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The Presentation Lab Active Learning in College Science Using Video to Develop Teaching *Handbook of Business Communication Updated Step by Step Computer Learning 4* Updated Step by Step Computer Learning 5 Teaching and Learning of Fluid Mechanics Step by Step Computer Learning 5 *Cultivating Visionary Leadership by Learning for Global Success* Updated Step by Step Computer Learning 6 Motor Learning and Skill Acquisition *Student Centered Investigative Labs for Middle School Science* Digital Oratory as Discursive Practice Exemplary Science in Grades 9-12 Handbook of Research on K-12 Blended and Virtual Learning Through the i^{2}Flex Classroom Model Pathways, Potholes, and the Persistence of Women in Science *The Multimodal Learning Analytics Handbook The Palgrave Handbook of Global Social Work Education* Learning Journals in the K-8 Classroom *Step by Step Computer Learning 6* Partners in Innovation Assessment for Experiential Learning Microsoft PowerPoint 97 *Learning to Communicate in Science and Engineering Revolutionizing K-12 Blended Learning through the i^{2}Flex Classroom Model* Hybrid Learning and Education Evaluating Second Language Courses Lessons learned from the recession Designing Interventions to Address Complex Societal Issues Introduction to Online Learning Right Research Visions and Concepts for Education 4.0 Teaching and Learning in the School Chemistry Laboratory *Resources in Education* Field and Laboratory Exercises in Animal Behavior Laboratory Inquiry in Chemistry Applied Degree Education and the Future of Learning Chemistry Education *Fundamentals of Anatomy and Physiology* Planning a Career in Biomedical and Life Sciences

LABORATORY INQUIRY IN CHEMISTRY, Thrid Edition provides a unique set of guided-inquiry investigations that focus on constructing knowledge about the conceptual basis of laboratory techniques,

instead of simply learning techniques. By focusing on developing skills for designing experiments, solving problems, thinking critically, and selecting and applying appropriate techniques, the authors expose students to a realistic laboratory experience, typical of the practicing chemist. This new edition continues the proven three-phase learning cycle: exploration of chemical behaviors within the context of the problems posed; concept invention--the use of data and observations to construct accepted scientific knowledge about the concepts explored in the laboratory investigation; and, concept application--where students apply their conceptual understanding of the investigation at hand by modifying or extending the experiments, and write a report that emphasizes conceptual relevance. These college and honors level inquiry-based experiments correlate well with the recommended experiments outlined by the Advanced Placement Chemistry Development Committee. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. Blended learning has gained significant attention recently by educational leaders, practitioners, and researchers. i^{2}Flex, a variation of blended learning, is based on the premise that certain non-interactive teaching activities, such as lecturing, can take place by students without teachers' direct involvement. Classroom time can then be used for educational activities that fully exploit teacher-student and student-student interactions, allowing for meaningful personalized feedback and scaffolding on demand. Revolutionizing K-12 Blended Learning through the i^{2}Flex Classroom Model presents a well-rounded discussion on the i^{2}Flex model, highlighting methods for K-12 course design, delivery, and evaluation in addition to teacher performance assessment in a blended i^{2}Flex environment. Emphasizing new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers, this publication is an essential reference source for pre-service and in-service teachers, researchers, administrators, and educational technology developers. 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. Updated Step by Step Computer Learning is a Windows 10 and Office 2016 based series. It is a revised series of eight books for Classes 1 to 8. It covers a wide array of topics which are relevant and useful. The books in this series are written in a very simple and easy to understand language. The clearly guided steps make these books sufficient for self-study for children. This book offers an appraisal of oratory, old and new, relating former discourse practice to a specific sub-set of contemporary, digital practices. The author explores the interface between language and society, providing an interdisciplinary study at the crossroads of discourse, linguistics, communication and rhetoric. The comparisons she draws are particularly pertinent in light of the steep rise in presentations given during video-conferences, webinars, and other online events during the COVID-19 pandemic, an event which accelerated previous moves towards digital communication and which is likely to have a long-term impact on communication styles. This book will be of interest to academics and students in fields including discourse analysis, applied linguistics, communication studies, digital studies and business studies. This book draws on the responses to learning and teaching and applied education futures thinking, that provide insights into the future of learning. It brings together more than 30 novel and important applied research and scholarly contributions from around the world, including Australia, Canada, Finland, Germany, Hong Kong, Japan, Macau, Mainland China, Malaysia, Morocco, Pakistan, and the UK. The chapters, including reflective essays and practice-based case examples, are divided into five major themes: Future ready values and competencies for the future of work Innovative pedagogies in applied degree learning and training Driving student access, engagement, and success through digital technologies Intelligent technologies: Embedding the new world of work into applied degrees Lifelong learning, partnering, and the future of work This book is important for readers interested in international perspectives on the future of work and professional

