

Pogil Succession Answers

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Research in Chemistry Education Liliana Mammino 2021-05-17 This volume emphasizes the role of chemical education for development and, in particular, for sustainable development in Africa, by sharing experiences among specialists across the African continent and with specialists from other continents. It considers all areas and levels of chemistry education, gives specific attention to known major challenges and encourages explorations of novel approaches. The chapters in this book describe new teaching approaches, approach-explorations and in-class activities, analyse educational challenges and possible ways of addressing them and explore cross-discipline possibilities and their potential benefits for chemistry education. This makes the volume an up to date compendium for chemistry educators and educational researchers worldwide.

The Cell Cycle David Morgan 2007 The Cell Cycle: Principles of Control provides an engaging insight into the process of cell division, bringing to the student a much-needed synthesis of a subject entering a period of unprecedented growth as an understanding of the molecular mechanisms underlying cell division are revealed.

Trends in Stem Cell Research Erik V. Greer 2005 Among the many applications of stem cell research are nervous system diseases, diabetes, heart disease, auto-immune diseases as well as Parkinson's disease, end-stage kidney disease, liver failure, cancer, spinal cord injury, multiple sclerosis and Alzheimer's disease. Stem cells are self-renewing, unspecialised cells that can give rise to multiple types all of specialised cells of the body. Stem cell research also involves complex ethical and legal considerations since they involve adult, foetal tissue and embryonic sources. This new book brings together leading research from throughout the world in this frontier field.

Anatomy & Physiology Lindsay Biga 2019-09-26 A version of the OpenStax text

POGIL Activities for High School Biology High School POGIL Initiative 2012

Concepts of Biology Samantha Fowler 2018-01-07 Concepts of Biology is designed for the single-semester introduction to biology course for non-science majors, which for many students is their only college-level science course. As such, this course represents an important opportunity for students to develop the necessary knowledge, tools, and skills to make informed decisions as they continue with their lives. Rather than being mired down with facts and vocabulary, the typical non-science major student needs information presented in a way that is easy to read and understand. Even more importantly, the content should be meaningful. Students do much better when they understand why biology is relevant to their everyday lives. For these reasons, Concepts of Biology is grounded on an evolutionary basis and includes exciting features that highlight careers in the biological sciences and everyday applications of the concepts at hand. We also strive to show the interconnectedness of topics within this extremely broad discipline. In order to meet the needs of today's instructors and students, we maintain the overall

organization and coverage found in most syllabi for this course. A strength of Concepts of Biology is that instructors can customize the book, adapting it to the approach that works best in their classroom. Concepts of Biology also includes an innovative art program that incorporates critical thinking and clicker questions to help students understand--and apply--key concepts.

Empowering Professional Teaching in Engineering John Heywood 2018-03-01 Each one of us has views about education, how discipline should function, how individuals learn, how they should be motivated, what intelligence is, and the structures (content and subjects) of the curriculum. Perhaps the most important beliefs that (beginning) teachers bring with them are their notions about what constitutes "good teaching". The scholarship of teaching requires that (beginning) teachers should examine (evaluate) these views in the light of knowledge currently available about the curriculum and instruction, and decide their future actions on the basis of that analysis. Such evaluations are best undertaken when classrooms are treated as laboratories of inquiry (research) where teachers establish what works best for them. Two instructor centred and two learner centred philosophies of knowledge, curriculum and instruction are used to discern the fundamental (basic) questions that engineering educators should answer in respect of their own beliefs and practice. They point to a series of classroom activities that will enable them to challenge their own beliefs, and at the same time affirm, develop, or change their philosophies of knowledge, curriculum and instruction.

BI02010 National Research Council 2003-02-13 Biological sciences have been revolutionized, not only in the way research is conducted--with the introduction of techniques such as recombinant DNA and digital technology--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.

Nature Spy Shelley Rotner 2014-12-23 A little girl shares tips on how to explore the wonders of the natural world, encouraging children to look closely at such

marvels as seeds in a pod, the patterns of ice crystals, the lines on a leaf, or a spider's web.

Modern Analytical Chemistry David Harvey 2000 Modern Analytical Chemistry is a one-semester introductory text that meets the needs of all instructors. With coverage in both traditional topics and modern-day topics, instructors will have the flexibility to customize their course into what they feel is necessary for their students to comprehend the concepts of analytical chemistry.

