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Over the last decade, increased attention to reaction dynamics, combined with the intensive application of computers in chemical studies, mathematical modeling of chemical processes, and mechanistic studies has brought graph theory to the forefront of research. It offers an advanced and powerful formalism for the description of chemical reactions and their intrinsic reaction mechanisms. Chemical Reaction Networks: A Graph-Theoretical Approach elegantly reviews and expands upon graph theory as applied to mechanistic theory, chemical kinetics, and catalysis. The authors explore various graph-theoretical approaches to canonical representation, numbering, and coding of elementary steps and chemical reaction mechanisms, the analysis of their topological structure, the complexity estimation, and classification of reaction mechanisms. They discuss topologically distinctive features of multiroute catalytic and noncatalytic and chain reactions involving metal complexes. With it's careful balance of clear language and mathematical rigor, the presentation of the authors' significant original work, and emphasis on practical applications and examples, Chemical Reaction Networks: A Graph Theoretical Approach is both an outstanding reference and valuable tool for chemical research.

Prentice Hall Physical Science: Concepts in Action helps students make the important connection between the science they read and what they experience every day. Relevant content, lively explorations, and a wealth of hands-on activities take students' understanding of science beyond the page and into the world around them. Now includes even more technology, tools and activities to support differentiated instruction!

Graphing, Scientific Instruments, Buoyancy, Barometric Pressure, Electrical Currents, Objects in Motion, Sound, Temperature, Heat, Gravity, Magnetism --Cover.

Language is a marvelous tool for communication, but it is greatly overrated as a tool for thought. This volume documents the many ways pictures, visual images, and spatial metaphors influence our thinking. It discusses both classic and recent research that support the view that visual thinking occurs not only where we expect to find it, but also where we do not. Much of comprehending language, for instance, depends on visual simulations of words or on spatial metaphors that provide a foundation for conceptual understanding. Thinking Visually supports comprehension by reducing jargon and by providing many illustrations, educational applications, and problems for readers to solve. It provides a broad overview of topics that range from the visual images formed by babies to acting classes designed for the elderly, from visual diagrams created by children to visual diagrams created by psychologists, from producing and manipulating images to viewing animations. The final chapters discuss examples of instructional software and argue that the lack of such software in classrooms undermines the opportunity to develop visual thinking. The book includes the Animation TutorTM downloadable resources to illustrate the application of research on visual thinking to improve mathematical reasoning.

This edited volume of papers from the twenty first International Conference on Chemical Education attests to our rapidly changing understanding of the chemistry itself as well as to the potentially enormous material changes in how it might be taught in the future. Covering the full range of appropriate topics, the book features work exploring themes as various as e-learning and innovations in instruction, and micro-scale lab chemistry. In sum, the 29 articles published in these pages focus the reader's attention on ways to raise the quality of chemistry teaching and learning, promoting the public understanding of chemistry, deploying innovative technology in pedagogy practice and research, and the value of chemistry as a tool for highlighting sustainability issues in the global community. Thus the ambitious dual aim achieved in these pages is on the one hand to foster improvements in the teaching and communication of chemistry;whether to students or the public, and secondly to promote advances in our broader understanding of the subject that will have positive knock-on effects on the world's citizens and environment. In doing so, the book addresses (as did the conference) the neglect suffered in the chemistry classroom by issues connected to globalization, even as it outlines ways to bring the subject alive in the classroom through the use of innovative technologies.

Learning and teaching complex cultural knowledge calls for meaningful participation in different kinds of symbolic practices, which in turn are supported by a wide range of external representations, as gestures, oral language, graphic representations, writing and many other systems designed to account for properties and relations on some 2- or 3-dimensional objects.

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