education. Typically, books on evaluation in the second and foreign language field deal with large programs and often result from large?scale studies done by the authors. The challenge for ordinary second and foreign language classroom teachers is that they must extrapolate techniques or strategies for evaluation from a very large scale to a much smaller scale, that of the course. At the same time, classroom teachers are responsible for outcomes of their courses and need to do evaluation on a scale and for needs of their choosing. Evaluating Second Language Courses is designed for classroom teachers who are dealing with a single course, and who wish to understand and improve some aspect of their course. This book contains research on the pedagogical aspects of fluid mechanics and includes case studies, lesson plans, articles on historical aspects of fluid mechanics, and novel and interesting experiments and theoretical calculations that convey complex ideas in creative ways. The current volume showcases the teaching practices of fluid dynamicists from different disciplines, ranging from mathematics, physics, mechanical engineering, and environmental engineering to chemical engineering. The suitability of these articles ranges from early undergraduate to graduate level courses and can be read by faculty and students alike. We hope this collection will encourage cross-disciplinary pedagogical practices and give students a glimpse of the wide range of applications of fluid dynamics. 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. This anthology explores theories and pedagogical practices that seek to graduate global leaders who are culturally astute, intellectually alert, technologically creative and innovative, and ethically sound. In Part I, the contributors examine the tasks of helping students develop a voice, an identity, and a sense of mission in their writing. Part II explores the teaching of literacies in the areas of science, technology, engineering, and mathematics (STEM); literacies necessary for creating competitive visionary leaders in the marketplace. Part III showcases methods of instruction that teachers draw from histories, literature, social sciences, and American cultures in particular and global cultures in general. In Part IV, the contributors offer teaching strategies not only in critical-thinking skills, but also in imaginative, creative-thinking skills to prepare visionary leaders to create solutions and products to meet the needs of the world's population and marketplaces. This handbook is the first book ever covering the area of Multimodal Learning Analytics (MMLA). The field of MMLA is an emerging domain of Learning Analytics and plays an important role in expanding the Learning Analytics goal of understanding and improving learning in all the different environments where it occurs. The challenge for research and practice in this field is how to develop theories about the analysis of human behaviors during diverse learning processes and to create useful tools that could augment the capabilities of learners and instructors in a way that is ethical and sustainable. Behind this area, the CrossMMLA research community exchanges ideas on how we can analyze evidence from multimodal and multisystem data and how we can extract meaning from this increasingly fluid and complex data coming from different kinds of transformative learning situations and how to best feed back the results of these analyses to achieve positive transformative actions on those learning processes. This handbook also describes how MMLA uses the advances in machine learning and affordable sensor technologies to act as a virtual observer/analyst of learning activities. The book describes how this "virtual nature" allows MMLA to provide

