

Chemists Guide To Effective Teaching Flabes

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Science Stories - Clyde Freeman Herreid 2012
Stories give life and substance to scientific methods and provide an inside look at scientists in action. Case studies deepen scientific understanding, sharpen critical-thinking skills, and help students see how science relates to their lives.

In Science Stories, Clyde Freeman Herreid, Nancy Schiller, and Ky Herreid have organized case studies into categories such as historical cases, science and the media, and ethics and the scientific process. Each case study comprises a story, classroom discussion questions, teaching notes and

background information, objectives, and common misconceptions about the topic, as well as helpful references. College-level educators and high school teachers will find that this compilation of case studies will allow students to make connections between the classroom and everyday life.

Lessons in Chemistry - Bonnie Garmus 2022-04-05
As read on BBC Radio 4
Book at Bedtime THE #1 SUNDAY TIMES BESTSELLER and #1 NEW YORK TIMES BESTSELLER Winner of the Goodreads Choice Best Debut Novel Award A Book of the Year for: Guardian, Times, Sunday Times, Good Housekeeping, Woman and Home, Stylist, TLS, Oprah Daily, Newsweek, Mail on Sunday, New York Times Notable, India Knight, Hay Festival and many others 'Sparky, rip-roaring, funny, with

big-hearted fully formed, loveable characters' SUNDAY TIMES 'The most charming, life-enhancing novel I've read in ages. Strongly recommend' INDIA KNIGHT 'Laugh-out-loud funny and brimming with life, generosity and courage' RACHEL JOYCE 'A novel that sparks joy with every page' ELIZABETH DAY

_____ Your ability to change everything - including yourself - starts here Chemist Elizabeth Zott is not your average woman. In fact, Elizabeth Zott would be the first to point out that there is no such thing. But it's the early 1960s and her all-male team at Hastings Research Institute take a very unscientific view of equality. Forced to resign, she reluctantly signs on as the host of a cooking show, *Supper at Six*. But her

revolutionary approach to cooking, fuelled by scientific and rational commentary, grabs the attention of a nation. Soon, a legion of overlooked housewives find themselves daring to change the status quo. One molecule at a time. _____ SOON TO BE A MAJOR APPLE TV SERIAL, STARRING BRIE LARSON 'I loved Lessons in Chemistry and am devastated to have finished it!' NIGELLA LAWSON 'Elizabeth Zott is an iconic heroine - a feminist who refuses to be quashed, a mother who believes that her child is a person to behold, rather than to mould, and who will leave you, and the lens through which you see the world, quite changed' PANDORA SYKES 'It's the world versus Elizabeth Zott, and I had no trouble choosing a side. A page-turning and highly satisfying tale: zippy,

zesty, and Zotty' MAGGIE SHIPSTEAD, author of GREAT CIRCLE

Mathematics & Science in the Real World - 2000

The Publishers Weekly - 1918

Teaching Chemistry – A Studybook - Ingo Eilks
2013-04-20

This book focuses on developing and updating prospective and practicing chemistry teachers' pedagogical content knowledge. The 11 chapters of the book discuss the most essential theories from general and science education, and in the second part of each of the chapters apply the theory to examples from the chemistry classroom. Key sentences, tasks for self-assessment, and suggestions for further reading are also included. The book is focused on many different issues a

teacher of chemistry is concerned with. The chapters provide contemporary discussions of the chemistry curriculum, objectives and assessment, motivation, learning difficulties, linguistic issues, practical work, student active pedagogies, ICT, informal learning, continuous professional development, and teaching chemistry in developing environments. This book, with contributions from many of the world's top experts in chemistry education, is a major publication offering something that has not previously been available. Within this single volume, chemistry teachers, teacher educators, and prospective teachers will find information and advice relating to key issues in teaching (such as the curriculum,

assessment and so forth), but contextualised in terms of the specifics of teaching and learning of chemistry, and drawing upon the extensive research in the field. Moreover, the book is written in a scholarly style with extensive citations to the literature, thus providing an excellent starting point for teachers and research students undertaking scholarly studies in chemistry education; whilst, at the same time, offering insight and practical advice to support the planning of effective chemistry teaching. This book should be considered essential reading for those preparing for chemistry teaching, and will be an important addition to the libraries of all concerned with chemical education. Dr Keith S.

