Yale University And Northwestern Connecticut Community College Are Distinguished In A New Report On Improving Undergraduate Biology Education

National Research Council, Division on Earth and Life Studies, Board on Life Sciences, Committee on a New Biology for the 21st Century: Ensuring the United States Leads the Coming Biology Revolution

Foundation News ,1982

The Netter Collection of Medical Illustrations: Digestive System: Part III - Liver, etc. E-Book James C Reynolds, 2016-03-22 Liver, Biliary Tract and Pancreas, 2nd Edition, part 3 in the 3-book Digestive System volume, provides a concise and highly visual approach to the basic sciences and clinical pathology of the hepatobiliary system and pancreas. This book in The Netter Collection of Medical Illustrations (the CIBA Green Books) has been expanded and revised to capture current perspectives in hepatology, pancreatology, and gastroenterology - from normal anatomy and physiology through pathophysiology, diagnostics and treatment of the liver, pancreas, and biliary tract. It also features radiologic and pathologic images to supplement the classic Netter illustrations, as well as new illustrations. This this updated classic is ideal for students and health professionals seeking an easily accessible guide to the digestive system. Put concepts into practice. An exquisite art program that focuses on clarity of presentation with an emphasis on anatomy, pathology, patient presentation, and clinical context. Gain a rich, comprehensive overview of the liver, pancreas and biliary tract by seeing classic Netter illustrations side by side with cutting-edge radiologic and laparoscopic images. Explore key topics, including tumors of cirrhosis, portal hypertension, pancreatitis, liver lobectomy and transplantation, and cholescystectomy. See modern issues in digestive health and disease captured in the visually rich Netter artistic tradition via contributions from artists working in the Netter style. Get complete, integrated visual guidance on the hepatobiliary system and pancreas in a single source, from basic sciences and normal anatomy and function through pathologic conditions. Benefit from the knowledge of a team of renowned clinicians and scientists.

Science John Michels (Journalist),2004

Who's who Among Hispanic Americans Amy L. Unterburger, Jane L. Delgado, 1991

Who's who Among Hispanic Americans, 1991-92 Amy L. Unterburger, Jane L. Delgado, 1991

Anthropology Newsletter, 1981

Strengthening Forensic Science in the United States National Research Council, Division on Engineering and Physical Sciences, Committee on Applied and Theoretical Statistics, Policy and Global Affairs, Committee on Science, Technology, and Law, Committee on Identifying the Needs of the Forensic Sciences Community, 2009-07-29 Scores of talented and dedicated people serve the forensic science community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that change and advancements, both systematic and scientific, are needed in a number of forensic science disciplines to ensure the reliability of work, establish enforceable standards, and promote best practices with consistent application. Strengthening Forensic Science in the United States: A Path Forward provides a detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. Strengthening Forensic Science in the United States gives a full account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-action for congress and policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators.

Who's who in American Education ,1992

Comprehensive Dissertation Index ,1984

College Learning for the New Global Century Association of American Colleges and Universities, 2007 College Learning for the New Global Century, published through the LEAP (Liberal Education and America's Promise) initiative, spells out the essential aims, learning outcomes, and guiding principles for a 21st century college education. It reports on the promises American society needs to make - and keep - to all who seek a college education and to the society that will depend on graduates' future leadership and capabilities. -- Foreword (p. vii).

Greenes' Guides to Educational Planning: The Hidden Ivies Howard Greene, Matthew W. Greene, 2000-07-25 The Hidden Ivies focuses on liberal arts colleges and universities that are comparable quality to the Ivies. Based on surveys and interviews with students as well as college presidents, deans of faculty, and other administrators, The Hidden Ivies presents

an insider perspective of thirty leading institutions of exceptional merit. Thee colleges and universities provide an outstanding educational experience for the gifted college-bound student and provide the foundations for life after graduation. *Choice* .1977

Reimagining our futures together International Commission on the Futures of Education, 2021-11-06 The interwoven futures of humanity and our planet are under threat. Urgent action, taken together, is needed to change course and reimagine our futures.

BIO2010 National Research Council, Division on Earth and Life Studies, Board on Life Sciences, Committee on Undergraduate Biology Education to Prepare Research Scientists for the 21st Century, 2003-02-13 Biological sciences have been revolutionized, not only in the way research is conductedâ€with the introduction of techniques such as recombinant DNA and digital technologyâ€but also in how research findings are communicated among professionals and to the public. Yet, the undergraduate programs that train biology researchers remain much the same as they were before these fundamental changes came on the scene. This new volume provides a blueprint for bringing undergraduate biology education up to the speed of today's research fast track. It includes recommendations for teaching the next generation of life science investigators, through: Building a strong interdisciplinary curriculum that includes physical science, information technology, and mathematics. Eliminating the administrative and financial barriers to cross-departmental collaboration. Evaluating the impact of medical college admissions testing on undergraduate biology education. Creating early opportunities for independent research. Designing meaningful laboratory experiences into the curriculum. The committee presents a dozen brief case studies of exemplary programs at leading institutions and lists many resources for biology educators. This volume will be important to biology faculty, administrators, practitioners, professional societies, research and education funders, and the biotechnology industry.

