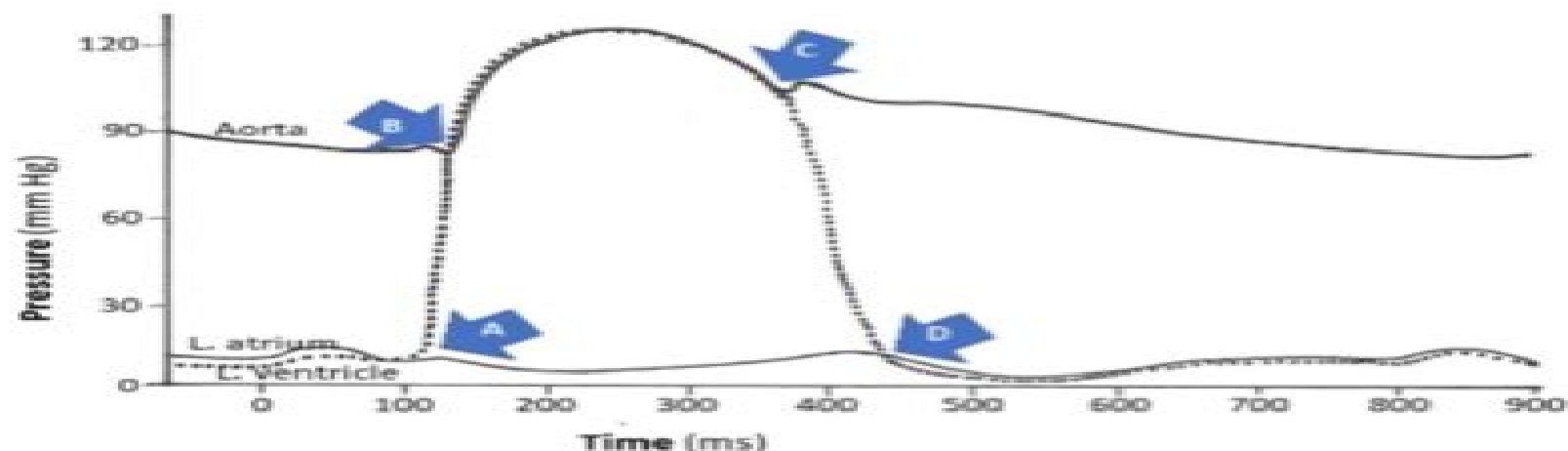


Part 3: Predicting Events in the Cardiac Cycle



This diagram is a tracing of the changes of pressure in the aorta, the left atrium, and the left ventricle, with time. Use this diagram to answer the following questions.

KEY CONCEPT: the pressure inside a chamber will increase when that chamber is contracting.

1. How long is one cardiac cycle (in this diagram)? _____
(hint: the answer is not 900 ms)
2. How long is this heart's atrial systole? _____
3. At what time point does the left ventricle begin contracting? _____
4. At what time point does ventricular ejection begin? _____
a. Ventricular ejection is the movement of blood out of the left ventricle.

Valvular Events:

The arrows marked A, B, C, and D correspond with the opening or closing of left-sided valves.

Identify which valve is opening or closing at each time point.

- Arrow A: The _____ valve is _____ (opening or closing).
Arrow B: The _____ valve is _____ (opening or closing).
Arrow C: The _____ valve is _____ (opening or closing).
Arrow D: The _____ valve is _____ (opening or closing).

Pogil 3 Answer

**Mageswary Karpudewan,Ahmad
Nurulazam Md Zain,A.L.
Chandrasegaran**

Pogil 3 Answer:

POGIL Shawn R. Simonson, 2023-07-03 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

Advances in Computing and Communications, Part III Ajith Abraham, Jaime Lloret Mauri, John Buford, Junichi Suzuki, Sabu M. Thampi, 2011-07-08 This volume is the third part of a four volume set CCIS 190 CCIS 191 CCIS 192 CCIS 193 which constitutes the refereed proceedings of the First International Conference on Computing and Communications ACC 2011 held in Kochi India in July 2011 The 70 revised full papers presented in this volume were carefully reviewed and selected from a large number of submissions The papers are organized in topical sections on security trust and privacy sensor networks signal and image processing soft computing techniques system software vehicular