Taber (University of Cambridge; Editor: Chemistry Education Research and Practice) The highly regarded collection of authors in this book fills a critical void by providing an essential resource for teachers of chemistry to enhance pedagogical content knowledge for teaching modern chemistry. Through clever orchestration of examples and theory, and with carefully framed guiding questions, the book equips teachers to act on the relevance of essential chemistry knowledge to navigate such challenges as context, motivation to learn, thinking, activity, language, assessment, and maintaining professional expertise. If you are a secondary or post-secondary teacher of chemistry, this book will quickly become a

favorite well-thumbed resource! Professor Hannah Sevian (University of Massachusetts Boston) Can We Talk and Other Stories - Chinodya, Shimmer 2018-04-12 Shimmer Chinodya, winner of the 1989 Commonwealth Writers Prize (Africa region) is one of Zimbabwe's foremost fiction writers. This collection of short stories reveals his development as a writer of passionate questioning integrity. The first stories, 'Hoffman Street' and 'The Man who Hanged Himself' capture the bewildered innocence of a child's view of the adult world, where behaviour is often puzzling and contradictory; stories such as 'Going to See Mr B.V.' provide the transition between the world of the adult and that of the child where

the latter is required to act for himself in a situation where illusions founder on a narrow reality. 'Among the Dead' and 'Brothers and Sisters' look wryly at the self-conscious, self-centred, desperately serious world of young adulthood while 'Playing your Cards', 'The Waterfall', 'Strays' and 'Bramson' introduce characters for whom ambition, disillusion, and disappointment jostle for attention in a world where differences of class, culture, race and morality come to the fore. Finally, in 'Can we Talk' we conclude with an abrasive, lucid, sinewy voice which explores the nature of estrangement. The charge is desolation. Can we Talk and Other Stories speaks of the unspoken and unsaid. The child who watches but does not understand, the young

man who observes but cannot participate, the man who stands outside not sure where his desires and ambitions lead, the older man, estranged by his own choices. 'Can we Talk' is not a question but a statement that insists on being heard, and demands a reassessment of our dreams.

Super Simple

Storytelling - Kendall

F. Haven 2000

Annotation. "Enhance your communication skills and boost learning with simple, but powerful, storytelling techniques. Haven's breakthrough approach helps you build on your natural abilities to refine your communication in the classroom or the library - even at home. This book has everything you need to get started, including detailed directions and guides for more than 40

powerful storytelling exercises to use with your class."--BOOK JACKET. Title Summary field provided by Blackwell North America, Inc. All Rights Reserved.

Future Earth - Diana Dalbotten 2014-06-23 Earth now is dominated by both biogeophysical and anthropogenic processes, as represented in these two images from a simulation of aerosols. Dust (red) from the Sahara sweeps west across the Atlantic Ocean. Sea salt (blue) rises into the atmosphere from winds over the North Atlantic and from a tropical cyclone in the Indian Ocean. Organic and black carbon (green) from biomass burning is notable over the Amazon and Southeast Asia. Plumes of sulfate (white) from fossil fuel burning are particularly prominent over

northeastern North America and East Asia. If present trends of dust emissions and fossil fuel burning continues in what we call the Anthropocene epoch, then we could experience high atmospheric CO₂ levels leading to unusual warming rarely experienced in Earth's history. This book focuses on human influences on land, ocean, and the atmosphere, to determine if human activities are operating within or beyond the safe zones of our planet's biological, chemical, and physical systems. Volume highlights include: • Assessment of civic understanding of Earth and its future • Understanding the role of undergraduate geoscience research and community-driven research on the Anthropocene • Effective

communication of science to a broader audience that would include the public, the K-12 science community, or populations underrepresented in the sciences • Public outreach on climate education, geoscience alliance, and scientific reasoning Future Earth is a valuable practical guide for scientists from all disciplines including geoscientists, museum curators, science educators, and public policy makers. This volume was made possible with the support of the National Science Foundation through the National Center for Earth-surface Dynamics (EAR-0120914) and the Future Earth Initiative (DRL-0741760). Any opinions, findings, and conclusions or recommendations expressed in this publication are those of the author(s) and do not