Reconceptualizing STEM Education Richard A. Duschl 2016-01-08 Reconceptualizing STEM Education explores and maps out research and development ideas and issues around five central practice themes: Systems Thinking; Model-Based Reasoning; Quantitative Reasoning; Equity, Epistemic, and Ethical Outcomes; and STEM Communication and Outreach. These themes are aligned with the comprehensive agenda for the reform of science and engineering education set out by the 2015 PISA Framework, the US Next Generation Science Standards and the US National Research Council's A Framework for K-12 Science Education. The new practice-focused agenda has implications for the redesign of preK-12 education for alignment of curriculum-instruction-assessment; STEM teacher education and professional development; postsecondary, further, and graduate studies; and out-of-school informal education. In each section, experts set out powerful ideas followed by two eminent discussant responses that both respond to and provoke additional ideas from the lead papers. In the associated website highly distinguished, nationally recognized STEM education scholars and policymakers engage in deep conversations and considerations addressing core practices that guide STEM education.

The Beak of the Finch Jonathan Weiner 2014-05-14 Winner of the Pulitzer Prize Winner of the Los Angeles Times Book Prize On a desert island in the heart of the Galapagos archipelago, where Darwin received his first inklings of the theory of evolution, two scientists, Peter and Rosemary Grant, have spent twenty years proving that Darwin did not know the strength of his own theory. For among the finches of Daphne Major, natural selection is neither rare nor slow: it is taking place by the hour, and we can watch. In this dramatic story of groundbreaking scientific research, Jonathan Weiner follows these scientists as they watch Darwin's finches and come up with a new understanding of life itself. *The Beak of the Finch* is an elegantly written and compelling masterpiece of theory and explication in the tradition of Stephen Jay Gould. With a new preface.

Fire in America Stephen J. Pyne 2017-05-01 From prehistory to the present-day conservation movement, Pyne explores the efforts of successive American cultures to master wildfire and to use it to shape the landscape.

The Vegetation of Wisconsin John T. Curtis 1959-11-15 One of the most important contributions in the field of plant ecology during the twentieth century, this definitive survey established the geographical limits, species compositions, and as much as possible of the environmental relations of the communities composing the vegetation of Wisconsin.

Nanostructured Materials for Treating Aquatic Pollution Gil Alberto Batista Gonçalves 2019-11-21 This book reports the advances in the synthesis of new nanomaterials for the remediation of natural waters, groundwaters, and wastewaters. The authors describe synthetic routes for the assembly of different nanomaterials for the removal of contaminants by adsorption, catalytic degradation, and antibacterial activity. The hazardous effects of nanomaterials in aquatic ecosystems are discussed. This book presents the trends in the development of advanced technologies available in the market based on nanomaterials for more efficient water remediation. The authors also discuss

sustainable management of water resources according to the new technologies developed and the improved efficiency of remediation processes.

Your Inner Fish Neil Shubin 2008-01-15 Neil Shubin, the paleontologist and professor of anatomy who co-discovered Tiktaalik, the "fish with hands," tells the story of our bodies as you've never heard it before. The basis for the PBS series. By examining fossils and DNA, he shows us that our hands actually resemble fish fins, our heads are organized like long-extinct jawless fish, and major parts of our genomes look and function like those of worms and bacteria. *Your Inner Fish* makes us look at ourselves and our world in an illuminating new light. This is science writing at its finest—enlightening, accessible and told with irresistible enthusiasm.

Applied Degree Education and the Future of Work Christina Hong 2020-05-16 This edited volume sets the stage for discussion on Education 4.0, with a focus on applied degree education and the future of work. Education 4.0 refers to the shifts in the education sector in response to Industry 4.0 where digital transformation is impacting the ways in which the world of work and our everyday lives are becoming increasingly automated. In the applied degree sector, significant change and transformation is occurring as leaders, educators and partners evolve smart campus environments to include blended learning, artificial intelligence, data analytics, BYOD devices, process automation and engage in curriculum renewal for and with industries and professions. This volume aims to profile and enhance the contribution of applied educational practice and research particularly in the applied degree sector and includes contributions that show case real world outcomes with students and industry as partners. This edited volume includes a wide range of topics, such as rethinking the role of education and educators; curriculum and the future of work; industrial partnership, collaboration and work integrated learning; vocational and professional practices; students, industry and professions as partners; employability skills and qualities for the 21st century world of work; innovative pedagogy and instructional design; adaptive learning technologies; and data analytics, assessment and feedback. The contributors come from different parts of the world in higher education, including, Canada, China, Finland, Germany, Hong Kong, Italy, Macau, Singapore and the United Kingdom.

