

Contents

Foreword *XXI*

Preface *XXV*

List of Contributors *XXXIII*

Part I: Chemistry Education: A Global Endeavour *1*

1	Chemistry Education and Human Activity	3
	<i>Peter Mahaffy</i>	
1.1	Overview	3
1.2	Chemistry Education and Human Activity	3
1.3	A Visual Metaphor: Tetrahedral Chemistry Education	4
1.4	Three Emphases on Human Activity in Chemistry Education	5
1.4.1	The Human Activity of Learning and Teaching Chemistry	6
1.4.1.1	Atoms or Learners First?	6
1.4.1.2	Identifying Learners and Designing Curriculum to Meet Their Needs	7
1.4.1.3	Effective Practices in the Human Activity of Learning and Teaching Chemistry	8
1.4.1.4	Identifying and Eliminating Worst Practices as a Strategy?	8
1.4.1.5	Exemplar: Emphasizing the Human Activity of Learning and Teaching Chemistry	9
1.4.2	The Human Activity of Carrying Out Chemistry	10
1.4.2.1	Explicit and Implicit Messages about the Nature of Chemistry	10
1.4.2.2	Breathing the Life of Imagination into Chemistry's Facts	11
1.4.2.3	Exemplars: Emphasizing the Human Activity of Carrying Out Chemistry	13
1.4.3	Chemistry Education in the Anthropocene Epoch	14
1.4.3.1	Planetary Boundaries: A Chemistry Course Outline?	15
1.4.3.2	Steps toward Anthropocene-Aware Chemistry Education	16
1.4.3.3	Exemplars: Anthropocene-Aware Chemistry Education	17
1.5	Teaching and Learning from Rich Contexts	18
1.5.1	Diving into an Ocean of Concepts Related to Acid–Base Chemistry	18

1.5.2	What Is Teaching and Learning from Rich Contexts?	20
1.5.3	Teaching and Learning from Rich Contexts – Evidence for Effectiveness	21
1.5.4	From “Chemical” to “Chemistry” Education – Barriers to Change	22
	Acknowledgments	23
	References	24
2	Chemistry Education That Makes Connections: Our Responsibilities	27
	<i>Cathy Middlecamp</i>	
2.1	What This Chapter Is About	27
2.2	Story #1: Does This Plane Have Wings?	28
2.3	Story #2: Coaching Students to “See” the Invisible	30
2.4	Story #3: Designing Super-Learning Environments for Our Students	34
2.5	Story #4: Connections to Public Health (Matthew Fisher)	37
2.6	Story #5: Green Chemistry Connections (Richard Sheardy)	39
2.7	Story #6: Connections to Cardboard (Garon Smith)	41
2.8	Story #7: Wisdom from the Bike Trail	44
2.9	Conclusion: The Responsibility to “Connect the Dots”	46
	References	48
3	The Connection between the Local Chemistry Curriculum and Chemistry Terms in the Global News: The Glocalization Perspective	51
	<i>Mei-Hung Chiu and Chin-Cheng Chou</i>	
3.1	Introduction	51
3.2	Understanding Scientific Literacy	52
3.3	Introduction of Teaching Keywords-Based Recommendation System	55
3.4	Method	56
3.5	Results	57
3.5.1	Example 1: Global Warming	57
3.5.2	Example 2: Sustainability	57
3.5.3	Example 3: Energy	58
3.5.4	Example 4: Acid	59
3.5.5	Example 5: Atomic Structure	60
3.5.6	Example 6: Chemical Equilibrium	61
3.5.7	Example 7: Ethylene	62
3.5.8	Example 8: Melamine	63
3.5.9	Example 9: Nano	64
3.6	Concluding Remarks and Discussion	65
3.7	Implications for Chemistry Education	68
	Acknowledgment	70
	References	70