necessarily reflect the views of the National Science Foundation. *A Life and Career in Chemistry* - Pierre Laszlo 2021-10-15 This book is an enthusiastic account of Pierre Laszlo's life and pioneering work on catalysis of organic reactions by modified clays, and his reflections on doing science from the 1960s to 1990s. In this autobiography, readers will discover a first-hand testimony of the chemical revolution in the second half of the 20th century, and the author's perspective on finding a calling in science and chemistry, as well as his own experience on doing science, teaching science and managing a scientific career. During this period, Pierre Laszlo led an academic laboratory and worked also in three

different countries: the US, Belgium and France, where he had the opportunity to meet remarkable colleagues. In this book, he recalls his encounters and collaborations with important scientists, who shaped the nature of chemistry at times of increased pace of change, and collates a portrait of the worldwide scientific community at that time. In addition, the author tells us about the turns and twists of his own life, and how he ended up focusing his research on clay based chemistry, where clay minerals were turned in his lab to catalysis of key chemical transformations. Given its breath, the book offers a genuine information on the life and career of a chemist, and it will appeal not only to scientists and students, but also to

historians of science and to the general reader.

Inquiry and the National Science Education

Standards - National Research Council
2000-05-03

Humans, especially children, are naturally curious. Yet, people often balk at the thought of learning scienceâ€"the "eyes glazed over" syndrome. Teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant, blazing quasar. Inquiry and the National Science Education Standards is the book that educators have been waiting forâ€"a practical guide to teaching inquiry and teaching through inquiry, as recommended by the National Science Education Standards. This will be an important resource for

educators who must help school boards, parents, and teachers understand "why we can't teach the way we used to."
"Inquiry" refers to the diverse ways in which scientists study the natural world and in which students grasp science knowledge and the methods by which that knowledge is produced. This book explains and illustrates how inquiry helps students learn science content, master how to do science, and understand the nature of science. This book explores the dimensions of teaching and learning science as inquiry for K-12 students across a range of science topics. Detailed examples help clarify when teachers should use the inquiry-based approach and how much structure, guidance, and coaching they should provide. The book dispels myths that

may have discouraged educators from the inquiry-based approach and illuminates the subtle interplay between concepts, processes, and science as it is experienced in the classroom. Inquiry and the National Science Education Standards shows how to bring the standards to life, with features such as classroom vignettes exploring different kinds of inquiries for elementary, middle, and high school and Frequently Asked Questions for teachers, responding to common concerns such as obtaining teaching supplies. Turning to assessment, the committee discusses why assessment is important, looks at existing schemes and formats, and addresses how to involve students in assessing their own learning achievements. In

addition, this book discusses administrative assistance, communication with parents, appropriate teacher evaluation, and other avenues to promoting and supporting this new teaching paradigm.

0-level Chemistry Complete Guide (Concise) (Yellowreef) - Thomas Bond 2013-11-07

- covers latest MOE syllabus and beyond
- comprehensive notes and examples
- additional foot notes to enhance understanding
- complete edition and concise edition eBooks available

Air Wonder Stories, December 1929 - Ed Earl Repp 2014-05-08

This issue features THE BLUE DEMON by Lowell Howard Morrow, THE FLIGHT OF THE EASTERN STAR by Ed Earl Repp, THE PHANTOM OF GALON by J. W. Ruff, FREEDOM OF THE SKIES by Edsel Newton, FLANNELCAKE'S

INVENTION by H. McKay, and CITIES IN THE AIR (Part 2) by Edmond Hamilton.

Chemistry - Richard Post 2020-09-16

A practical, complete, and easy-to-use guide for understanding major chemistry concepts and terms Master the fundamentals of chemistry with this fast and easy guide.

Chemistry is a fundamental science that touches all other sciences, including biology, physics, electronics, environmental studies, astronomy, and more.

Thousands of students have successfully used the previous editions of Chemistry: Concepts and Problems, A Self-Teaching Guide to learn chemistry, either independently, as a refresher, or in parallel with a college chemistry course. This newly revised edition

includes updates and additions to improve your success in learning chemistry. This book uses an interactive, self-teaching method including frequent questions and study problems, increasing both the speed of learning and retention. Monitor your progress with self-tests, and master chemistry quickly. This revised Third Edition provides a fresh, step-by-step approach to learning that requires no prerequisites, lets you work at your own pace, and reinforces what you learn, ensuring lifelong mastery. Master the science of basic chemistry with this innovative, self-paced study guide Teach yourself chemistry, refresh your knowledge in preparation for medical studies or other coursework, or enhance your college chemistry

course Use self-study features including review questions and quizzes to ensure that you're really learning the material Prepare for a career in the sciences, medicine, or engineering with the core content in this user-friendly guide Authored by expert postsecondary educators, this unique book gently leads students to deeper levels and concepts with practice, critical thinking, problem solving, and self-assessment at every stage.