new insights into learning processes that happen across multiple contexts between stakeholders, devices and resources. Using such technologies in combination with machine learning, Learning Analytics researchers can now perform text, speech, handwriting, sketches, gesture, affective, or eye-gaze analysis, improve the accuracy of their predictions and learned models and provide automated feedback to enable learner self-reflection. However, with this increased complexity in data, new challenges also arise. Conducting the data gathering, pre-processing, analysis, annotation and sense-making, in a way that is meaningful for learning scientists and other stakeholders (e.g., students or teachers), still pose challenges in this emergent field. This handbook aims to serve as a unique resource for state of the art methods and processes. Chapter 11 of this book is available open access under a CC BY 4.0 license at link.springer.com. In spite of the day-to-day relevance of business communication, it remains underrepresented in standard handbooks and textbooks on applied linguistics. The present volume introduces readers to a wide variety of linguistic studies of business communication, ranging from traditional LSP approaches to contemporary discourse-based work, and from the micro-level of lexical choice to macro-level questions of language policy and culture. Field and Laboratory Exercises in Animal Behavior is an interactive laboratory manual for students in animal behavior, ethology, and behavioral ecology. It is the first of its kind in this subject area that guides students through the diverse and fascinating fields of behavioral and ethological studies, employing a wide array of organisms as model systems for the study of behavior. Students participate in the development of hypothesis and turn the recording, analysis, and interpretation of data into an active and engaging process. A teacher-friendly companion website provides extensive teaching notes on the background to each lab project, tips and hints for successful project presentation, sources for studying organisms, ideas for variations in labs, and alternate study organisms. This text is recommended for undergraduate courses in Animal Behavior, Ethology, and Behavioral Ecology. Provides fully developed and tested laboraty exercises Offers both field and lab experiences-adaptable for fall, spring, or summer courses Laboratories emphasize

student thought and involvement in experimental design Includes an online supplement to the manual for teachers This handbook addresses the issues and challenges of the delivery of social work education in the contemporary world. It provides an authoritative overview of the key debates, switching the lens away from a Western-centric focus to engage with a much broader audience in countries that are in the process of modernization and professionalization, alongside those where social work education is more developed. Chapters tackle major challenges with respect to curriculum, teaching, practice, and training in light of globalization, providing a thorough examination of the practice of social work in diverse contexts. This handbook presents a contribution to the process of knowledge exchange which is essential to global social work education. It brings together professional knowledge and lived experience, both universal and local, and aims to be an essential reference for social work educators, researchers, and students. This book constitutes the refereed proceedings of the First International Conference on Hybrid Learning, ICHL 2008, held in Hong Kong, China, in August 2008. The 38 revised full papers presented together with 3 keynote lectures were carefully reviewed and selected from 142 submissions. The papers are organized in topical sections on hybrid education, model and pedagogies for hybrid learning, trends, pervasive learning, mobile and ubiquitous learning, hybrid learning experiences, hybrid learning systems, technologies, as well as contextual attitude and cultural effects. Updated Step by Step Computer Learning is a Windows 10 and Office 2016 based series. It is a revised series of eight books for Classes 1 to 8. It covers a wide array of topics which are relevant and useful. The books in this series are written in a very simple and easy to understand language. The clearly guided steps make these books sufficient for self-study for children. Revealing the difference between great slides and great presentations Based on a proven process from one of the world's most prominent presentation consultancy and design firms,The Presentation Lab challenges everything you thought you knew about creating and delivering engaging business presentations. Author Simon Morton shares his unique Presentation Optimization methodology and takes readers on a journey of evolution and