Project Retrosight Alexandra Pollitt 2011 This project explores the impacts arising from cardiovascular and stroke research funded 15-20 years ago and attempts to draw out aspects of the research, researcher or environment that are associated with high or low impact. The project is a case study-based review of 29 cardiovascular and stroke research grants, funded in Australia, Canada and UK between 1989 and 1993. The case studies focused on the individual grants but considered the development of the investigators and ideas involved in the research projects from initiation to the present day. Grants were selected through a stratified random selection approach that aimed to include both high- and low-impact grants. The key messages are as follows: 1. The cases reveal that a large and diverse range of impacts arose from the 29 grants studied. 2. There are variations between the impacts derived from basic biomedical and clinical research. 3. There is no correlation between knowledge production and wider impacts. 4. The majority of economic impacts identified come from a minority of projects. 5. We identified factors that appear to be associated with high and low impact. This report presents the key observations of the study and an overview of the methods involved. It has been written for funders of biomedical and health research and health services, health researchers, and policy makers in those fields. It will also be of

interest to those involved in research and impact evaluation.

Understanding by Design Grant Wiggins 2005 Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

The 5Es of Inquiry-Based Science Chitman-Booker, Lakeena 2017-03-01 Create an active learning environment in grades K-12 using the 5E inquiry-based science model! Featuring a practical guide to implementing the 5E model of instruction, this resource clearly explains each "E" in the 5E model of inquiry-based science. It provides teachers with practical strategies for stimulating inquiry with students and includes lesson ideas. Suggestions are provided for encouraging students to investigate and advance their understanding of science topics in meaningful and engaging ways. This resource supports core concepts of STEM instruction.

Quantum Chemistry & Spectroscopy Tricia D. Shepherd 2014-07-28

Discordant Harmonies Daniel B. Botkin 1990 Discusses many of the age-old beliefs held by humankind concerning nature, and argues that it is these that threaten our ability to deal with the ongoing ecological crisis

POGIL Shawn R. Simonson 2019-04-16 Process Oriented Guided Inquiry Learning (POGIL) is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines. Beyond facilitating students' mastery of a discipline, it promotes vital educational outcomes such as communication skills and critical thinking. Its active international community of practitioners provides accessible educational development and support for anyone developing related courses. Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry, The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success, develop curricular materials to assist this process, conduct research expanding what is known about learning and teaching, and provide professional development and collegiality from elementary teachers to college professors. As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels. This is an introduction to the process and the community. Every POGIL classroom is different and is a reflection of the uniqueness of the particular context – the institution, department, physical space, student body, and instructor – but follows a common structure in which students work cooperatively in self-managed small groups of three or four. The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves, based entirely on data provided in class, not on prior reading of the textbook or other introduction to the topic. The learning environment is structured to support the development of process skills — such as teamwork, effective communication, information processing, problem solving, and critical thinking. The instructor's role is to facilitate the development of student concepts and process skills, not to simply deliver content to the students. The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy. The second part of the book focusses on implementing POGIL, covering the formation and effective management of student teams, offering guidance on the selection and writing of POGIL activities, as well as on facilitation, teaching large classes, and assessment. The book concludes with examples of implementation in STEM and

non-STEM disciplines as well as guidance on how to get started. Appendices provide additional resources and information about The POGIL Project.

The Ecological Indian Shepard Krech 1999 Looks at the historical truths and falsehoods about Native Americans and their relationship to nature

Teaching at Its Best Linda B. Nilson 2010-04-20 Teaching at Its Best This third edition of the best-selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques, formats, classroom activities, and exercises, all of which can be implemented immediately. This thoroughly revised edition includes the newest portrait of the Millennial student; current research from cognitive psychology; a focus on outcomes maps; the latest legal options on copyright issues; and how to best use new technology including wikis, blogs, podcasts, vodcasts, and clickers. Entirely new chapters include subjects such as matching teaching methods with learning outcomes, inquiry-guided learning, and using visuals to teach, and new sections address Felder and Silverman's Index of Learning Styles, SCALE-UP classrooms, multiple true-false test items, and much more. Praise for the Third Edition of Teaching at Its Best Everyone veterans as well as novices will profit from reading Teaching at Its Best, for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size, ability, and motivation." Wilbert McKeachie, Department of Psychology, University of Michigan, and coauthor, McKeachie's Teaching Tips This new edition of Dr. Nilson's book, with its completely updated material and several new topics, is an even more powerful collection of ideas and tools than the last. What a great resource, especially for beginning teachers but also for us veterans!" L. Dee Fink, author, Creating Significant Learning Experiences This third edition of Teaching at Its Best is successful at weaving the latest research on teaching and learning into what was already a thorough exploration of each topic. New information on how we learn, how students develop, and innovations in instructional strategies complement the solid foundation established in the first two editions." Marilla D. Svinicki, Department of Psychology, The University of Texas, Austin, and coauthor, McKeachie's Teaching Tips

