

PEER-LED TEAM LEARNING

GENERAL CHEMISTRY

SECOND EDITION



DAVID K. GOSSER • VICTOR S. STROZAK • MARK S. CRACOLICE



Peer Led Team Learning General Chemistry

Frank Fischer, Cindy E. Hmelo-Silver, Susan R. Goldman, Peter Reimann



Peer Led Team Learning General Chemistry:

Peer-led Team Learning David K. Gosser, Victor S. Strozak, Mark S. Cracolice, 2001 Workbook developed from the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses **Peer-led Team Learning**, 2001 Workbook developed from the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses **Peer-Led Team Learning: Evaluation, Dissemination, and Institutionalization**

of a College Level Initiative Leo Gafney, Pratibha Varma-Nelson, 2008-06-24 There seems to be no end to the flood of conferences workshops panel discussions reports and research studies calling for change in the introductory science courses in our colleges and universities But there comes a time to move from criticism to action In 1993 the Division of Undergraduate Education of the National Science Foundation called for proposals for systemic initiatives to change the way introductory chemistry is taught One of the five awards was to design develop and implement the peer led Workshop a new structure to help students learn science This book is a study of 15 years of work by the Peer Led Team Learning PLTL project a national consortium of faculty learning specialists and students The authors have been in the thick of the action as project evaluator Gafney and co principle investigator Varma Nelson Readers of this book will find a story of successful change in educational practice a story that continues today as new institutions faculty and disciplines adopt the PLTL model They will learn the model in theory and in practice and the supporting data that encourage others to adopt and adapt PLTL to new situations Although the project has long since lost count of the number of implementations of the model conservative estimates are that more than 100 community and four year colleges and a range of universities have adopted the PLTL model to advance student learning for more than 20 000 students in a variety of STEM disciplines **General Chemistry By Exploration**

Jose Eduardo Marin, 2014-01-10 General Chemistry by Exploration Jose Eduardo Marin, Andres H. Belmont, 2013-08-10

Peer-Led Team Learning David Gosser, Victor S. Strozak, Mark S. Cracolice, 2006 The Workshop Program is a collaboration of teachers learning specialists and students that develops and implements a Peer Led Team Learning model of teaching science Students who have done well in the course are selected and trained for leadership roles These peer leaders guide the work of teams of 6-8 students to solve carefully structured problems in weekly Workshop sessions *Peer-Led Team Learning* J. A. Kampmeier, Pratibha Varma-Nelson, Donald K. Wedegaertner, 2000-09 Workbook developed from the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses **Productive Multivocality in the Analysis of Group Interactions** Daniel D. Suthers, Kristine Lund, Carolyn Penstein Rosé, Chris Teplov, Nancy Law, 2013-12-02 The key idea of the book is that scientific and practical advances can be obtained if researchers working in traditions that have been assumed to be mutually incompatible make a real effort to engage in dialogue with each other comparing and contrasting their understandings of a

given phenomenon and how these different understandings can either complement or mutually elaborate on each other This key idea applies to many fields particularly in the social and behavioral sciences as well as education and computer science The book shows how we have achieved this by presenting our study of collaborative learning during the course of a four year project Through a series of five workshops involving dozens of researchers the 37 editors and authors involved in this project studied and reported on collaborative learning technology enhanced learning and cooperative work The authors share an interest in understanding group interactions but approach this topic from a variety of traditional disciplinary homes and theoretical and methodological traditions This allows the book to be of use to researchers in many different fields and with many different goals and agendas

Teaching What You Don't Know Therese Huston, 2012-10-22 Your graduate work was on bacterial evolution but now you're lecturing to 200 freshmen on primate social life You've taught Kant for twenty years but now you're team teaching a new course on Ethics and the Internet The personality theorist retired and wasn't replaced so now you the neuroscientist have to teach the Sexual Identity course Everyone in academia knows it and no one likes to admit it faculty often have to teach courses in areas they don't know very well The challenges are even greater when students don't share your cultural background lifestyle or assumptions about how to behave in a classroom In this practical and funny book an experienced teaching consultant offers many creative strategies for dealing with typical problems How can you prepare most efficiently for a new course in a new area How do you look credible And what do you do when you don't have a clue how to answer a question Encouraging faculty to think of themselves as learners rather than as experts Therese Huston points out that authority in the classroom doesn't come only or even mostly from perfect knowledge She offers tips for introducing new topics in a lively style for gauging students' understanding for reaching unresponsive students for maintaining discussions when they seem to stop dead and yes for dealing with those impossible questions Original useful and hopeful this book reminds you that teaching what you don't know to students whom you may not understand is not just a job It's an adventure

