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includes new chemist s toolkits which provide students with succinct reminders of mathematical concepts and techniques right where they need them checklists of key concepts at the end of each topic add to the extensive learning support provided throughout the book to reinforce the main take home messages in each section the coupling of the broad coverage of the subject with a structure and use of pedagogy that is even more innovative will ensure atkins physical chemistry remains the textbook of choice for studying physical chemistry

this book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students lack of engagement and learning the author an experienced scientist faculty member and educational consultant addresses these issues with the knowledge of faculty interests constraints and day to day concerns in mind drawing from the research on learning she offers faculty new ways to think about the struggles their science students face she then provides a range of evidence based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying linda hedges reviews the various learning problems endemic to teaching science explains why they are so common and persistent and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education recognizing that faculty have different views about teaching different comfort levels with alternative teaching approaches and are often pressed for time linda hedges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices and then providing a range of strategies to address very specific teaching barriers whether it be students motivation engagement in class ability to problem solve their reading comprehension or laboratory research or writing skills except for the first and last chapters the other chapters in this book stand on their own i e can be read in any order and address a specific challenge students have in learning and doing science each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials linda hedges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the literature the best practices known to date and a framework for thinking about teaching

a synthesis of nearly 2 000 articles to help make engineers better educators while a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience this publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development the author s first objective is to provide an illustrative review of research and development in engineering education since 1960 his second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership the publication is divided into four main parts part i demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum s internal structure which integrates assessment content teaching and learning part ii focuses on the curriculum itself considering such key issues as content organization trends and change a chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included part iii examines problem solving creativity and design part iv delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork the book ends with a brief insightful forecast of the future of engineering education because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach all readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation

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