgG component pretreated for a safe intravenous application.

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The book comprises papers presented at the 7th International Conference on University Learning and Teaching (InCULT) 2014, which was hosted by the Asian Centre for Research

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on University Learning and Teaching (ACRULeT) located at the Faculty of Education, Universiti Teknologi MARA, Shah Alam, Malaysia. It was co-hosted by the University of

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Hertfordshire, UK; the University of South Australia; the University of Ohio, USA; Taylor's University, Malaysia and the Training Academy for Higher Education (AKEPT),

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Ministry of Education, Malaysia. A total of 165 papers were presented by speakers from around the world based on the theme "Educate to Innovate in the 21st Century." The papers in

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this timely book cover the latest developments, issues and concerns in the field of teaching and learning and provide a valuable reference resource on university teaching and learning for

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*lecturers, educators,
researchers and policy
makers.*

*Teaching and Learning
STEM*

*A Brief Atlas of the Human
Body*

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*Discipline-Based Education
Research*

*Naturally Occurring
Antibodies (NAbs)*

*Principles of Modern
Chemistry*

Modern Analytical

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Chemistry

Rethink traditional teaching methods to improve student learning and retention in STEM

Educational research has repeatedly shown that compared to traditional teacher-centered instruction, certain learner-

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centered methods lead to improved learning outcomes, greater development of critical high-level skills, and increased retention in science, technology, engineering, and mathematics (STEM) disciplines. Teaching and Learning STEM presents a trove

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of practical research-based strategies for designing and teaching courses and assessing students' learning. The book draws on the authors' extensive backgrounds and decades of experience in STEM education and faculty development. Its

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engaging and well-illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems (including student resistance) that might occur in the implementation. The book will help you: Plan and conduct class

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sessions in which students are actively engaged, no matter how large the class is Make good use of technology in face-to-face, online, and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge, skills, and conceptual

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understanding the course is designed to teach Help students develop expert problem-solving skills and skills in communication, creative thinking, critical thinking, high-performance teamwork, and self-directed learning Meet the learning needs of STEM students

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with a broad diversity of attributes and backgrounds The strategies presented in Teaching and Learning STEM don't require revolutionary time-intensive changes in your teaching, but rather a gradual integration of traditional and new methods. The

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result will be continual improvement in your teaching and your students' learning. The National Science Foundation funded a synthesis study on the status, contributions, and future direction of discipline-based education research (DBER) in

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physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-specific difficulties learners face and the specialized

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intellectual and instructional resources that can facilitate student understanding. Discipline-Based Education Research is based on a 30-month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate

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science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical

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research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources required to further

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develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite, if not assist, post-secondary institutions to increase interest and research

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activity in DBER and improve its quality and usefulness across all natural science disciplines, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student

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attrition in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum

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developers, research sponsors, and education advocacy groups. The classic personal account of Watson and Crick's groundbreaking discovery of the structure of DNA, now with an introduction by Sylvia Nasar, author of A Beautiful Mind. By

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identifying the structure of DNA, the molecule of life, Francis Crick and James Watson revolutionized biochemistry and won themselves a Nobel Prize. At the time, Watson was only twenty-four, a young scientist hungry to make his mark. His uncompromisingly

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honest account of the heady days of their thrilling sprint against other world-class researchers to solve one of science's greatest mysteries gives a dazzlingly clear picture of a world of brilliant scientists with great gifts, very human ambitions, and bitter

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rivalries. With humility unspoiled by false modesty, Watson relates his and Crick's desperate efforts to beat Linus Pauling to the Holy Grail of life sciences, the identification of the basic building block of life. Never has a scientist been so truthful in capturing in

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words the flavor of his work. Over the last decades several researchers discovered that children, pupils and even young adults develop their own understanding of "how nature really works". These pre-concepts concerning combustion, gases or

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conservation of mass are brought into lectures and teachers have to diagnose and to reflect on them for better instruction. In addition, there are 'school-made misconceptions' concerning equilibrium, acid-base or redox reactions which originate from

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inappropriate curriculum and instruction materials. The primary goal of this monograph is to help teachers at universities, colleges and schools to diagnose and 'cure' the pre-concepts. In case of the school-made misconceptions it will help to prevent them from

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the very beginning through reflective teaching. The volume includes detailed descriptions of class-room experiments and structural models to cure and to prevent these misconceptions. Lanthanides and Actinides What Research Says about

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Effective Instruction in Undergraduate Science and Engineering Strategies and Perspectives from Malaysia Best Practices, Opportunities and Trends Addressing Perceptions in

