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this book explores evidence based practice in college science teaching it is grounded in disciplinary education research by practicing scientists who have chosen to take wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching in editing this book

we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities in keeping with wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences the content is structured as follows after an introduction based on constructivist learning theory section i the practices we explore are eliciting ideas and encouraging reflection section ii using clickers to engage students section iii supporting peer interaction through small group activities section iv restructuring curriculum and instruction section v rethinking the physical environment section vi enhancing understanding with technology section vii and assessing understanding section viii the book s final section ix is devoted to professional issues facing college and university faculty who choose to adopt active learning in their courses the common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years in this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base for most students that knowledge base is riddled with a host of naïve notions misconceptions and alternative conceptions they have acquired throughout their lives to a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances clearly this prescription demands far more than most college and university scientists have been prepared for

accessible elements informs science educators about current practices in online and distance education distance delivered methods for laboratory coursework the requisite administrative and institutional aspects of online and distance teaching and the relevant educational theory delivery of university level courses through online and distance education is a method of providing equal access to students

seeking post secondary education distance delivery offers practical alternatives to traditional on campus education for students limited by barriers such as classroom scheduling physical location finances or job and family commitments the growing recognition and acceptance of distance education coupled with the rapidly increasing demand for accessibility and flexible delivery of courses has made distance education a viable and popular option for many people to meet their science educational goals

the national science foundation funded a synthesis study on the status contributions and future direction of discipline based education research dber in 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 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 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 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 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 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 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 developers research sponsors and education advocacy groups

the 2008 physics education research conference brought together researchers studying a wide variety of topics in physics education the conference theme was physics education research with diverse student populations researchers specializing in diversity issues were invited to help establish a dialog and spur discussion about how the results from this work can inform the physics education research community the organizers encouraged physics education researchers

who are using research based instructional materials with non traditional students at either the pre college level or the college level to share their experiences as instructors and researchers in these classes

if the future is accessible as alisa grishman one of 55 million americans categorized as having a disability writes in this book s cover image then we must stop making or constructing people as disabled and impaired in this brave new theoretical approach to human physicality julie e maybee traces societal constructions of disability and impairment through western history along three dimensions of embodiment the personal body the interpersonal body and the institutional body each dimension has played a part in defining people as disabled and impaired in terms of employment healthcare education and social and political roles because impairment and disability have been constructed along all three of these bodies unmaking disability and making the future accessible will require restructuring western institutions including capitalism changing how social roles are assigned and transforming our deepest beliefs about impairment and disability to reconstruct people as capable ultimately maybee suggests unmaking disability will require remaking our world

the papers included in these proceedings have been peer reviewed the 2005 physics education research conference covered a broad spectrum of current research directions including student learning of specific topics student attitudes and the effectiveness of various teaching methods the emphasis was on undergraduate instruction the theme of this conference was connecting physics education research teacher education at all levels k 20

this book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based pedagogies in higher education at something a level approaching large scale impact by offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i e extending the implementation and knowledge of co design methods in this first edition of our research topic on active learning we highlight two of the three types of publications we wish to promote first are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community these types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive

pedagogical innovation ecosystem based on research practitioner partnerships second are studies empirically examining the implementations of evidence based designs in naturalistic settings and under naturalistic conditions interestingly the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as in between straddling the two worlds as a result these publications represent both the rigours of research and the pragmatism of reflective practice in forthcoming editions we will add to this collection a third type of publication design profiles these will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike we hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation

this text brings together peer reviewed papers from the 2007 physics education research conference whose theme was cognitive science and physics education research the conference brought together researchers studying a wide variety of topics in physics education including transfer of knowledge learning in physics courses at all levels teacher education and cross disciplinary learning this up to date text will be essential reading for anyone in physics education research

this compendium of successful curricular and institutional practices to develop critical research skills emphasized the importance of the collective efforts of the undergraduate community to integrate research and education by collecting and disseminating a variety of mechanisms that are effective means of creating a research supportive undergraduate curriculum the council on undergraduate research aims to encourage faculty and institutions to continue to seek creative useful and significant ways to promote learning through research publisher s description

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