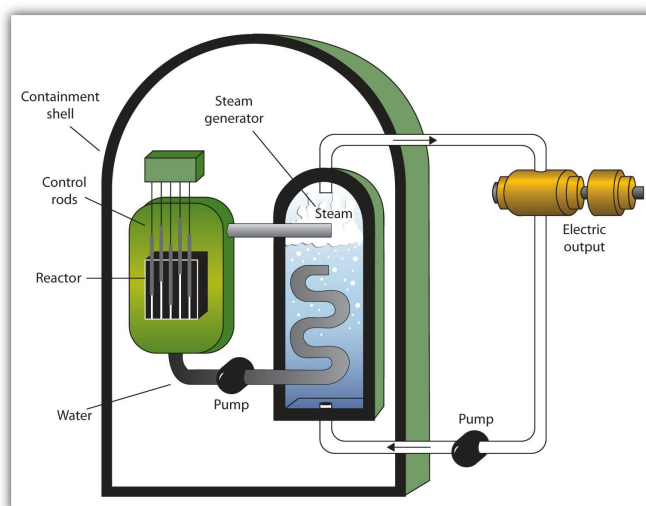


Students can be a great source of feedback for instructional materials. Their experiences can offer insight into what resources are effective pieces of curriculum. Ultimately, tapping into students' perspectives can be instrumental in determining what course contents contribute to learning.

For this activity, imagine you are an undergraduate student reviewing the quality of your general chemistry textbook for your instructor. As such, you have spent many hours solving the included exercises and reading most of the assigned sections. Now you have the opportunity to provide feedback on how this resource contributed (or failed to contribute) to your learning experiences.

An [excerpt](#) from the text in questions has been provided for your critique. For this activity, consider the following elements of the textbook sample:

- Content and layout
- Example exercises and solutions
- Diagrams, applications, notes, and definitions
- Quality of the reading
- Anything you believe is missing from the textbook



Assuming the role of a student, write a blog post that provides an overview of your (theoretical) experiences with your chemistry textbook, as well as specific examples of how the different elements of the text impacted your learning. In your post, be sure to include screenshots from the excerpted textbook where relevant.

Together, the perspectives and experiences of the students, combined with the pedagogical understanding of the instructor, can be harnessed to continually evaluate and evolve the curriculum to improve the educational experiences for future students. This synergistic approach can be further enhanced when the discussion of course materials is opened up to individuals from around the world!

[Textbook Excerpt on Nuclear Energy](#)

Excerpt URL: goo.gl/0GRx9r