Post-Secondary Chemistry Education in Developing Countries Dawn I. Fox, Medeba Uzzi, Jacqueline Murray, 2024-03-25 This book considers how post secondary chemistry education can be advanced in developing countries in order to respond to emerging global regional and local needs Taking Guyana as a case study it pays particular attention to local challenges facing such territories including human and financial resource shortages tension between quality and quantity of graduates cultural inequalities unequal access to increasingly important Information and Communication Technology or Technologies ICTs and increasing competition from international universities in the developed world Written by a team with over 70 years in combined teaching experience it asks whether these challenges can be met and overcome and considers how tertiary chemistry education can better meet the rapidly changing needs of society The authors examine the status quo of tertiary chemistry education in Guyana against the introductory backdrop of the internal and external stresses on the education system before exploring selected best practices grounded in a three pronged model focused on

pedagogy programming and people Advancing diversity on each of these levels the book ultimately shows how this framework can support better learning and teaching and the development of a better equipped and more diverse Science Technology Engineering and Mathematics STEM workforce It will appeal to scholars researchers graduate students and tertiary level curriculum developers in chemistry education interested in an innovative holistic approach for transforming chemistry teaching that focuses on pedagogical diversity strategic co curricular programming and accommodating diversity and diverse learning styles in the classroom

Cross Reality (XR) and Immersive Learning Environments (ILEs) in Education Minjuan Wang,Jungwoo Ryoo,Kurt Winkelmann,2023-11-14 This timely volume highlights the novel ways in which cutting edge virtual and augmented reality VR and AR technology is being used in STEM education Today there are many exciting advances occurring in Immersive Learning Environments ILEs and innovative applications in STEM education Recent breakthroughs in technologies such VR AR and Mixed Reality MR as well as Cross Reality XR that leverages VR AR and MR are finally making it feasible for educators in STEM to adopt ILEs in their classrooms in a scalable manner Edited by experienced XR researchers in STEM education Wang Ryoo and Winkelmann the book focuses on the use of ILEs for creating experiences that excite inspire and engage learners in STEM disciplines Chapters include research studies and practical applications addressing the challenges and opportunities associated with adopting technologies This book covers the entire spectrum of immersive platform types and ILEs such as desktop mobile wearable and room based It helps advance research and practice in the novel adoption of ILE technologies into STEM education from technical theoretical conceptual empirical and or methodological perspectives Cross Reality XR and Immersive Learning Environments ILE in Education will be a key resource for academics researchers and advanced students of education STEM education instructional design and technology educational research educational technology research methods information and communications technology and curriculum and instruction This book was originally published as a special issue of Interactive Learning Environments

International Handbook of the Learning Sciences Frank Fischer,Cindy E. Hmelo-Silver,Susan R. Goldman,Peter Reimann,2018-04-19 The International Handbook of the Learning Sciences is a comprehensive collection of international perspectives on this interdisciplinary field In more than 50 chapters leading experts synthesize past current and emerging theoretical and empirical directions for learning sciences research The three sections of the handbook capture respectively foundational contributions from multiple disciplines and the ways in which the learning sciences has fashioned these into its own brand of use oriented theory design and evidence learning sciences approaches to designing researching and evaluating learning broadly construed and the methodological diversity of learning sciences research assessment and analytic approaches This pioneering collection is the definitive volume of international learning sciences scholarship and an essential text for scholars in this area

Problems and Problem Solving in Chemistry Education Georgios Tsaparlis,2021-05-17 Problem solving is central to the teaching and learning of chemistry at secondary tertiary and post tertiary levels of education opening to

students and professional chemists alike a whole new world for analysing data looking for patterns and making deductions As an important higher order thinking skill problem solving also constitutes a major research field in science education Relevant education research is an ongoing process with recent developments occurring not only in the area of quantitative computational problems but also in qualitative problem solving The following situations are considered some general others with a focus on specific areas of chemistry quantitative problems qualitative reasoning metacognition and resource activation deconstructing the problem solving process an overview of the working memory hypothesis reasoning with the electron pushing formalism scaffolding organic synthesis skills spectroscopy for structural characterization in organic chemistry enzyme kinetics problem solving in the academic chemistry laboratory chemistry problem solving in context team based active learning technology for molecular representations IR spectra simulation and computational quantum chemistry tools The book concludes with methodological and epistemological issues in problem solving research and other perspectives in problem solving in chemistry With a foreword by George Bodner Flipping the College Classroom Patricia V. Roehling,2017-11-13 Flipped learning in which students view recorded lectures outside of the classroom and then utilize class time to develop a broad range of knowledge and skills is a relatively new phenomenon This timely volume examines and organizes the emerging research on flipped learning in higher education It identifies the types of courses material and learning objectives that are most effectively flipped with specialized advice for faculty in STEM fields the social sciences and humanities The book also provides evidence based guidance on how to create and disseminate engaging recorded lectures develop and implement in class exercises and projects that help students meet learning objectives orient students to the flipped classroom and assess the effectiveness of flipped learning *Chemistry Education* Javier García-Martínez,Elena Serrano-Torregrosa,2015-02-17 Winner of the CHOICE Outstanding Academic Title 2017 Award This comprehensive collection of top level contributions provides a thorough review of the vibrant field of chemistry education Highly experienced chemistry professors and education experts cover the latest developments in chemistry learning and teaching as well as the pivotal role of chemistry for shaping a more sustainable future Adopting a practice oriented approach the current challenges and opportunities posed by chemistry education are critically discussed highlighting the pitfalls that can occur in teaching chemistry and how to circumvent them The main topics discussed include best practices project based education blended learning and the role of technology including e learning and science visualization Hands on recommendations on how to optimally implement innovative strategies of teaching chemistry at university and high school levels make this book an essential resource for anybody interested in either teaching or learning chemistry more effectively from experience chemistry professors to secondary school teachers from educators with no formal training in didactics to frustrated chemistry students Learner-Centered Teaching Maryellen Weimer,2013-01-28 In this second edition of the classic work Learner Centered Teaching Maryellen Weimer one of the nation s most highly regarded authorities on effective college teaching