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The most trusted general chemistry text in Canada is back in a thoroughly revised 11th edition. General Chemistry: Principles and Modern

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for information on more in-depth
resources for those interested in
doing chemistry education
research. Renowned chemists
Diane M. Bunce and Renée S.**

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Cole present this volume as a continuation of the dialogue started in their previous work, Nuts and Bolts of Chemical Education Research. With both volumes, new and experienced researchers will now have a place to start as they consider new

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research projects in chemistry education. Tools of Chemistry Education Research brings together a group of talented researchers to share their insights and expertise with the broader community. The volume features the contributions of both

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early career and more established chemistry education researchers, so as to promote the growth and expansion of chemistry education. Drawing on the expertise and insights of junior faculty and more experienced researchers, each author offers

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unique insights that promise to benefit other practitioners in chemistry education research. This book discusses the importance of identifying and addressing misconceptions for the successful teaching and learning of science across all

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levels of science education from elementary school to high school. It suggests teaching approaches based on research data to address students' common misconceptions. Detailed descriptions of how these instructional approaches can be

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incorporated into teaching and learning science are also included. The science education literature extensively documents the findings of studies about students' misconceptions or alternative conceptions about various science concepts.

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Furthermore, some of the studies involve systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these misconceptions among high school science students. These studies, however, are

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largely unavailable to classroom practitioners, partly because they are usually found in various science education journals that teachers have no time to refer to or are not readily available to them. In response, this book offers an essential and easily

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accessible guide.

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section featuring over 50 slides of basic tissue and organ systems. Featuring photos taken by renowned biomedical photographer Ralph Hutchings, this high-quality photographic atlas makes an excellent resource for the classroom and laboratory,

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and is referenced in appropriate figure legends throughout the text.

**Anatomy & Physiology
College Level Organic Chemistry
POGIL
POGIL Activities for High School
Chemistry**

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Introduction to Chemistry Chemistry, Life, the Universe and Everything

***Process Oriented Guided
Inquiry Learning (POGIL) is
a pedagogy that is based on
research on how people learn
and has been shown to lead***

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to better student outcomes in many contexts and in a variety of academic disciplines. Beyond facilitating students' mastery of a discipline, it promotes vital educational outcomes such as

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communication skills and critical thinking. Its active international community of practitioners provides accessible educational development and support for anyone developing related courses.

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Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry, The POGIL Project has grown into a dynamic organization of

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committed instructors who help each other transform classrooms and improve student success, develop curricular materials to assist this process, conduct research expanding what is known about learning and

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teaching, and provide professional development and collegiality from elementary teachers to college professors. As a pedagogy it has been shown to be effective in a variety of content areas and at

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different educational levels. This is an introduction to the process and the community. Every POGIL classroom is different and is a reflection of the uniqueness of the particular context – the institution,

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department, physical space, student body, and instructor – but follows a common structure in which students work cooperatively in self-managed small groups of three or four. The group work is focused on

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activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves,

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based entirely on data provided in class, not on prior reading of the textbook or other introduction to the topic. The learning environment is structured to support the development of process

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skills — such as teamwork, effective communication, information processing, problem solving, and critical thinking. The instructor's role is to facilitate the development of student concepts and

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process skills, not to simply deliver content to the students. The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature

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demonstrating its efficacy. The second part of the book focusses on implementing POGIL, covering the formation and effective management of student teams, offering guidance on the selection and writing of

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POGIL activities, as well as on facilitation, teaching large classes, and assessment. The book concludes with examples of implementation in STEM and non-STEM disciplines as well as guidance on how to get

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started. Appendices provide additional resources and information about The POGIL Project.

Designed for students in Nebo School District, this text covers the Utah State Core Curriculum for

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chemistry with few additional topics. Chemical education is essential to everybody because it deals with ideas that play major roles in personal, social, and economic decisions. This

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book is based on three principles: that all aspects of chemical education should be associated with research; that the development of opportunities for chemical education should be both a continuous process and be

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linked to research; and that the professional development of all those associated with chemical education should make extensive and diverse use of that research. It is intended for: pre-service and practising chemistry

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***teachers and lecturers;
chemistry teacher educators;
chemical education
researchers; the designers
and managers of formal
chemical curricula; informal
chemical educators; authors
of textbooks and curriculum***

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support materials; practising chemists and chemical technologists. It addresses: the relation between chemistry and chemical education; curricula for chemical education; teaching and

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learning about chemical compounds and chemical change; the development of teachers; the development of chemical education as a field of enquiry. This is mainly done in respect of the full range of formal

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education contexts (schools, universities, vocational colleges) but also in respect of informal education contexts (books, science centres and museums).

