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2014, *Oceanography* 27(1):236–237, <http://dx.doi.org/10.5670/oceanog.2014.30>

THE OCEANOGRAPHY CLASSROOM | Why Teach What When?

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Most readers of this column hold academic positions that include the responsibility of teaching. Some of my previous articles have suggested ways the teaching process might be made more effective, but I haven't touched on *what* to teach. We teach oceanography, you say? Yes, we do. But what exactly does that include, and how should one balance the parts that make up the whole? What an interesting question!

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Garrison, T. 2014. The oceanography classroom: Why teach what when? *Oceanography* 27(1):236–237, <http://dx.doi.org/10.5670/oceanog.2014.30>.

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