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This book explores the relationship between the content of chemistry education and the history and philosophy of science (HPS) framework that underlies such education. It discusses the need to present an image that reflects how chemistry developed and progresses. It proposes that chemistry should be taught the way it is practiced by chemists: as a human enterprise, at the interface of scientific practice and HPS. Finally, it sets out to convince teachers to go beyond the traditional classroom practice and explore new teaching strategies. The importance of HPS has been recognized for the science curriculum since the middle of the 20th century. The need for teaching chemistry within a historical context is not difficult to understand as HPS is not far below the surface in any science classroom. A review of the literature shows that the traditional chemistry classroom, curricula, and textbooks while dealing with concepts such as law, theory, model, explanation, hypothesis, observation, evidence and idealization, generally ignore elements of the history and philosophy of science. This book proposes that the conceptual understanding of chemistry requires knowledge and understanding of the history and philosophy of science. [Professor Niaz]'s book is most welcome, coming at a time when there is an urgently felt need to upgrade the teaching of science. The book is a huge aid for adding to the usual way - presenting science as a series of mere facts - also the necessary mandate: to show how science is done, and how science, through its history and philosophy, is part of the cultural development of humanity.[Gerald Holton, Mallinckrodt Professor of Physics & Professor of History of Science, Harvard University]In this stimulating and sophisticated blend of history of chemistry, philosophy of science, and science pedagogy, Professor Mansoor Niaz has succeeded in offering a promising new approach to the teaching of fundamental ideas in chemistry. Historians and philosophers of chemistry --- and above all, chemistry teachers --- will find this book full of valuable and highly usable new ideas[Alan Roche, Case Western Reserve University]This book artfully connects chemistry and chemistry education to the human context in which chemical science is practiced and the historical and philosophical background that illuminates that practice. Mansoor Niaz deftly weaves together historical episodes in the quest for scientific knowledge with the psychology of learning and philosophical reflections on the nature of scientific knowledge and method. The result is a compelling case for historically and philosophically informed science education. Highly recommended!! Harvey Siegel, University of Miami [Books that analyze the philosophy and history of science in Chemistry are quite rare. [Chemistry Education and Contributions from History and Philosophy of Science] by Mansoor Niaz is one of the rare books on the history and philosophy of chemistry and their importance in teaching this science. The book goes through all the main concepts of chemistry, and analyzes the historical and philosophical developments as well as their reflections in textbooks. Closest to my heart is Chapter 6, which is devoted to the chemical bond, the glue that holds together all matter in our earth. The chapter emphasizes the revolutionary impact of the concept of the [covalent bond] on the chemical community and the great novelty of the idea that was conceived 11 years before quantum mechanics was able to offer the mechanism of electron pairing and covalent bonding. The author goes then to describe the emergence of two rival theories that explained the nature of the chemical bond in terms of quantum mechanics; these are valence bond (VB) and molecular orbital (MO) theories. He emphasizes the importance of having rival theories and interpretations in science and its advancement. He further argues that this VB-MO rivalry is still alive and together the two conceptual frames serve as the tool kit for thinking and doing chemistry in creative manners. The author surveys chemistry textbooks in the light of the how the books preserve or not the balance between the two theories in describing various chemical phenomena. This Talmudic approach of conceptual tension is a universal characteristic of any branch of evolving wisdom. As such, Mansoor]'s book would be of great utility for chemistry teachers to examine how can they become more effective teachers by recognizing the importance of conceptual tension]. Sason Shaik Saerec K. and Louis P. Fiedler Chair in Chemistry Director, The Lise Meitner-Minerva Center for Computational Quantum Chemistry, The Hebrew University of Jerusalem, ISRAEL

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"[A] welcome addition to the reference materials necessary for the study of nurse anesthesia....The textbook is divided into logical, easy to use sections that cover all areas necessary for the practice of nurse anesthesia....This is a text that is easy to read and able to be incorporated into any nurse anesthesia chemistry and physics course. I would recommend this textbook to any program director." --Anthony Chipas, PhD, CRNA Division Director Anesthesia for Nurses Program Medical University of South Carolina At last. . . a combined chemistry & physics nursing anesthesia text. This textbook offers combined coverage of chemistry and physics to help students learn the content needed to master the underlying principles of nursing anesthesia. Because many graduate nursing students are uncomfortable with chemistry and physics, this text presents only the specific content in chemistry and physics that relates to anesthesia. Written in a conversational, accessible style, the book teaches at a highly understandable level, so as to bridge the gap between what students recall from their undergraduate biochemistry and physics courses, and what they need to know as nurse anesthetists. The book contains many illustrations that demonstrate how the scientific concepts relate directly to clinical application in anesthesia. Chapters cover key topics relating to anesthesiology, including the basics of both chemistry and physics, fluids, a concentration on gas laws, states of matter, acids and bases, electrical circuits, radiation, and radioactivity. With this text, students will benefit from: A review of the math, chemistry, and physics basics that relate to clinical anesthesia A conversational presentation of just what students need to know, enabling a fast and complete mastery of clinically relevant scientific concepts Heavy use of illustrations throughout chapters to complement the text End-of-chapter review questions that help students assess their learning PowerPoint Slides available to qualified instructors.

A modern and concise treatment of the solid state electronic devices that are fundamental to electronic systems and information technology is provided in this book. The main devices that comprise semiconductor integrated circuits are covered in a clear manner accessible to the wide range of scientific and engineering disciplines that are impacted by this technology. Catering to a wider audience is becoming increasingly important as the field of electronic materials and devices becomes more interdisciplinary, with applications in biology, chemistry and electro-mechanical devices (to name a few) becoming more prevalent. Updated and state-of-the-art advancements are included along with emerging trends in electronic devices and their applications. In addition, an appendix containing the relevant physical background will be included to assist readers from different disciplines and provide a review for those more familiar with the area. Readers of this book can expect to derive a solid foundation for understanding modern electronic devices and also be prepared for future developments and advancements in this far-reaching area of science and technology.

Research in science education has recognized the importance of history and philosophy of science (HPS). Nature of science (NOS) is considered to be an essential part of HPS with important implications for teaching science. The role played by textbooks in developing students' informed conceptions of NOS has been a source of considerable interest for science educators. In some parts of the world, textbooks become the curriculum and determine to a great extent what is

taught and learned in the classroom. Given this background and interest, this monograph has evaluated NOS in university level general chemistry textbooks published in U.S.A. Most textbooks in this study provided little insight with respect to the nine criteria used for evaluating NOS. Some of the textbooks, however, inevitably refer to HPS and thus provide guidelines for future textbooks. A few of the textbooks go into considerable detail to present the atomic models of Dalton, Thomson, Rutherford, Bohr and wave mechanical to illustrate the tentative nature of scientific theories --- an important NOS aspect. These results lead to the question: Are we teaching science as practiced by scientists? An answer to this question can help us to understand the importance of NOS, by providing students an HPS-based environment, so that they too (just like the scientists) feel the thrill and excitement of discovering new things. This monograph provides students and teachers guidelines for introducing various aspects of NOS, based on historical episodes.

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