Preparing for the Biology AP Exam Fred W. Holtzclaw 2009-11-03 Key Benefit: Fred and Theresa Holtzclaw bring over 40 years of AP Biology teaching experience to this student manual. Drawing on their rich experience as readers and faculty consultants to the College Board and their participation on the AP Test Development Committee, the Holtzclaws have designed their resource to help your students prepare for the AP Exam. * Completely revised to match the new 8th edition of Biology by Campbell and Reece. * New Must Know sections in each chapter focus student attention on major concepts. * Study tips, information organization ideas and misconception warnings are interwoven throughout. * New section reviewing the 12 required AP labs. * Sample practice exams. * The secret to success on the AP Biology exam is to understand what you must know—and these experienced AP teachers will guide your students toward top scores! Market Description: Intended for those interested in AP Biology.

Biology for AP® Courses Julianne Zedalis 2017-10-16 Biology for AP® courses covers the scope and sequence requirements of a typical two-semester Advanced Placement® biology course. The text provides comprehensive coverage of foundational research and core biology concepts through an evolutionary lens. Biology for AP® Courses was designed to meet and exceed the requirements of the College Board's AP® Biology framework while allowing significant flexibility for instructors. Each section of the book includes an introduction based on the AP® curriculum and includes

rich features that engage students in scientific practice and AP® test preparation; it also highlights careers and research opportunities in biological sciences.

Forest Ecology J. P. Kimmins 1997 "Forest Ecology" uses an ecosystem approach to understanding the ecology of forests. It examines the form and function of forest ecosystems and how they change over time in response to natural and human-caused disturbances. A complete treatment of the ecosystem including all the major structural components and functional processes of the forest ecosystem. This book examines forest ecology in the context of sustainable development and population growth. Gives equal emphasis to ecosystem function, the physical environment, the biotic processes (population and community ecology) and ecosystem change overtime.

The Memoirs of Lady Hyegyong JaHyun Kim Haboush 2013-09-14 Lady Hyegyong's memoirs, which recount the chilling murder of her husband by his father, form one of the best known and most popular classics of Korean literature. From 1795 until 1805 Lady Hyegyong composed this masterpiece, depicting a court life Shakespearean in its pathos, drama, and grandeur. Presented in its social, cultural, and historical contexts, this first complete English translation opens a door into a world teeming with conflicting passions, political intrigue, and the daily preoccupations of a deeply intelligent and articulate woman. JaHyun Kim Haboush's accurate, fluid translation captures the intimate and expressive voice of this consummate storyteller. Reissued nearly twenty years after its initial publication with a new foreword by Dorothy Ko, *The Memoirs of Lady Hyegyong* is a unique exploration of Korean selfhood and an extraordinary example of autobiography in the premodern era.

University Physics Samuel J. Ling 2017-12-19 University Physics is designed for the two- or three-semester calculus-based physics course. The text has been developed to meet the scope and sequence of most university physics courses and provides a foundation for a career in mathematics, science, or engineering. The book provides an important opportunity for students to learn the core concepts of physics and understand how those concepts apply to their lives and to the world around them. Due to the comprehensive nature of the material, we are offering the book in three volumes for flexibility and efficiency. Coverage and Scope Our University Physics textbook adheres to the scope and sequence of most two- and three-semester physics courses nationwide. We have worked to make physics interesting and accessible to students while maintaining the mathematical rigor inherent in the subject. With this objective in mind, the content of this textbook has been developed and arranged to provide a logical progression from fundamental to more advanced concepts, building upon what students have already learned and emphasizing connections between topics and between theory and applications. The goal of each section is to enable students not just to recognize concepts, but to work with them in ways that will be useful in later courses and future careers. The organization and pedagogical features were developed and vetted with feedback from science educators dedicated to the project. VOLUME III Unit 1: Optics Chapter 1: The Nature of Light Chapter 2: Geometric Optics and Image Formation Chapter 3: Interference Chapter 4: Diffraction Unit 2: Modern Physics Chapter 5: Relativity Chapter 6: Photons and Matter Waves Chapter 7: Quantum Mechanics Chapter 8: Atomic Structure Chapter 9: Condensed Matter Physics Chapter 10: Nuclear Physics Chapter 11: Particle Physics and Cosmology

To Spray Or Not to Spray 1995

Molecular Biology of the Cell Bruce Alberts 2004

Ecological Impacts of Climate Change National Research Council 2008-12-07 The world's climate is changing, and it will continue to change throughout the 21st century

and beyond. Rising temperatures, new precipitation patterns, and other changes are already affecting many aspects of human society and the natural world. In this book, the National Research Council provides a broad overview of the ecological impacts of climate change, and a series of examples of impacts of different kinds. The book was written as a basis for a forthcoming illustrated booklet, designed to provide the public with accurate scientific information on this important subject.

