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Annual Bulletin of Colorado College and Cutler Academy

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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? Saundra 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 Saundra 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. Saundra 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, Saundra 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.

Improving Student Comprehension of Stoichiometric Concepts

Cambridge University Press

Chemistry 2e is designed to meet the scope and sequence requirements of the two-semester general chemistry course. The textbook provides an important opportunity for students to learn the core concepts of chemistry and understand how those concepts apply to their lives and the world around them. The book also includes a number of innovative features, including interactive exercises and real-world applications, designed to

enhance student learning. The second edition has been revised to incorporate clearer, more current, and more dynamic explanations, while maintaining the same organization as the first edition. Substantial improvements have been made in the figures, illustrations, and example exercises that support the text narrative. Changes made in Chemistry 2e are described in the preface to help instructors transition to the second edition.

Introduction to Chemistry
Taylor & Francis

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An Introduction to Chemistry is intended for use in beginning chemistry courses that have no chemistry prerequisite. The text was written for students who want to prepare themselves for general college chemistry, for students seeking to satisfy a science requirement for graduation, and for students in health-related or other programs that require a one-semester introduction to general chemistry.

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In July 2011, the ASQ Education Division held its first Advancing the STEM (Science, Technology, Engineering, and Mathematics) Agenda in Education, the Workplace, and Society Conference at the University of Wisconsin–Stout. This publication is a selection of papers and workshops from this groundbreaking conference. The ideas presented here will help other educators and policy makers to develop their own innovative high-impact ideas for inspiring student interest in STEM careers, improving the delivery of STEM education at their schools and colleges, and helping STEM college graduates transition to the workplace. The chapters

in this book reflect research and best practices, integrating the ideas of continuous improvement in combination with a can-do attitude, to provide a valuable resource that will lead others to consider similar innovative and collaborative educational structures that will drive more interest in STEM majors in college, and provide for our next generation of scientists, technicians, and engineers. ”Prior to reviewing Advancing the STEM Agenda I had a list in my mind of topics that I hoped would be addressed. I’m very pleased with how many are covered—and covered well. This project succeeds at the challenge of providing not only beneficial breadth but also important depth. Because our public-private partnership has been committed explicitly to continuous improvement for more than a decade, I couldn’t help but notice (as the editors also point out in their conclusion) the extent to which continuous improvement is a ‘common thread’ throughout the book. That speaks to the book’s practical utility in many settings, and on a long-term basis. No less valuable is the discussion of student motivation by many of the authors, which STEM teachers in our area have

identified as a major issue of interest to them in recent surveys." Richard Bogovich Executive Director Rochester Area Math Science Partnership, Minnesota. "Veenstra, Padró, and Furst-Bowe provide a huge contribution to the field of STEM education. We all know the statistics and of the huge need in the area of STEM students and education, but what has been missing are application and success stories backed by research and modeling. The editors have successfully contributed to our need by focusing on collaborative models, building the K-12 pipeline, showing what works at the collegiate level, connecting across gender issues, and illustrating workforce and innovative ideas." John J. Jasinski President Northwest Missouri State University "Advancing the STEM Agenda provides a broad set of current perspectives that will contribute in many ways to advancing the understanding and enhancement of education in science, education, and engineering. This work is packed with insights and perspectives from experienced educators and bridges the transition from education to workplace." John Dew Senior Vice Chancellor

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