revolution to discover what makes an effective presentation (and you may be surprised to know that great design is the last thing you need to worry about). Using practical tips and drawing on Simon's experiences working with companies around the globe, The Presentation Lab will help everyone who ever needs to present by revealing what works, what doesn't and, more importantly, why. The Presentation Lab tackles "Death by PowerPoint" head on by dispelling presentation myths, examining the latest presentation innovations, exploring new concepts for audience engagement and delivery and challenging to status quo of today's business presentation landscape. Teaching models that focus on blended and virtual learning have become important during the past year and have become integral for the continuance of learning. The i²Flex classroom model, a variation of blended learning, allows non-interactive teaching activities to take place without teachers' direct involvement, freeing up time for more meaningful teacher-student and student-student interactions. There is evidence that i²Flex leads to increased student engagement and motivation as well as better exploitation of teachers' and classroom time leading to the development of higher order cognitive skills as well as study skills for students' future needs related to citizenship, college, and careers. The Handbook of Research on K-12 Blended and Virtual Learning Through the i²Flex Classroom Model focuses not only on how to design, deliver, and evaluate courses, but also on how to assess teacher performance in a blended i2Flex way at the K12 level. The book will discuss the implementation of the i²Flex (isquareFlex), a non-traditional learning methodology, which integrates internet-based delivery of content and instruction with faculty-guided, student-independent learning in combination with face-to-face classroom instruction aiming at developing higher order cognitive skills within a flexible learning design framework. While highlighting new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers, this publication is an essential reference source for pre-service and in-service teachers, researchers, administrators, educational technology developers, and students interested in how the i2Flex model was implemented in classrooms and the effects of this learning model. Training for and pursuing a

career in science can be treacherous for women; many more begin than ultimately complete at every stage. Characterizing this as a pipeline problem, however, leads to a focus on individual women instead of structural conditions. The goal of the book is to offer an alternative model that better articulates the ideas of agency, constraint, and variability along the path to scientific careers for women. The chapters in this volume apply the metaphor of the road to a variety of fields and moments that are characterized as exits, pathways, and potholes. The scholars featured in this volume engaged purposefully in translation of sociological scholarship on gender, work, and organizations. They focus on the themes that emerge from their scholarship that add to or build on our existing knowledge of scientific work, while identifying tools as well as challenges to diversifying science. This book contains a multitude of insights about navigating the road while training for and building a career in science. Collectively, the chapters exemplify the utility of this approach, provide useful tools, and suggest areas of exploration for those aiming to broaden the participation of women and minorities. Although this book focuses on gendered constraints, we are attentive to fact that gender intersects with other identities, such as race/ethnicity and nativity, both of which influence participation in science. Several chapters in the volume speak clearly to the experience of underrepresented minorities in science and others consider the circumstances and integration of non-U.S. born scientists, referred to in this volume as international scientists. Disaggregating gender deepens our understanding and illustrates how identity shapes the contours of the scientific road. This edited volume is about the application of design-led approaches for developing interventions that have the intention of addressing real-world issues and problems. The book documents the realities of developing and designing interventions for real people, in a real-world context. The topics covered in the book are multi-disciplinary, and include examples from health and wellbeing, education, and agriculture. The contributors provide open and honest accounts of the challenges and restrictions, highlighting the positive impact that can be gained from involving stakeholders as key voices in the intervention development process. These case studies suggest

underpinning methodologies that will support the formalisation of these design-led approaches, permitting the formation of robust frameworks in the future. The book will be of interest to scholars working in design, design research, intervention design, co-design, user-centred design, service design, digital design, digital healthcare, and evidence-based design. Updated Step by Step Computer Learning is a Windows 10 and Office 2016 based series. It is a revised series of eight books for Classes 1 to 8. It covers a wide array of topics which are relevant and useful. The books in this series are written in a very simple and easy to understand language. The clearly guided steps make these books sufficient for self-study for children. This resource book is intended for experienced middle school science teachers who are seeking ways to incorporate a more student centered approach to investigative lab activities. New teachers can also benefit from this manual. This resource book is based upon a teaching philosophy known as the Learning Cycle. In the Learning Cycle (LC) model of teaching scinece, students work together in groups of three or four with limted teacher guidance to develop lab procedures for the investigation of questions which can be studied in the laboratory or field. Integrating theory with practice, this core textbook provides a structured and sequential introduction to motor learning and motor control. Part 1 begins by introducing what motor learning is and how movement is controlled, before exploring how a learning environment may be manipulated to assist in the learning and performance of movement skills. Part 2 explores motor control from neural, behavioural and dynamic systems perspectives. Part 3 provides an overview of considerations in applying motor learning and skill acquisition principles to physical education, exercise and sports science. Chapters are illustrated with flowcharts and diagrams to aid students' understanding, and include activities and end-of-chapter review questions to consolidate knowledge. Motor Learning and Skill Acquisition is essential reading for all Physical Education, Exercise and Sports Science and Sports Coaching students. New to this Edition: - New and updated chapters on skill acquisition approaches, talent identification and development, and performance analysis and feedback as well as separate chapters on practice design and task modification, and