A New Biology for the 21st Century National Research Council, Division on Earth and Life Studies, Board on Life Sciences, Committee on a New Biology for the 21st Century: Ensuring the United States Leads the Coming Biology Revolution, 2009-11-20 Now more than ever, biology has the potential to contribute practical solutions to many of the major challenges confronting the United States and the world. A New Biology for the 21st Century recommends that a New Biology approach-one that depends on greater integration within biology, and closer collaboration with physical, computational, and earth scientists, mathematicians and engineers-be used to find solutions to four key societal needs: sustainable food production, ecosystem restoration, optimized biofuel production, and improvement in human health. The approach calls for a coordinated effort to leverage resources across the federal, private, and academic sectors to help meet challenges and improve the return on life science research in general.

Law and Neuroscience Owen D. Jones, Jeffrey D. Schall, Francis X. Shen, 2022-10-27 The implications for law of new

neuroscientific techniques and findings are now among the hottest topics in legal, academic, and media venues. Law and Neuroscience—a collaboration of professors in law, neuroscience, and biology—is the first and still only coursebook to chart this new territory, providing the world's most comprehensive collection of neurolaw materials. This text will be of interest to many professors teaching Criminal Law and Torts courses, who would like to incorporate the most current thinking on how biology intersects with the law. New to the Second Edition: Extensively revised chapters, updated with new findings and materials. New chapter on Aging Brains Hundreds of new references and citations to recent developments. Over 600 new references and citations to recent developments, with 260 new readings, including 27 new case selections Highly current material; 45% of cases and publications in the Second Edition were published since the first edition in 2014 Professors and students will benefit from: Technical subjects explained in an accessible manner Extensive glossary of key terms Photos and illustrations enliven the text Professors of any background can teach this course

The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education National Academies of Sciences, Engineering, and Medicine, Policy and Global Affairs, Board on Higher Education and Workforce, Committee on Integrating Higher Education in the Arts, Humanities, Sciences, Engineering, and Medicine, 2018-07-21 In the United States, broad study in an array of different disciplines â€arts, humanities, science, mathematics, engineering†as well as an in-depth study within a special area of interest, have been defining characteristics of a higher education. But over time, in-depth study in a major discipline has come to dominate the curricula at many institutions. This evolution of the curriculum has been driven, in part, by increasing specialization in the academic disciplines. There is little doubt that disciplinary specialization has helped produce many of the achievement of the past century. Researchers in all academic disciplines have been able to delve more deeply into their areas of expertise, grappling with ever more specialized and fundamental problems. Yet today, many leaders, scholars, parents, and students are asking whether higher education has moved too far from its integrative tradition towards an approach heavily rooted in disciplinary silos. These silos represent what many see as an artificial separation of academic disciplines. This study reflects a growing concern that the approach to higher education that favors disciplinary specialization is poorly calibrated to the challenges and opportunities of our time. The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education examines the evidence behind the assertion that educational programs that mutually integrate learning experiences in the humanities and arts with science, technology, engineering, mathematics, and medicine (STEMM) lead to improved educational and career outcomes for undergraduate and graduate students. It explores evidence regarding the value of integrating more STEMM curricula and labs into the academic programs of students majoring in the humanities and arts and evidence regarding the value of integrating curricula and experiences in the arts and humanities into college and university STEMM education programs.

Discipline-Based Education Research National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on the Status, Contributions, and Future Directions of Discipline-Based Education Research, 2012-08-27 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 guestions 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 disciples, 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.

Scientific Teaching Jo Handelsman, Sarah Miller, Christine Pfund, 2007 Seasoned classroom veterans, pre-tenured faculty, and neophyte teaching assistants alike will find this book invaluable. HHMI Professor Jo Handelsman and her colleagues at the Wisconsin Program for Scientific Teaching (WPST) have distilled key findings from education, learning, and cognitive psychology and translated them into six chapters of digestible research points and practical classroom examples. The recommendations have been tried and tested in the National Academies Summer Institute on Undergraduate Education in Biology and through the WPST. Scientific Teaching is not a prescription for better teaching. Rather, it encourages the reader to approach teaching in a way that captures the spirit and rigor of scientific research and to contribute to transforming how students learn science.

<u>Learning and Understanding</u> National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Programs for Advanced Study of Mathematics and Science in American High Schools, 2002-08-06 This book takes a fresh look at programs for advanced studies for high school students in the United States, with a particular

focus on the Advanced Placement and the International Baccalaureate programs, and asks how advanced studies can be significantly improved in general. It also examines two of the core issues surrounding these programs: they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education. By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs, this report provides teachers, parents, curriculum developers, administrators, college science and mathematics faculty, and the educational research community with a detailed assessment that can be used to guide change within advanced study programs.

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