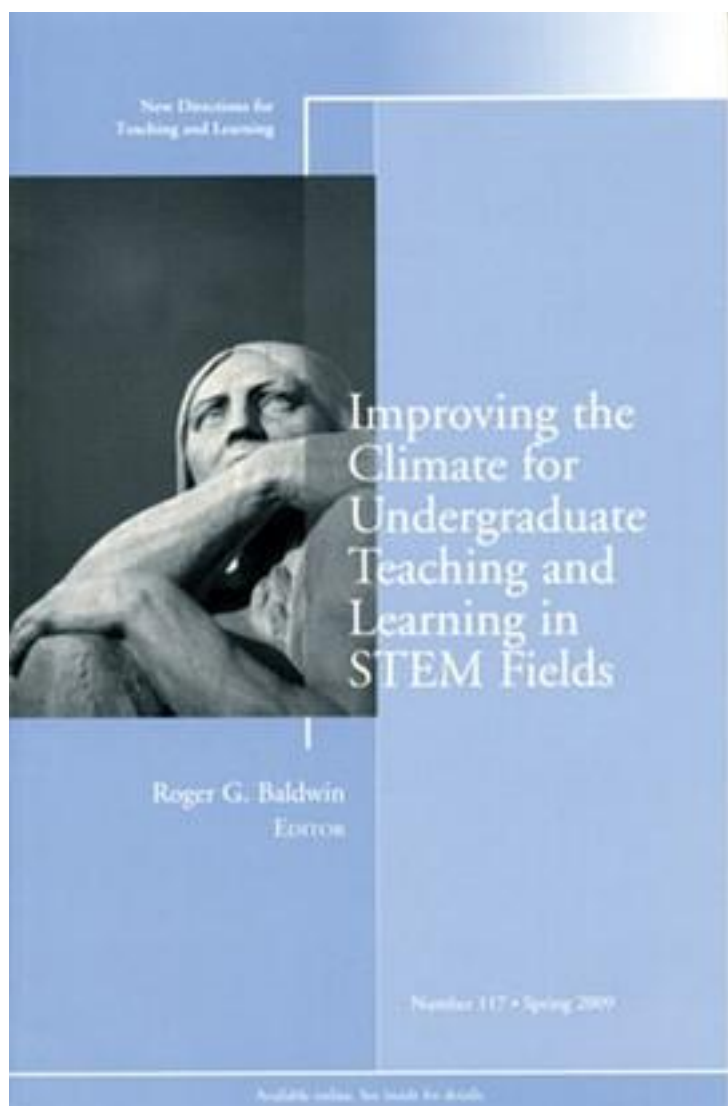


Improving the Climate for Undergraduate Teaching and Learning in STEM Fields Spring 2009



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The quality of undergraduate education in science, technology, engineering, and mathematics (STEM) fields has been a national concern since the time of Sputnik. In spite of many reports on the state of STEM undergraduate education and multiple reform efforts, time-worn patterns of instruction persist in many STEM classrooms and laboratories. It is increasingly clear that major improvements to STEM undergraduate education require the interest and active engagement of key stakeholders, including STEM instructors, academic administrators, disciplinary societies, and government policy-makers. This volume looks at the challenges of enhancing STEM education from the perspective of these different stakeholders, including STEM instructors, academic administrators, disciplinary societies, and government policy-makers. Chapters discuss:

- The climate for undergraduate teaching and learning in STEM fields
- Supportive teaching and learning strategies in STEM education
- Advancing STEM teaching and learning with research teams
- Facilitating reforms in STEM undergraduate education: an administrative perspective
- Discipline-based efforts to enhance undergraduate STEM education
- The National Perspective: Fostering the Enhancement of STEM Undergraduate Education
- Preparing STEM Doctoral Students for Future Faculty Careers
- Climate Change: Creating Conditions Conducive to Quality STEM Undergraduate Education

In each of these chapters, contributors provide an illuminating analysis of problems facing STEM education and suggest actions needed to strengthen STEM undergraduate education in a time when science and technology competence are more important than ever. The strategies advanced in this volume should be key elements of the coordinate, system effort necessary to implement lasting reform of STEM undergraduate education. This is the 117th volume of the Jossey-Bass quarterly report series *New Directions for Teaching and Learning*, which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

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