communications networks **Handbook of STEM Faculty Development** Sandra M. Linder, Cindy M. Lee, Shannon K Stefl, Karen A. High, 2022-12-01 Faculty in the science technology engineering and mathematics STEM disciplines face intensifying pressures in the 21st century including multiple roles as educator researcher and entrepreneur In addition to continuously increasing teaching and service expectations faculty are engaged in substantive research that requires securing external funding mentoring other faculty and graduate students and disseminating this work in a broad range of scholarly outlets Societal needs of their expertise include discovery innovation and workforce development It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research This edited handbook provides STEM stakeholders with an opportunity to share studies and or experiences that explore STEM faculty development FD in higher education settings More specifically we include work that examines faculty development planning techniques models experiences and outcomes focused on supporting the teaching research service and leadership responsibilities of STEM faculty The Handbook is suited for researchers and practitioners in STEM STEM Education Mathematics Science Technology and Engineering disciplines It is also suited towards faculty developers higher education administrators funding agencies industry leaders and the STEM community at large This handbook is organized around three constructs INPUTS MECHANISMS and OUTPUTS The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs Questions addressed in the handbook around this topic include What barriers supports exist for STEM faculty How are these barriers supports being addressed through STEM FD How do contexts e g economic political historical influence faculty administrative needs related to STEM FD How do demographics e g gender ethnicity age family background influence faculty administrative needs related to STEM FD The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory Questions addressed in the handbook around this topic include What are the processes for developing models of STEM FD What are effective models of STEM FD How is effectiveness determined What roles do stakeholders e g faculty administration consultants play within STEM FD mechanisms The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity teacher quality and identity in relation to faculty development Questions addressed in the handbook around this topic include How has STEM FD influenced higher education practices and settings What are appropriate output measures and how are they used in practice What collaborations emerge from STEM FD How does STEM FD affect other STEM stakeholders e g students administration business community The aim for this handbook was to examine the multifaceted demands of faculty roles and together with members of the STEM education community envision pathways

through which universities and individuals may support STEM colleagues regardless of their experience or rank to enjoy long and satisfying careers Our hope is for these chapters to aid readers in deep reflection on challenges faculty face to contemplate adaptations of models presented and to draw inspiration for creating or engaging in new professional development programs Chapters across this handbook highlight a variety of institutional contexts from 2 year technical colleges to teaching focused institutions in addition to research centric settings Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD and in particular the intentional focus of faculty development initiatives to extend to the many facets of academic life

Process Oriented Guided Inquiry Learning (POGIL) Richard Samuel Moog, 2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL s theoretical basis its implementations in diverse environments and evaluation of student outcomes

Computer Supported Education Benó Csapó, James Uhomoibhi, 2022-08-20 This book constitutes selected revised and extended papers from the 13th International Conference on Computer Supported Education CSEDU 2021 held as a virtual event in April 2021 The 27 revised full papers were carefully reviewed and selected from 143 submissions They were organized in topical sections as follows artificial intelligence in education information technologies supporting learning learning teaching methodologies and assessment social context and learning environments ubiquitous learning current topics

The Cambridge Handbook of Computing Education Research Sally A. Fincher, Anthony V. Robins, 2019-02-13 This is an authoritative introduction to Computing Education research written by over 50 leading researchers from academia and the industry

Organic Chemistry Suzanne M. Ruder, The POGIL Project, 2015-12-29 ORGANIC CHEMISTRY

Teaching Computing Henry M. Walker, 2018-04-24 Teaching can be intimidating for beginning faculty Some graduate schools and some computing faculty provide guidance and mentoring but many do not Often a new faculty member is assigned to teach a course with little guidance input or feedback Teaching Computing A Practitioner s Perspective addresses such challenges by providing a solid resource for both new and experienced computing faculty The book serves as a practical easy to use resource covering a wide range of topics in a collection of focused down to earth chapters Based on the authors extensive teaching experience and his teaching oriented columns that span 20 years and informed by computing education research the book provides numerous elements that are designed to connect with teaching practitioners including A wide range of teaching topics and basic elements of teaching including tips and techniques Practical tone the book serves as a down to earth practitioners guide Short focused chapters

Coherent and convenient organization Mix of general educational perspectives and computing specific elements Connections between teaching in general and teaching computing Both historical and contemporary perspectives This book presents practical approaches tips and techniques that provide a strong starting place for new computing faculty and perspectives for reflection by seasoned faculty wishing to freshen their own teaching **Advancing teaching and learning in health**

sciences across healthcare professionals Mário Gomes,Roger Azevedo,Ana Grilo,Ana Isabel Gomes Salgado,2023-10-25

Analytical Chemistry Juliette Lantz,Renée Cole,The POGIL Project,2014-12-31 An essential guide to inquiry approach instrumental analysis Analytical Chemistry offers an essential guide to inquiry approach instrumental analysis collection The book focuses on more in depth coverage and information about an inquiry approach This authoritative guide reviews the basic principles and techniques Topics covered include method of standard the microscopic view of electrochemistry calculating cell potentials the BerriLambert atomic and molecular absorption processes vibrational modes mass spectra interpretation and much more **ECEL 2018 17th European Conference on e-Learning** Klimis Ntalianis,Antonios