practice organisation and planning - Contains additional content on decision-making, tactical and strategic skills, traditional and constraints-led skill acquisition approaches, practice design, and skill-drill and game-based practice for skill acquisition - Supported by a bank of online lecturer resources, including PowerPoints, MCQs and lab activities Learning Journals in the K-8 Classroom is the first comprehensive presentation of how to use academic journals effectively for elementary-level instruction. The text outlines the theoretical foundations for using learning journals and provides step-by-step suggestions for implementing them in every content area and at all levels of elementary instruction. Learning journals provide resources and support for reading aloud, independent reading, mini-lessons, cooperative study, individual research, workshops, and the portfolio system. The type of interactive writing students do in learning journals helps them explore complex ideas in the content areas, using their own strengths of analysis and response; the journals then become resources for future learning, group discussions, individual conferences, learning assessment, reports, and progress. Four introductory chapters show teachers how to create their own journals, introduce journals to students, integrate them with cooperative study, and use them for assessment. Additional chapters focus on the individual curriculum areas of literature, writing, mathematics, science, and social studies. The text includes sample entries from student journals at all grade levels and in every content area, and appendices of annotated resources to support journaling and interviews with teachers who use journals in their classrooms. This book addresses myths and misconceptions regarding online education, organization, communication, time management, personal learning styles, key aspects of research, handling technological 'catastrophes', where to seek help when you need it, and other tips for successfully meeting the unique demands of distance learning. This book contains relevant, original examples and illustrations, as well as online resources with links to meaningful examples, interviews with students, etc. Contains fifteen essays in which high school teachers share the stories of their success in planning content, improving teaching, and assessing learning since the release of the National Science Education Standards in 1996.

Seymour argues from evidence that effective deployment, adequate professional education, and collegial collaboration between faculty and their TAs; are critical in ensuring the future quality of science education."--BOOK JACKET. Chan's book explores the challenges in assessing experiential learning, deepens our understanding, and inspires readers to think critically about the purpose of assessment in experiential learning. Experiential learning has been studied and proven to be effective for student learning, particularly for the development of holistic competencies (i.e. 21st century skills, soft skills, transferable skills) considered essential for individuals to succeed in the increasingly global and technology-infused 21st century society. Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences, however the assessment of these programmes tends to be limited, unclear, and contested. Assessment plays a central role in education policies and students' approach to learning. But do educators know how to assess less traditional learning such as service learning, entrepreneurship, cross-discipline or cross-cultural projects, internships and student exchanges? While the current assessment landscape is replete with assessments that measure knowledge of core content areas such as mathematics, law, languages, science and social studies, there is a lack of assessments and research that focus on holistic competencies. How do we assess students' ability to think critically, problem solve, adapt, self-manage and collaborate? Central to the discussion in this book, is the reason students are assessed and how they should be assessed to bring out their best learning outcomes. Offering a collection of best assessment practice employed by teachers around the world, this volume brings together both theoretical and empirical research that underpins assessment; and perceptions of different stakeholders – understanding of assessment in experiential learning from students, teachers, and policymakers. The idea of assessment literacy also plays an important role in experiential learning, for example, reflection is often used in assessing students in experiential learning but how reflection literate are educators, are they aware of the ethical dilemmas that arise in assessing students? These questions are discussed in detail.