4	Changing Perspectives on the Undergraduate Chemistry Curriculum	73
	<i>Martin J. Goedhart</i>	
4.1	The Traditional Undergraduate Curriculum	73
4.2	A Call for Innovation	74
4.2.1	Constructivism and Research on Student Learning	74
4.2.2	New Technologies	76
4.2.3	The Evolving Nature of Chemistry	77
4.2.4	Developments in Society and Universities	77
4.3	Implementation of New Teaching Methods	78
4.3.1	The Interactive Lecture	79
4.3.2	Problem- and Inquiry-Based Teaching	80
4.3.3	Research-Based Teaching	80
4.3.4	Competency-Based Teaching	81
4.4	A Competency-Based Undergraduate Curriculum	83
4.4.1	The Structure of the Curriculum	84
4.4.2	Competency Area of Analysis	86
4.4.3	Competency Area of Synthesis	88
4.4.4	Competency Area of Modeling	89
4.4.5	The Road to a Competency-Based Curriculum	90
4.5	Conclusions and Outlook	92
	References	93
5	Empowering Chemistry Teachers' Learning: Practices and New Challenges	99
	<i>Jan H. van Driel and Onno de Jong</i>	
5.1	Introduction	99
5.2	Chemistry Teachers' Professional Knowledge Base	102
5.2.1	The Knowledge Base for Teaching	102
5.2.2	Chemistry Teachers' Professional Knowledge	103
5.2.3	Development of Chemistry Teachers' Professional Knowledge	105
5.3	Empowering Chemistry Teachers to Teach Challenging Issues	107
5.3.1	Empowering Chemistry Teachers for Context-Based Teaching	107
5.3.2	Empowering Chemistry Teachers to Teach about Models and Modeling	109
5.3.3	Empowering Chemistry Teachers to Use Computer-Based Technologies for Teaching	111
5.4	New Challenges and Opportunities to Empower Chemistry Teachers' Learning	113
5.4.1	Becoming a Lifelong Research-Oriented Chemistry Teacher	113
5.4.2	Learning Communities as a Tool to Empower Chemistry Teachers' Learning	114
5.5	Final Conclusions and Future Trends	116
	References	118

6	Lifelong Learning: Approaches to Increasing the Understanding of Chemistry by Everybody 123
	<i>John K. Gilbert and Ana Sofia Afonso</i>
6.1	The Permanent Significance of Chemistry 123
6.2	Providing Opportunities for the Lifelong Learning of Chemistry 123
6.2.1	Improving School-Level Formal Chemistry Education 123
6.2.2	Formal Lifelong Chemical Education 125
6.2.3	Informal Chemical Education 126
6.2.4	Emphases in the Provision of Lifelong Chemical Education 127
6.3	The Content and Presentation of Ideas for Lifelong Chemical Education 129
6.3.1	The Content of Lifelong Chemical Education 129
6.3.2	The Presentation of Chemistry to Diverse Populations 130
6.4	Pedagogy to Support Lifelong Learning 131
6.5	Criteria for the Selection of Media for Lifelong Chemical Education 133
6.6	Science Museums and Science Centers 133
6.6.1	Museums 133
6.6.2	Science Centers 134
6.7	Print Media: Newspapers and Magazines 134
6.8	Print Media: Popular Books 135
6.9	Printed Media: Cartoons, Comics, and Graphic Novels 136
6.9.1	Three Allied Genre 136
6.9.2	The Graphic Novel 137
6.9.3	The Educational Use of Graphic Novels in Science Education 138
6.9.4	Case Study: A Graphic Novel Concerned with Cancer Chemotherapy 140
6.10	Radio and Television 140
6.11	Digital Environments 141
6.12	Citizen Science 143
6.13	An Overview: Bringing About Better Opportunities for Lifelong Chemical Education 144
	References 146
	Part II: Best Practices and Innovative Strategies 149
7	Using Chemistry Education Research to Inform Teaching Strategies and Design of Instructional Materials 151
	<i>Renée Cole</i>
7.1	Introduction 151
7.2	Research into Student Learning 153
7.3	Connecting Research to Practice 154
7.3.1	Misconceptions 154
7.3.2	Student Response Systems 157

7.3.3	Concept Inventories	158
7.3.4	Student Discourse and Argumentation	159
7.3.5	Problem Solving	161
7.3.6	Representations	161
7.3.7	Instruments	163
7.4	Research-Based Teaching Practice	165
7.4.1	Interactive Lecture Demonstrations	166
7.4.2	ANAPOGIL: Process-Oriented Guided Inquiry Learning in Analytical Chemistry	167
7.4.3	CLUE: Chemistry, Life, the Universe, and Everything	169
7.5	Implementation	171
7.6	Continuing the Cycle	172
	References	174
8	Research on Problem Solving in Chemistry	181
	<i>George M. Bodner</i>	
8.1	Why Do Research on Problem Solving?	181
8.2	Results of Early Research on Problem Solving in General Chemistry	184
8.3	What About Organic Chemistry	186
8.4	The “Problem-Solving Mindset”	192
8.5	An Anarchistic Model of Problem Solving	193
8.6	Conclusion	199
	References	200
9	Do Real Work, Not Homework	203
	<i>Brian P Coppola</i>	
9.1	Thinking About Real Work	203
9.1.1	Defining Real Work: Authentic Learning Experiences	203
9.1.2	Doing Real Work: Situated Learning	206
9.2	Attributes of Real Work	209
9.2.1	Balance Convergent and Divergent Tasks	209
9.2.1.1	Convergent Assignments	212
9.2.1.2	Divergent Assignments	213
9.2.1.3	Balancing Convergent and Divergent Assignments	214
9.2.1.4	Convergent Assignments in Team Learning	215
9.2.1.5	Divergent Assignments in Team Learning	216
9.2.2	Peer Presentations, Review, and Critique	218
9.2.2.1	Calibrated Peer Review	221
9.2.2.2	Guided Peer Review and Revision	221
9.2.2.3	Argumentation and Evidence	222
9.2.3	Balance Teamwork and Individual Work	222
9.2.3.1	Team-Based Learning: Face-to-Face Teams	222
9.2.3.2	Team-Based Learning: Virtual Teams	223
9.2.3.3	Team-Based Learning: Laboratory Projects	223