The History of Korean Literature Ko Mi Sook & Jung Min & Jung Byung Sul 2016-12-30

POGIL Activities for AP Biology 2012-10

A Framework for K-12 Science Education National Research Council 2012-02-28 Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

The Fitness of the Environment Lawrence Joseph Henderson 1913

The Revolutionary Genius of Plants Stefano Mancuso 2018-08-28 "Fascinating...full of optimism...this quick, accessible read will appeal to anyone with interest in how plants continue to surprise us." –Library Journal Do plants have intelligence? Do they have memory? Are they better problem solvers than people? *The Revolutionary Genius of Plants*—a fascinating, paradigm-shifting work that upends everything you thought you knew about plants—makes a compelling scientific case that these and other astonishing ideas are all true. Plants make up eighty percent of the weight of all living things on earth, and yet it is easy to forget that these innocuous, beautiful organisms are responsible for not only the air that lets us survive, but for many of our modern comforts: our medicine, food supply, even our fossil fuels. On the forefront of uncovering the essential truths about plants, world-renowned scientist Stefano Mancuso reveals the surprisingly sophisticated ability of plants to innovate, to remember, and to

learn, offering us creative solutions to the most vexing technological and ecological problems that face us today. Despite not having brains or central nervous systems, plants perceive their surroundings with an even greater sensitivity than animals. They efficiently explore and react promptly to potentially damaging external events thanks to their cooperative, shared systems; without any central command centers, they are able to remember prior catastrophic events and to actively adapt to new ones. Every page of *The Revolutionary Genius of Plants* bubbles over with Stefano Mancuso's infectious love for plants and for the eye-opening research that makes it more and more clear how remarkable our fellow inhabitants on this planet really are. In his hands, complicated science is wonderfully accessible, and he has loaded the book with gorgeous photographs that make for an unforgettable reading experience. *The Revolutionary Genius of Plants* opens the doors to a new understanding of life on earth.

[POGIL Activities for High School Chemistry](#) High School POGIL Initiative 2012

Barriers and Opportunities for 2-Year and 4-Year STEM Degrees National Academies of Sciences, Engineering, and Medicine 2016-05-18 Nearly 40 percent of the students entering 2- and 4-year postsecondary institutions indicated their intention to major in science, technology, engineering, and mathematics (STEM) in 2012. But the barriers to students realizing their ambitions are reflected in the fact that about half of those with the intention to earn a STEM bachelor's degree and more than two-thirds intending to earn a STEM associate's degree fail to earn these degrees 4 to 6 years after their initial enrollment. Many of those who do obtain a degree take longer than the advertised length of the

programs, thus raising the cost of their education. Are the STEM educational pathways any less efficient than for other fields of study? How might the losses be "stemmed" and greater efficiencies realized? These questions and others are at the heart of this study. *Barriers and Opportunities for 2-Year and 4-Year STEM Degrees* reviews research on the roles that people, processes, and institutions play in 2- and 4-year STEM degree production. This study pays special attention to the factors that influence students' decisions to enter, stay in, or leave STEM majors—quality of instruction, grading policies, course sequences, undergraduate learning environments, student supports, co-curricular activities, students' general academic preparedness and competence in science, family background, and governmental and institutional policies that affect STEM educational pathways. Because many students do not take the traditional 4-year path to a STEM undergraduate degree, *Barriers and Opportunities* describes several other common pathways and also reviews what happens to those who do not complete the journey to a degree. This book describes the major changes in student demographics; how students view, value, and utilize programs of higher education; and how institutions can adapt to support successful student outcomes. In doing so, *Barriers and Opportunities* questions whether definitions and characteristics of what constitutes success in STEM should change. As this book explores these issues, it identifies where further research is needed to build a system that works for all students who aspire to STEM degrees. The conclusions of this report lay out the steps that faculty, STEM departments, colleges and universities, professional societies, and others can take to improve STEM education for all students interested in a STEM degree.