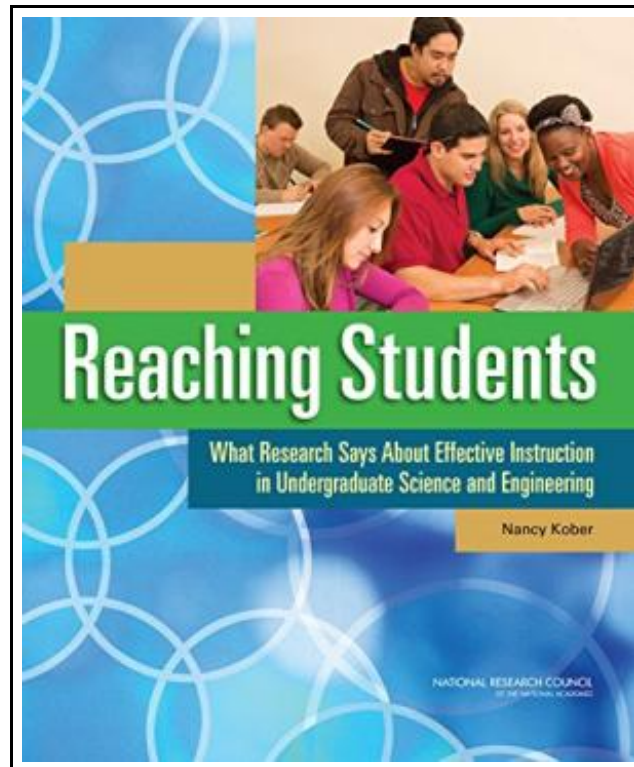


Reaching Students: What Research Says About Effective Instruction in Undergraduate Science and Engineering



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Reviews

A very great pdf with lucid and perfect explanations. It really is rally interesting throgh reading time period. You wont really feel monotony at at any moment of your own time (that's what catalogs are for about in the event you question me).

(Keshaun Schneider)

REACHING STUDENTS: WHAT RESEARCH SAYS ABOUT EFFECTIVE INSTRUCTION IN UNDERGRADUATE SCIENCE AND ENGINEERING

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National Academies Press, United States, 2015. Paperback. Book Condition: New. 251 x 213 mm. Language: English . Brand New Book. The undergraduate years are a turning point in producing scientifically literate citizens and future scientists and engineers. Evidence from research about how students learn science and engineering shows that teaching strategies that motivate and engage students will improve their learning. So how do 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 developing their knowledge and skills? And how can practitioners apply these strategies to their own courses or suggest new approaches within their departments or institutions? Reaching Students strives to answer these questions. Reaching Students presents the best thinking to date on teaching and learning undergraduate science and engineering. Focusing on the disciplines of astronomy, biology, chemistry, engineering, geosciences, and physics, this book is an introduction to strategies to try in your classroom or institution. Concrete examples and case studies illustrate how experienced instructors and leaders have applied evidence-based approaches 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 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 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 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 resource for enriching instruction and better educating students.



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