Andreatos,Cleo Sgouropoulou,2018-11-01 The European Conference on e Learning was established 17 years ago It has been held in France Portugal England The Netherlands Greece and Denmark to mention only a few of the countries who have hosted it ECEL is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars practitioners and individuals who are engaged in various aspects of e Learning Among other journals the Electronic Journal of e Learning publishes a special edition of the best papers presented at this conference , Teaching and Learning STEM Richard M. Felder,Rebecca Brent,2024-03-19 The widely used STEM education book updated Teaching and Learning STEM A Practical Guide covers teaching and learning issues unique to teaching in the science technology engineering and math STEM disciplines Secondary and postsecondary instructors in STEM areas need to master specific skills such as teaching problem solving which are not regularly addressed in other teaching and learning books This book fills the gap addressing topics like learning objectives course design choosing a text effective instruction active learning teaching with technology and assessment all from a STEM perspective You ll also gain the knowledge to implement learner centered instruction which has been shown to improve learning outcomes across disciplines For this edition chapters have been updated to reflect recent cognitive science and empirical educational research findings that inform STEM pedagogy You ll also find a new section on actively engaging students in synchronous and asynchronous online courses and content has been substantially revised to reflect recent developments in instructional technology and online course development and delivery Plan and deliver lessons that actively engage students in person or online Assess students progress and help ensure retention of all concepts learned Help students develop skills in problem solving self directed learning critical thinking teamwork and communication Meet the learning needs of STEM students with diverse backgrounds and identities The strategies presented in Teaching and Learning STEM don t require revolutionary time intensive changes in your teaching but rather a gradual

integration of traditional and new methods The result will be a marked improvement in your teaching and your students learning Visit Author s site at <https://educationdesignsinc.com> book *Culturally Responsive Strategies for Reforming STEM Higher Education* Kelly M. Mack,Kate Winter,Melissa Soto,2019-01-14 This book chronicles the introspective and contemplative strategies employed within a uniquely designed professional development intervention that successfully increased the self efficacy of STEM faculty in implementing culturally relevant pedagogies in the computer information sciences

Mentoring Science Teachers in the Secondary School Saima Salehjee,2020-12-14 This practical guide helps mentors of new science teachers in both developing their own mentoring skills and providing the essential guidance their trainees need as they navigate the rollercoaster of the first years in the classroom Offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback guides observation sheets and examples of dialogue with trainees Together with analytical tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding science teachers Key topics explained include Roles and responsibilities of mentors Developing a mentor mentee relationship Guiding beginning science teachers through the lesson planning teaching and self evaluation processes Observations and pre and post lesson discussions and regular mentoring meetings Supporting beginning teachers to enhance scientific knowledge and effective pedagogical practices Building confidence among beginning teachers to cope with pupils contingent questions and assess scientific knowledge and skills Supporting beginning teachers planning and teaching to enhance scientific literacy and inquiry among pupils Developing autonomous science teachers with an attitude to promote the learning of science for all the learners Filled with tried and tested strategies based on the latest research *Mentoring Science Teachers in the Secondary School* is a vital guide for mentors of science teachers both trainee and newly qualified with ready to use strategies that support and inspire both mentors and beginning teachers alike

Social Networking Approach to Japanese Language Teaching Yasu-Hiko Tohsaku,Fumiko Nazikian,Jisuk Park,2021-02-03 *Social Networking Approach to Japanese Language Teaching* is a timely guide for Japanese language teachers and anyone interested in language pedagogy The book outlines an innovative approach to language instruction which goes beyond the communicative approach and encourages a global view of language education and curriculum development through the use of social networking It showcases diverse examples of how social networking can be harnessed and incorporated into everyday language classes to increase learners curiosity and engagement in real cultural and global interactions While the focus is on Japanese language teaching the concepts explored can be applied to other languages and teaching contexts This book will benefit teachers of any language as well as linguists interested in language pedagogy

The Collected Works of M.A. Czaplicka Marie Antoinette Czaplicka,1999 *Overcoming Students' Misconceptions in Science* Mageswary Karpudewan,Ahmad Nurulazam Md Zain,A.L. Chandrasegaran,2017-02-28 This book discusses the importance of identifying

and addressing misconceptions for the successful teaching and learning of science across all levels of science education from elementary school to high school It suggests teaching approaches based on research data to address students common misconceptions Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning science are also included The science education literature extensively documents the findings of studies about students misconceptions or alternative conceptions about various science concepts Furthermore some of the studies involve systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these misconceptions among high school science students These studies however are largely unavailable to classroom practitioners partly because they are usually found in various science education journals that teachers have no time to refer to or are not readily available to them In response this book offers an essential and easily accessible guide **Evidence-Based**

Education in the Health Professions Ted Brown, Brett Williams, 2005-02-01 Evidence based education is an attempt to find critique and implement the highest quality research evidence that underpins the education provided to students This comprehensive book presents concepts key to evidence based education learning and teaching analysing a wide range of allied health professions in depth It introduces unique inspirati *Student Reasoning in Organic Chemistry* Nicole Graulich, Ginger Shultz, 2022-12-21 Reasoning about structure reactivity and chemical processes is a key competence in chemistry Especially in organic chemistry students experience difficulty appropriately interpreting organic representations and reasoning about the underlying causality of organic mechanisms As organic chemistry is often a bottleneck for students success in their career compiling and distilling the insights from recent research in the field will help inform future instruction and the empowerment of chemistry students worldwide This book brings together leading research groups to highlight recent advances in chemistry education research with a focus on the characterization of students reasoning and their representational competencies as well as the impact of instructional and assessment practices in organic chemistry Written by leaders in the field this title is ideal for chemistry education researchers instructors and practitioners and graduate students in chemistry education

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