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scientific literacy is part of national science education curricula worldwide in this volume an international group of distinguished scholars offer new ways to look at the key ideas and practices associated with promoting scientific literacy in schools and higher education the goal is to open up the debate on scientific literacy particularly around the tension between theoretical and practical issues related to teaching and learning science uniquely drawing together and examining a rich diverse set of approaches and policy and practice exemplars the book takes a pragmatic and inclusive perspective on curriculum

reform and learning and presents a future vision for science education research and practice by articulating a more expansive notion of scientific literacy

from the foreword these authors have clearly shown the value in looking for the signature pedagogies of their disciplines nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices the authors inspire specialists in other disciplines to do the same furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as women's studies and global studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas anthony a ciccone senior scholar and director carnegie academy for the scholarship of teaching and learning how do individual disciplines foster deep learning and get students to think like disciplinary experts with contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines this book represents a major advance in the scholarship of teaching and learning sotl by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines each chapter begins by summarizing the sotl literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success each concludes by articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field readers will not only benefit from the chapters most relevant to their disciplines as faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords

this book is meant for geoscientists and engineers who are beginners and introduces them to the field of seismic data interpretation and evaluation the exquisite seismic illustrations and real case examples interspersed in the text help the readers appreciate the interpretation of seismic data in a simple way and at the same time emphasize the multidisciplinary integrated practical approach to data evaluation a concerted effort has been made for the readers to realize that mindless interpretation of seismic data using sophisticated software packages without having a grasp on the elementary principles of geology and geophysics and coupled with their over reliance on workstations to provide solutions can have appalling results all too very often

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