The authors have correlated

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many experimental observations and theoretical discussions from the scientific literature on water. Topics covered include the water molecule and forces between water molecules; the thermodynamic

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properties of steam; the structures of the ices; the thermodynamic, electrical, spectroscopic, and transport properties of the ices and of liquid water; hydrogen bonding in ice and water; and models for liquid water.

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The main emphasis of the book is on relating the properties of ice and water to their structures. Some background material in physical chemistry has been included in order to ensure that the material is

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*accessible to readers in
fields such as biology,
biochemistry, and geology,
as well as to chemists and
physicists.*

***POGIL Activities for High
School Biology
A Practical Guide***

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Process Oriented Guided Inquiry Learning (POGIL) Strong States, Weak Schools Chemical Education: Towards Research-based Practice Chemistry 2e
The collection of contributions in this

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volume presents the most up-to-date findings in catalytic hydrogenation. The individual chapters have been written by 36 top specialists each of whom has achieved a

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remarkable depth of coverage when dealing with his particular topic. In addition to detailed treatment of the most recent problems connected with catalytic

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hydrogenations, the book also contains a number of previously unpublished results obtained either by the authors themselves or within the organizations to which they are

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affiliated. Because of its topical and original character, the book provides a wealth of information which will be invaluable not only to researchers and

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technicians dealing with hydrogenation, but also to all those concerned with homogeneous and heterogeneous catalysis, organic technology, petrochemistry and

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*chemical engineering.
The undergraduate years
are a turning point in
producing scientifically
literate citizens and
future scientists and
engineers. Evidence from*

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research about how students learn science and engineering shows that teaching strategies that motivate and engage students will improve their learning. So how do

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students best learn science and engineering? Are there ways of thinking that hinder or help their learning process? Which teaching strategies are most effective in

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developing their knowledge and skills? And how can practitioners apply these strategies to their own courses or suggest new approaches within their departments or

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institutions? "Reaching Students" strives to answer these questions. "Reaching Students" presents the best thinking to date on teaching and learning undergraduate

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science and engineering. Focusing on the disciplines of astronomy, biology, chemistry, engineering, geosciences, and physics, this book is an introduction to

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strategies to try in your classroom or institution. Concrete examples and case studies illustrate how experienced instructors and leaders have applied evidence-based approaches

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to address student needs, encouraged the use of effective techniques within a department or an institution, and addressed the challenges that arose along the way. The

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research-based strategies in "Reaching Students" can be adopted or adapted by instructors and leaders in all types of public or private higher education institutions. They are

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designed to work in introductory and upper-level courses, small and large classes, lectures and labs, and courses for majors and non-majors. And these approaches are

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feasible for practitioners of all experience levels who are open to incorporating ideas from research and reflecting on their teaching practices. This book is an essential

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resource for enriching instruction and better educating students.

Concepts of Biology is designed for the single-semester introduction to biology course for non-

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science majors, which for many students is their only college-level science course. As such, this course represents an important opportunity for students to develop the

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necessary knowledge, tools, and skills to make informed decisions as they continue with their lives. Rather than being mired down with facts and vocabulary, the typical

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non-science major student needs information presented in a way that is easy to read and understand. Even more importantly, the content should be meaningful.

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Students do much better when they understand why biology is relevant to their everyday lives. For these reasons, Concepts of Biology is grounded on an evolutionary basis and

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includes exciting features that highlight careers in the biological sciences and everyday applications of the concepts at hand. We also strive to show the interconnectedness of

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topics within this extremely broad discipline. In order to meet the needs of today's instructors and students, we maintain the overall organization and coverage

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found in most syllabi for this course. A strength of Concepts of Biology is that instructors can customize the book, adapting it to the approach that works best

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in their classroom.

Concepts of Biology also includes an innovative art program that incorporates critical thinking and clicker questions to help students understand--and

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apply--key concepts.

As you can see, this "molecular formula is not very informative, it tells us little or nothing about their structure, and suggests that all proteins

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are similar, which is confusing since they carry out so many different roles.

