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Increased performance on assessments:
The rapid feedback afforded by clickers, and subsequent discussions among student

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peers, helped students who used clickers to obtain significantly higher ...

Student Polling Devices (Clickers)

I watch him at home, and the amount of time he spends to be well organized and well prepared for classes leads me to believe that is part of the positive feedback

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... POGIL worksheets in groups of ...

Process Oriented Guided Inquiry Learning (POGIL) is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of

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academic disciplines. Beyond facilitating students' mastery of a discipline, it promotes vital educational outcomes such as communication skills and critical thinking. Its active international community of practitioners provides accessible educational development and support for anyone developing related

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courses. 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 committed instructors who help each other transform classrooms and improve student

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success, develop curricular materials to assist this process, conduct research expanding what is known about learning and 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

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at 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, department, physical space, student body, and instructor – but follows a common structure in which students

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work cooperatively in self-managed small groups of three or four. The group work is focused on 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, based entirely on data provided in class,

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not on prior reading of the textbook or other introduction to the topic. The learning environment is structured to support the development of process skills — such as teamwork, effective communication, information processing, problem solving, and critical thinking. The instructor's role is to facilitate the

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development of student concepts and 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 demonstrating its efficacy. The second part of the book focusses on implementing

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POGIL, covering the formation and effective management of student teams, offering guidance on the selection and writing of 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

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on how to get started. Appendices provide additional resources and information about The POGIL Project.

Global warming continues to gain importance on the international agenda and calls for action are heightening. Yet, there is still controversy over what must

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be done and what is needed to proceed. Policy Implications of Greenhouse Warming describes the information necessary to make decisions about global warming resulting from atmospheric releases of radiatively active trace gases. The conclusions and recommendations include some unexpected results. The

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distinguished authoring committee provides specific advice for U.S. policy and addresses the need for an international response to potential greenhouse warming. It offers a realistic view of gaps in the scientific understanding of greenhouse warming and how much effort and expense might be required to produce

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definitive answers. The book presents methods for assessing options to reduce emissions of greenhouse gases into the atmosphere, offset emissions, and assist humans and unmanaged systems of plants and animals to adjust to the consequences of global warming.

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POGIL is a student-centered, group learning pedagogy based on current learning theory. This volume describes POGIL's theoretical basis, its implementations in diverse environments, and evaluation of student outcomes

Organic chemistry courses are often

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difficult for students, and instructors are constantly seeking new ways to improve student learning. This volume details active learning strategies implemented at a variety of institutional settings, including small and large; private and public; liberal arts and technical; and highly selective and open-enrollment institutions. Readers will

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find detailed descriptions of methods and materials, in addition to data supporting analyses of the effectiveness of reported pedagogies.

Rethink traditional teaching methods to

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improve student learning and retention in STEM Educational research has repeatedly shown that compared to traditional teacher-centered instruction, certain learner-centered methods lead to improved learning outcomes, greater development of critical high-level skills, and increased retention in science,

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technology, engineering, and mathematics (STEM) disciplines. Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching STEM courses at the university, community college, and high school levels. The book draws on the authors' extensive backgrounds and

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decades of experience in STEM education and faculty development. Its 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 understanding the course is designed to teach
Help students

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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 with a broad diversity of attributes and backgrounds The strategies presented in Teaching and Learning STEM don't

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require revolutionary time-intensive changes in your teaching, but rather a gradual integration of traditional and new methods. The result will be continual improvement in your teaching and your students' learning. More information about Teaching and Learning STEM can be found at

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<http://educationdesignsinc.com/book>
including its preface, foreword, table of
contents, first chapter, a reading guide,
and reviews in 10 prominent STEM
education journals.

This book offers physiology teachers a
new approach to teaching their subject that

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will lead to increased student understanding and retention of the most important ideas. By integrating the core concepts of physiology into individual courses and across the entire curriculum, it provides students with tools that will help them learn more easily and fully understand the physiology content they are

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asked to learn. The authors present examples of how the core concepts can be used to teach individual topics, design learning resources, assess student understanding, and structure a physiology curriculum.

Mechanisms of Hormone Action: A

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NATO Advanced Study Institute focuses on the action mechanisms of hormones, including regulation of proteins, hormone actions, and biosynthesis. The selection first offers information on hormone action at the cell membrane and a new approach to the structure of polypeptides and proteins in biological systems, such as the

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membranes of cells. Discussions focus on the cell membrane as a possible locus for the hormone receptor; gaps in understanding of the molecular organization of the cell membrane; and a possible model of hormone action at the membrane level. The text also ponders on insulin and regulation of protein

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biosynthesis, including insulin and protein biosynthesis, insulin and nucleic acid metabolism, and proposal as to the mode of action of insulin in stimulating protein synthesis. The publication elaborates on the action of a neurohypophysial hormone in an elasmobranch fish; the effect of ecdysone on gene activity patterns in giant

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chromosomes; and action of ecdysone on RNA and protein metabolism in the blowfly, *Calliphora erythrocephala*.

Topics include nature of the enzyme induction, ecdysone and RNA metabolism, and nature of the epidermis nuclear RNA fractions isolated by the Georgiev method.

The selection is a valuable reference for

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readers interested in the mechanisms of hormone action.

Teaching at Its Best This third edition of the best-selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques, formats, classroom activities, and exercises, all of

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which can be implemented immediately. This thoroughly revised edition includes the newest portrait of the Millennial student; current research from cognitive psychology; a focus on outcomes maps; the latest legal options on copyright issues; and how to best use new technology including wikis, blogs, podcasts, vodcasts,

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and clickers. Entirely new chapters include subjects such as matching teaching methods with learning outcomes, inquiry-guided learning, and using visuals to teach, and new sections address Felder and Silverman's Index of Learning Styles, SCALE-UP classrooms, multiple true-false test items, and much more. Praise for

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the Third Edition of Teaching at Its Best Everyone—veterans as well as novices—will profit from reading Teaching at Its Best, for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size, ability, and motivation."—Wilbert McKeachie,

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Department of Psychology, University of Michigan, and coauthor, McKeachie's Teaching Tips This new edition of Dr. Nilson's book, with its completely updated material and several new topics, is an even more powerful collection of ideas and tools than the last. What a great resource, especially for beginning teachers but also

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for us veterans!"—L. Dee Fink, author,
Creating Significant Learning
Experiences This third edition of Teaching
at Its Best is successful at weaving the
latest research on teaching and learning
into what was already a thorough
exploration of each topic. New
information on how we learn, how

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students develop, and innovations in instructional strategies complement the solid foundation established in the first two editions."—Marilla D. Svinicki, Department of Psychology, The University of Texas, Austin, and coauthor, McKeachie's Teaching Tips

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