Strategies for Successful Teaching in Urban Schools - Gordon L. Berry 1982

Fairy stories and classic tales of adventure - Charles Eliot Norton 1895

A-level Chemistry Critical Guide (Yellowreef) - Thomas

Bond 2016-11-28

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quick revision, whereas Complete eBooks are for detailed studies • visit www.yellowreef.com for sample chapters and more Can We Talk and Other Stories - Shimmer Chinodya 2001

A collection of Zimbabwean stories following the transition from childhood to adult life. Youthful desires for prosperity, love and a purpose in life are undermined as the characters grow up, reflecting the decline in post-independence Zimbabwe.

That's Chemistry! - Jan Rees 2000

That's Chemistry! is a concise manual of ideas, activities and investigations about the science of materials and their properties for teachers to use with primary age children. All experiments in this book have been trialled in schools. It is designed for both

specialist and non-specialist primary teachers, to encourage interest and enthusiasm in a new generation of scientists.

Teaching Gradually -
Kacie L. Armstrong
2021-09-22

Teaching Gradually is a guide for anyone new to teaching and learning in higher education.

Written for graduate student instructors, by graduate students with substantive teaching experience, this resource is among the first of its kind to speak to graduate students as comrades-in-arms with voices from alongside them in the trenches, rather than from far behind the lines. Each author featured in this book was a graduate student at the time they wrote their contribution. Consequently, the following chapters give scope to a newer,

diverse generation of educators who are closer in experience and professional age to the book's intended audience. The tools, methods, and ideas discussed here are ones that the authors have found most useful in teaching today's students. Each chapter offers a variety of strategies for successful classroom practices that are often not explicitly covered in graduate training. Overall, this book consists of 42 chapters written by 51 authors who speak from a vast array of backgrounds and viewpoints, and who represent a broad spectrum of experience spanning small, large, public, and private institutions of higher education. Each chapter offers targeted advice that speaks to the learning curve inherent to early-career

teaching, while presenting tangible strategies that readers can leverage to address the dynamic professional landscape they inhabit. The contributors' stories and reflections provide the context to build the reader's confidence in trying new approaches in their his or her teaching. This book covers a wide range of topics designed to appeal to graduate student instructors across disciplines, from those teaching discussion sections, to those managing studio classes and lab sessions, to those serving as the instructor of record for their own course. Despite the medley of content, two common threads run throughout this volume: a strong focus on diversity and inclusion, and an acknowledgment of the increasing shift to

online teaching. As a result of engaging with Teaching Gradually, readers will be able to:

- Identify best teaching practices to enhance student learning
- Develop a plan to implement these strategies in their teaching
- Expand their conception of contexts in which teaching and learning can take place
- Evaluate and refine their approaches to fostering inclusion in and out of the classroom
- Assess student learning and the efficacy of their own teaching practices
- Practice professional self-reflection

Metaphor and Analogy in Science Education -

Peter J. Aabusson 2006
This book brings together powerful ideas and new developments from internationally recognised scholars and classroom practitioners to provide theoretical and practical knowledge

to inform progress in science education. This is achieved through a series of related chapters reporting research on analogy and metaphor in science education. Throughout the book, contributors not only highlight successful applications of analogies and metaphors, but also foreshadow exciting developments for research and practice. Themes include metaphor and analogy: best practice, as reasoning; for learning; applications in teacher development; in science education research; philosophical and theoretical foundations. Accordingly, the book is likely to appeal to a wide audience of science educators –classroom practitioners, student teachers, teacher educators and researchers.

