

## Towards Improving GW-P Books

### Make Books Inspiring

Based on our experience with the first 20 books we have published, we now want our books to be much more than many conventional textbooks. Specifically, we want GW-P books to promote spatial thinking, trigger curiosity, and be interesting, captivating, and inspiring. To accomplish this, the books need to have excellent visual content and the text needs to be engaging. This note pertains to the text portion of GW-P books.

Dictionary definitions:

- ***interesting*** - attracting your attention and making you want to learn more about something or to be involved in something
- ***inspire*** - to fill someone with confidence and desire to do something
- ***inspiring*** - something that is inspiring is exciting and makes you feel strongly interested and enthusiastic
- ***captivating*** - capable of attracting and holding interest

These words are not usually associated with conventional textbooks. Typically, the aim of textbooks is to convey information/knowledge to readers such as students who must pay attention to pass courses or readers who have a specific need for the knowledge. Encouraging spatial thinking, making material interesting, sparking curiosity, and inspiring the reader are not goals of conventional textbooks.

There are many publications on how to create interesting presentations; a common theme is that one should tell a story, or stories. However, making groundwater books interesting through stories is challenging. For groundwater science, a story can come from the history of how understanding of a topic evolved. Progress was made because questions were posed by specific people who were confronting a particular “problem” of the time. Science progresses in steps and each step is a problem-solving endeavor. Often recognition of the problem occurs by chance, or is brought to the fore by an event. Sometimes a curious dogged person asks “why” and “finds a solution”. That person recognizes the problem as an interesting puzzle needing a solution that will benefit society. These people can be interesting in their own right, sometimes due to the exceptional nature of the person or how the person encountered the puzzle.

One problem with the way that science is taught is that we present it as “all done now”, rather than an unfolding journey. This is boring. More importantly, it is misleading. Of course, we want our books to explain what is known and how it is known, but we also want our books to indicate a bit about what is not known. What are the important uncertainties? Where is research needed?

This can be inspiring. We want the reader to see that groundwater is important in many ways, understand what we know about it, appreciate that there are still many important puzzles to solve, and realize that solving the puzzles can be worthwhile and fun.