The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes. The book will be particularly informative to academic developers, teachers, students and community partners who struggle with the development and assessment for experiential learning, those who plan to apply for funding in experiential learning, and policymakers and senior managements seeking evidence and advice on fine-tuning curricular, assessment designs and quality assurance. Step by step computer learning is a Windows 7 and Office 2013 based series. It is a revised series of eight books for Classes 1 to 8. It covers a wide array of topics which are relevant and useful. The books in this series are written in a very simple and easy to understand language. The clearly guided steps make these books sufficient for self-study for children Step by step computer learning is a Windows 7 and Office 2013 based series. It is a revised series of eight books for Classes 1 to 8. It covers a wide array of topics which are relevant and useful. The books in this series are written in a very simple and easy to understand language. The clearly guided steps make these books sufficient for self-study for children The introduction of digital technology to video use has opened up new opportunities for raising the quality of teaching and learning. This book provides the first integrated account of how digital video can be used to develop teaching competence. It shows not only how using video can help teachers move towards more dialogic forms of teaching and learning, but also how such change benefits pupils' learning and behaviour. Based on extensive literature reviews this book provides an overview of "visual teacher learning" and summarises what is known about instructional improvements that teachers can achieve by engaging in it. These reviews and the author's empirical studies explain the activities, processes and organisational conditions needed for implementing visual teacher learning in teacher education and professional development. The book concludes with practical resources for practitioners incorporating the lessons drawn from theory and research. Packed with vivid illustrations, best-selling FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY, 4E is written specifically for learners in a one-semester introductory A&P course in the allied health field who have little or no previous knowledge of

anatomy and physiology. Known for its clear approach to teaching, the text is widely praised for its ability to break A&P down into very simple, easy to understand language. Content is organized according to body systems and focuses on the body working together to promote homeostasis. Improving both the quality and quantity of text illustrations, the Fourth Edition's new art program brings text concepts to life with new figures throughout. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. The book is current and interdisciplinary, engaging with recent developments around this topic and including perspectives from sciences, arts, and humanities. It will be a welcome contribution to studies of the Anthropocene as well as studies of research methods and practices. —Sam Mickey, University of S. Francisco Educational institutions play an instrumental role in social and political change, and are responsible for the environmental and social ethics of their institutional practices. The essays in this volume critically examine scholarly research practices in the age of the Anthropocene, and ask what accountability educators and researchers have in 'righting' their relationship to the environment. The volume further calls attention to the geographical, financial, legal and political barriers that might limit scholarly dialogue by excluding researchers from participating in traditional modes of scholarly conversation. As such, Right Research is a bold invitation to the academic community to rigorous self-reflection on what their research looks like, how it is conducted, and how it might be developed so as to increase accessibility and sustainability, and decrease carbon footprint. The volume follows a three-part structure that bridges conceptual and practical concerns: the first section challenges our assumptions about how sustainability is defined, measured and practiced; the second section showcases artist-researchers whose work engages with the impact of humans on our environment; while the third section investigates how academic spaces can model eco-conscious behaviour. This timely volume responds to an increased demand for environmentally sustainable research, and is outstanding not only in its interdisciplinarity, but its embrace of non-traditional formats, spanning academic articles, creative acts, personal reflections and dialogues. Right Research will

