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Gutwill-Wise, J. (2001). The Impact of active and context-based learning in introductory chemistry courses: An early evaluation of the modular approach. Journal of Chemical Education, 77(5), 684–690. CrossRef Google Scholar

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Numerous instructors have suggested that both active learning (1, 5, 8, 9, 15, 17, 19, 21) and recognition of learning styles (3, 10) can be applied to biology courses, but little data has been available to support the effects of active learning on the part of the students. As an instructor of both medical and nursing students and students ...

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