American Book Publishing

Record - 2004

The Content of Science -

Peter J. Fensham 1994

This book is a result of a workshop where 14 science educators were invited to draft chapters on the implications that the research studies in a specific content area of science have for its teaching. The relations between social forces and perceptions of purpose and content lay behind discussions in the workshop, and influenced the emergence of three major issues concerning science content: its variety; its complexity; and the relation between content and action. Chapters include: (1) "Science Content and Constructivist Views of Learning and Teaching" (Peter Fensham; Richard Gunstone; and Richard White) and "Constructivism: Some

History" ((David Hawkins); (2) "Beginning to Teach Chemistry" (Peter Fensham); (3) "Generative Science Teaching" (Merlin Wittrock); (4) "Constructivism, Re-constructivism, and Tack-oriented Problem-solving" (Mike Watts); (5) "Structures, Force, and Stability. Design a Playground" (Cliff Malcolm); (6) "Pupils Understanding Magnetism in a Practical Assessment Context: The Relationship Between Content, Process and Progression" (Galen Erickson); (7) "Primary Science in an Integrated Curriculum" (Maureen Duke; Wendy Jobling; Telsa Rudd; and Kate Brass); (8) "Digging into Science-A Unit Developed for a Year 5 Class" (Kate Brass and Wendy Jobling); (9) "Year 3: Research into Science" (Kate Brass and Telsa Rudd); (10) "The

Importance of Specific Science Content in the Enhancement of Metacognition" (Richard Gunstone); (11) "The Constructivist Paradigm and Some Implications for Science Content and Pedagogy" (Malcolm Carr; Miles Barker; Beverley Bell; Fred Biddulph; Alister Jones; Valda Kirkwood; John Pearson; and David Symington); (12) "Making High-tech Micrographs Meaningful to the Biology Student" (James Wandersee); (13) "Year 9 Bodies" (Anne Symons; Kate Brass; and Susan Odgers); (14) "Learning and Teaching Energy" (Reinders Duit and Peter Haeussler); (15) "Working from Children's Ideas: Planning and Teaching a Chemistry Topic from a Constructivist Perspective" (Philip Scott; Hilary Asoko; Rosalind Driver; and Jonathan Emberton); (16) "States of Matter-

Pedagogical Sequence and Teaching Strategies Based on Cognitive Research" (Ruth Stavy); (17) "Pedagogical Outcomes of Research in Science Education: Examples in Mechanics and Thermodynamics" (Laurence Viennot and S. Rozier); and (18) "Dimensions of Content" (Richard White). (JRH)
ENC Focus - 2000

Catalog of Copyright Entries. Third Series - Library of Congress. Copyright Office 1962 Includes Part 1, Number 1: Books and Pamphlets, Including Serials and Contributions to Periodicals (January - June)
AV Guide - 1941

Resources for Teaching Elementary School Science - National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution

1996-03-28

What activities might a teacher use to help children explore the life cycle of butterflies? What does a science teacher need to conduct a "leaf safari" for students? Where can children safely enjoy hands-on experience with life in an estuary? Selecting resources to teach elementary school science can be confusing and difficult, but few decisions have greater impact on the effectiveness of science teaching. Educators will find a wealth of information and expert guidance to meet this need in *Resources for Teaching Elementary School Science*. A completely revised edition of the best-selling resource guide *Science for Children: Resources for Teachers*, this new book is an annotated guide to hands-on, inquiry-

centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade. (Companion volumes for middle and high school are planned.) The guide annotates about 350 curriculum packages, describing the activities involved and what students learn. Each annotation lists recommended grade levels, accompanying materials and kits or suggested equipment, and ordering information. These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to: Ask questions and find their own answers. Experiment productively. Develop patience, persistence, and confidence in their own ability to solve real problems. The entries in the

curriculum section are grouped by scientific area--Life Science, Earth Science, Physical Science, and Multidisciplinary and Applied Science--and by type--core materials, supplementary materials, and science activity books. Additionally, a section of references for teachers provides annotated listings of books about science and teaching, directories and guides to science trade books, and magazines that will help teachers enhance their students' science education. Resources for Teaching Elementary School Science also lists by region and state about 600 science centers, museums, and zoos where teachers can take students for interactive science experiences. Annotations highlight almost 300 facilities that make significant efforts to

help teachers. Another section describes more than 100 organizations from which teachers can obtain more resources. And a section on publishers and suppliers give names and addresses of sources for materials. The guide will be invaluable to teachers, principals, administrators, teacher trainers, science curriculum specialists, and advocates of hands-on science teaching, and it will be of interest to parent-teacher organizations and parents.