offers a comprehensive introduction to the topic of learner centered teaching in the college and university classroom This thoroughly revised and updated edition includes the most current examples of practice in action from a variety of disciplines and contains new information on the research support for learner centered approaches Weimer also includes a more in depth discussion of how students developmental issues influence the effectiveness of learner centered teaching Learner centered teaching focuses attention on what the student is learning how the student is learning the conditions under which the student is learning whether the student is retaining and applying the learning and how current learning positions the student for future learning To help educators accomplish the goals of learner centered teaching this important book presents the meaning practice and ramifications of the learner centered approach and how this approach transforms the college classroom environment Learner Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone The book also offers well researched advice for educators who want to transition to a learner centered approach in their classrooms and identifies the steps to take to put into place learner centered policies and practices Learner Centered Teaching provides a theoretical foundation for the learner centered approach and outlines a positive way to improve teaching

Active Learning in College Science Joel J. Mintzes, Emily M. Walter, 2020-02-23 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 na ve 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

Undergraduate Curricular Peer Mentoring Programs Tania Smith,2013 Curricular peer mentoring is a programmatic approach to enrich student learning and engagement in postsecondary courses in which instructors welcome a more experienced undergraduate student into a credit course they are teaching The student then serves as peer mentor to the students enrolled Peer mentors can provide a variety of peer appropriate course specific mentoring tutoring facilitation and leadership roles and activities that complement the roles of the course s instructor and teaching assistants both in classroom settings and beyond A program provides training and ongoing support for a larger number of peer mentors and instructional teams and manages recruitment and program research and quality This volume provides research findings definitions theories and practical program descriptions as a foundation for program development and research of undergraduate curricular peer mentoring programs in higher education This work builds on a long history of higher education program development and collects a significant amount of literature that has previously been scattered

The Crisis of Race in Higher Education William F. Tate IV,Nancy Staudt,Ashley Macrander,2016-12-22 The compendium of writings in this edited volume sheds light on the event Race Ethnicity A Day of Discovery and Dialogue at Washington University in St Louis and the work current students faculty and staff are doing to improve inclusivity on campus and in St Louis

Research Based Undergraduate Science Teaching Dennis W. Sunal,Cynthia S Sunal,Emmett L. Wright,Cheryl L. Mason,Dean Zollman,2014-07-01 Research in Science Education RISE Volume 6 Research Based Undergraduate Science Teaching examines research theory and practice concerning issues of teaching science with undergraduates This RISE volume addresses higher education faculty and all who teach entry level science The focus is on helping undergraduates develop a basic science literacy leading to scientific expertise RISE Volume 6 focuses on research based reforms leading to best practices in teaching undergraduates in science and engineering The goal of this volume is to provide a research foundation for the professional development of faculty teaching undergraduate science Such science instruction should have short and longterm impacts on student outcomes The goal was carried out through a series of events over several years The website at <http://nseus.org> documents materials from these events The international call for manuscripts for this volume requested the inclusion of major priorities and critical research areas methodological concerns and results of implementation of faculty professional development programs and

reform in teaching in undergraduate science classrooms In developing research manuscripts to be reviewed for RISE Volume 6 researchers were asked to consider the status and effectiveness of current and experimental practices for reforming undergraduate science courses involving all undergraduates including groups of students who are not always well represented in STEM education To influence practice it is important to understand how researchbased practice is made and how it is implemented The volume should be considered as a first step in thinking through what reform in undergraduate science teaching might look like and how we help faculty to implement such reform

Unveiling the Magic of Words: A Report on "**Peer Led Team Learning General Chemistry**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Peer Led Team Learning General Chemistry**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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