be a valuable resource for educators and researchers interested in developing and hybridizing their scholarly communication formats in the face of the current climate crisis. This book contains papers in the fields of Interactive, Collaborative, and Blended Learning; Technology-Supported Learning; Education 4.0; Pedagogical and Psychological Issues. With growing calls for affordable and quality education worldwide, we are currently witnessing a significant transformation in the development of post-secondary education and pedagogical practices. Higher education is undergoing innovative transformations to respond to our urgent needs. The change is hastened by the global pandemic that is currently underway. The 9th International Conference on Interactive, Collaborative, and Blended Learning: Visions and Concepts for Education 4.0 was conducted in an online format at McMaster University, Canada, from 14th to 15th October 2020, to deliberate and share the innovations and strategies. This conference's main objectives were to discuss guidelines and new concepts for engineering education in higher education institutions, including emerging technologies in learning; to debate new conference format in worldwide pandemic and post-pandemic conditions; and to discuss new technology-based tools and resources that drive the education in non-traditional ways such as Education 4.0. Since its beginning in 2007, this conference is devoted to new learning approaches with a focus on applications and experiences in the fields of interactive, collaborative, and blended learning and related new technologies. Currently, the ICBL conferences are forums to exchange recent trends, research findings, and disseminate practical experiences in collaborative and blended learning, and engineering pedagogy. The conference bridges the gap between 'pure' scientific research and the everyday work of educators. Interested readership includes policymakers, academics, educators, researchers in pedagogy and learning theory, school teachers, industry-centric educators, continuing education practitioners, etc. Case studies and pedagogical strategies to help science and engineering students improve their writing and speaking skills while developing professional identities. To many science and engineering students, the task of writing may seem irrelevant to their future professional careers. At MIT, however, students discover that

writing about their technical work is important not only in solving real-world problems but also in developing their professional identities. MIT puts into practice the belief that “engineers who don't write well end up working for engineers who do write well,” requiring all students to take “communications-intensive” classes in which they learn from MIT faculty and writing instructors how to express their ideas in writing and in presentations. Students are challenged not only to think like professional scientists and engineers but also to communicate like them.This book offers in-depth case studies and pedagogical strategies from a range of science and engineering communication-intensive classes at MIT. It traces the progress of seventeen students from diverse backgrounds in seven classes that span five departments. Undergraduates in biology attempt to turn scientific findings into a research article; graduate students learn to define their research for scientific grant writing; undergraduates in biomedical engineering learn to use data as evidence; and students in aeronautic and astronautic engineering learn to communicate collaboratively. Each case study is introduced by a description of its theoretical and curricular context and an outline of the objectives for the students' activities. The studies describe the on-the-ground realities of working with faculty, staff, and students to achieve communication and course goals, offering lessons that can be easily applied to a wide variety of settings and institutions. Planning a Career in Biomedical and Life Sciences presents useful information, insights, and tips to those pursuing a career in the biomedical and life sciences. The book focuses on making educated choices during schooling, training, and job searching in both the academic and non-academic sectors. The premise of Planning a Career in Biomedical and Life Sciences is that by understanding the full path of a career in either the biomedical or life science fields, you can proactively plan your career, recognize any opportunities that present themselves, and be well prepared to address important aspects of your own professional development. Topics include choosing your training path, selecting the best supervisor/mentor, and negotiating a job offer. Provides strategies on evaluating biomedical and life sciences education and professional development opportunities in a thorough and systematic fashion. Discusses possible pitfalls and offers insight

into how to navigate them successfully at various points of a scientist's career. Offers valuable advice on how to make the best choices for yourself at any stage in your career. Research into the educational effectiveness of chemistry practical work has shown that the laboratory offers a unique mode of instruction, assessment and evaluation. Laboratory work is an integral and important part of the learning process, used to encourage the development of high order thinking and learning alongside high order learning and thinking skills such as argumentation and metacognition. Authored by renowned experts in the field of chemistry education, this book provides a holistic approach to cover all issues related to learning and teaching in the chemistry laboratory. With sections focused on developing the skill sets of teachers, as well as approaches to supporting students in the laboratory, the book offers a comprehensive look at vicarious instruction methods, teacher and students' roles, and the blend with ICT, simulations, and other effective approaches to practical work. The book concludes with a focus on retrospective issues, followed-up with a look to the future of laboratory learning. A product of nearly fifty years of research, this book will be useful for chemistry teachers, curriculum developers, researchers in chemistry education, and professional development providers.

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