Educational Screen & Audio-visual Guide - 1941

Nature Stories for Young Readers - Florence Bass 1896

The Heart of Oak Books: Fairy stories and classic tales of adventure - 1910

New Zealand Books in Print 1996 - Thorpe, D. W., Staff 1996-02
With complete bibliographic information on titles from New Zealand & the Pacific Islands, this is an essential guide to the publishing industry in the Pacific. Entries are indexed by title, publisher, & subject. Also included are a book trade FAX directory, all literary awards, association addresses, bookseller, libraries & more.

Write Like a Chemist - Marin Robinson 2008-08-18

Concise writing and organizational skills are stressed throughout, and "move structures" teach students conventional ways to present their stories of scientific discovery.

Stories by a Mother ... - Agnes Strickland 1852

Orbitals in Chemistry -

Victor M. S. Gil

2000-08-10

This text presents a unified and up-to-date discussion of the role of atomic and molecular orbitals in chemistry, from the quantum mechanical foundations to the recent developments and applications. The discussion is mainly qualitative, largely based on symmetry arguments. It is felt that a sound mastering of the concepts and qualitative interpretations is needed, especially when students are becoming more and more familiar with numerical calculations based on atomic and molecular orbitals. The text is mathematically less demanding than most traditional quantum chemistry books but still retains clarity and rigour. The physical insight is maximized and

abundant illustrations are used. The relationships between the more formal quantum mechanical formalisms and the traditional chemical descriptions of chemical bonding are critically established. This book is of primary interest to undergraduate chemistry students and others taking courses of which chemistry is a significant part.

Publishers Weekly - 1918

Stories of Old Greece -
Emma M. Firth 1895

Illinois Chemistry
Teacher - 2006

Teach Students How to Learn - Sandra Yancy McGuire 2015-10-14
Miriam, a freshman Calculus student at Louisiana State University, made 37.5% on her first exam but 83% and 93% on the next two. Matt, a first year

General Chemistry student at the University of Utah, scored 65% and 55% on his first two exams and 95% on his third—These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book. What is preventing your students from performing according to expectations? Sandra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance. For over a decade Sandra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled

faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas she has developed in the past fifteen years, ideas that are being adopted by an increasing number of faculty with considerable effect. The methods she proposes do not require restructuring courses or an inordinate amount of time to teach. They can often be accomplished in a single session, transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning. Sandra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement. First, she demonstrates how introducing students to

metacognition and Bloom's Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth. Next, she presents a specific study system that can quickly empower students to maximize their learning. Then, she addresses the importance of dealing with emotion, attitudes, and motivation by suggesting ways to change students' mindsets about ability and by providing a range of strategies to boost motivation and learning; finally, she offers guidance to faculty on partnering with campus learning centers. She pays particular attention to academically unprepared students, noting that the strategies she offers for this

particular population are equally beneficial for all students. While stressing that there are many ways to teach effectively, and that readers can be flexible in picking and choosing among the strategies she presents, Sandra McGuire offers the reader a step-by-step process for delivering the key messages of the book to students in as little as 50 minutes. Free online supplements provide three slide sets and a sample video lecture. This book is written primarily for faculty but will be equally useful for TAs, tutors, and learning center professionals. For readers with no background in education or cognitive psychology, the book avoids jargon and esoteric theory. Resources in Education - 1998

Research in Education -

1973

Strange Chemistry -

Steven Farmer 2017-06-14

This book opens the audience's eyes to the extraordinary scientific secrets hiding in everyday objects.

Helping readers increase chemistry knowledge in a fun and entertaining way, the book is perfect as a supplementary textbook or gift to curious professionals and novices. • Appeals to a modern audience of science lovers by discussing multiple examples of chemistry in everyday life •

Addresses compounds that affect everyone in one way or another: poisons,

pharmaceuticals, foods, and illicit drugs;

thereby evoking a powerful emotional response which increases interest in the topic at hand •

Focuses on edgy types of stories that chemists generally tend to avoid so as not to paint chemistry in a bad light; however, these are the stories that people find interesting

• Provides detailed and sophisticated stories that increase the reader's fundamental scientific knowledge • Discusses complex topics in an engaging and accessible manner, providing the "how" and "why" that takes readers deeper into the stories