*Biology for AP ® Courses
Chemistry Education in the
ICT Age*

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*Principles of Control
Overcoming Students'
Misconceptions in Science
Catalytic Hydrogenation
7th International
Conference on University
Learning and Teaching*

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(InCULT 2014) Proceedings

AudioLearn's college-level courses presents organic chemistry. Developed by experienced professors and professionally narrated for easy listening, this course is a great way to explore the subject of college-level

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organic chemistry. The audiobook is focused and high-yield, covering the most important topics you might expect to learn in a typical undergraduate organic chemistry course. The material is accurate, up-to-date, and broken down into bite-sized chapters. There

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are key takeaways following each chapter to drive home key points and quizzes to review commonly tested questions. Here are the main topics we'll be covering: Chemical Bonding in Organic Chemistry Basic Organic Molecular Structures Organic Solvent

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Chemistry Alkanes, Alkenes, and Alkynes Aldehydes, Carboxylic Acids, and Ketones Cyclic Organic Compounds Aromatic Compounds Alcohols, Alkyl Halides Ethers, Epoxides, and Esters Enols and Enolates Thiols and Sulfides Nitrogen-

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containing Organic Molecules
Substitution Reactions Elimination
Reactions Addition Reactions
Oxidation and Reduction Reactions in
Organic Chemistry We will conclude
the course with a 200-question practice
test. Also included is a follow-along

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PDF manual containing the entire text of this audio course as well as all images, figures, and charts we'll be discussing. To get the most out of this course, we recommend that you listen to the entire audio once while following along in your PDF manual, then go

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back and listen to areas you found challenging. Now, let's get started! POGIL is a student-centered, group learning pedagogy based on current learning theory. This volume describes POGIL's theoretical basis, its implementations in diverse

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environments, and evaluation of student outcomes

Laboratory experiences as a part of most U.S. high school science curricula have been taken for granted for decades, but they have rarely been carefully examined. What do they

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contribute to science learning? What can they contribute to science learning? What is the current status of labs in our nation's high schools as a context for learning science? This book looks at a range of questions about how laboratory experiences fit into U.S.

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high schools: What is effective laboratory teaching? What does research tell us about learning in high school science labs? How should student learning in laboratory experiences be assessed? Do all student have access to laboratory experiences?

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What changes need to be made to improve laboratory experiences for high school students? How can school organization contribute to effective laboratory teaching? With increased attention to the U.S. education system and student outcomes, no part of the

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high school curriculum should escape scrutiny. This timely book investigates factors that influence a high school laboratory experience, looking closely at what currently takes place and what the goals of those experiences are and should be. Science educators, school

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administrators, policy makers, and parents will all benefit from a better understanding of the need for laboratory experiences to be an integral part of the science curriculum and how that can be accomplished.

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Biology for AP[®] courses covers the scope and sequence requirements of a typical two-semester Advanced Placement[®] biology course. The text provides comprehensive coverage of foundational research and core biology concepts through an evolutionary lens.

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Biology for AP[®] Courses was designed to meet and exceed the requirements of the College Board's AP[®] Biology framework while allowing significant flexibility for instructors. Each section of the book includes an introduction based on the AP[®] curriculum and

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includes rich features that engage students in scientific practice and AP[®] test preparation; it also highlights careers and research opportunities in biological sciences.

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Misconceptions in Chemistry

The Cell Cycle

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Conference on Chemical Education (20 ICCE), which had rd th “Chemistry in the ICT Age” as the theme, was held from 3 to 8 August 2008 at Le Méridien Hotel, Pointe aux Piments, in Mauritius. With more than 200

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participants from 40 countries, the conference featured 140 oral and 50 poster presentations. The Participants of the 20 ICCE were invited to submit full papers and the latter were subjected to peer review.

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The selected accepted papers are collected in this book of proceedings. This book of proceedings encloses 39 presentations covering topics ranging from fundamental to applied chemistry, such as Arts and

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Engineering Education, Public Understanding of Chemistry, Research in Chemistry Education and Science Education at Elementary Level. We would like to thank those who submitted the full papers

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and the reviewers for their timely help in assessing the papers for publication. th We would also like to pay a special tribute to all the sponsors of the 20 ICCE and, in particular, the Tertiary Education Commission

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(<http://tec.intnet.mu/>) and the Organisation for the Prohibition of Chemical Weapons

(<http://www.opcw.org/>) for kindly agreeing to fund the publication of these proceedings.

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chemistry and how to circumvent them. The main topics discussed include the role of technology, best practices, science visualization, and project-based education. Hands-on tips on how to optimally

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implement novel methods of teaching chemistry at university and high-school level make this is a useful resource for professors with no formal training in didactics as well as for secondary school teachers.

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