9.2.3.4	Team-Based Learning: Collaborative Identification	223
9.2.3.5	Team-Based Learning: Experimental Optimization	224
9.2.4	Students Use the Instructional Technologies	224
9.2.4.1	Learning by Design	224
9.2.4.2	Electronic Homework System: In the Classroom	225
9.2.4.3	Student-Generated Videos	225
9.2.4.4	Student-Generated Animations	225
9.2.4.5	Student-Generated Video Blogs	226
9.2.4.6	Wikipedia Editing	227
9.2.4.7	Wiki Environment	227
9.2.4.8	Student-Generated Metaphors	227
9.2.5	Use Authentic Texts and Evidence	228
9.2.5.1	Literature Summaries	228
9.2.5.2	Literature Seminars	229
9.2.5.3	Public Science Sources	230
9.2.5.4	Generating Questions	230
9.2.5.5	Course-Based Undergraduate Research Experiences (CURE)	230
9.2.5.6	Interdisciplinary Research-Based Projects	231
9.2.6	As Important to the Class as the Teacher's Work	232
9.2.6.1	Student-Generated Instructional Materials	232
9.2.6.2	Wiki Textbooks	232
9.2.6.3	Print and Web-Based Textbooks	233
9.2.6.4	Electronic Homework Systems	235
9.2.6.5	Podcasts	236
9.2.6.6	Classroom: Active-Learning Assignments	238
9.2.6.7	Laboratory: Safety Teams	239
9.3	Learning from Real Work	239
9.3.1	Evidence of Creativity through the Production of Divergent Explanations	240
9.3.2	Peer Review and Critique Reveal Conceptual Weaknesses	240
9.3.3	Team Learning Produces Consistent Gains in Student Achievement	241
9.3.4	Students Use Instructional Technologies	242
9.3.5	Using Authentic Materials Result in Disciplinary Identification and Socialization	243
9.3.6	Student-Generated Instructional Materials Promotes Metacognition and Self-Regulation	244
9.4	Conclusions	245
	Acknowledgments	247
	References	247

10	Context-Based Teaching and Learning on School and University Level	259
	<i>Ilka Parchmann, Karolina Broman, Maike Busker, and Julian Rudnik</i>	
10.1	Introduction	259
10.2	Theoretical and Empirical Background for Context-Based Learning	260
10.3	Context-Based Learning in School: A Long Tradition with Still Long Ways to Go	261
10.4	Further Insights Needed: An On-Going Empirical Study on the Design and Effects of Learning from Context-Based Tasks	263
10.4.1	Strategies to Approach Context-Based Tasks	265
10.4.2	Application of Chemical Knowledge	267
10.4.3	Outlook on the Design of Tasks and Research Studies	269
10.5	Context-Based Learning on University Level: Goals and Approaches	269
10.5.1	Design of Differentiated CBL-Tasks	271
10.5.2	Example 1 Physical and Chemical Equilibria of Carbon Dioxide – Important in Many Different Contexts	272
10.5.3	Example 2 Chemical Switches – Understanding Properties like Color and Magnetism	273
10.5.4	Feedback and Implications	275
10.6	Conclusions and Outlook	275
	References	276
11	Active Learning Pedagogies for the Future of Global Chemistry Education	279
	<i>Judith C. Poë</i>	
11.1	Problem-Based Learning	280
11.1.1	History	281
11.1.2	The Process	281
11.1.3	Virtual Problem-Based Learning	283
11.1.4	The Problems	285
11.1.4.1	Selected Problems for Introductory Chemistry at the UTM	285
11.1.4.2	Project for a UTM Upper Level Bioinorganic Chemistry Course	288
11.1.5	PBL – Must Content Be Sacrificed?	289
11.2	Service-Learning	290
11.2.1	The Projects	291
11.2.1.1	Selected Analytical/Environmental Chemistry Projects	291
11.2.1.2	Selected Projects in Chemistry Education	292
11.2.1.3	Project for an Upper Level Bioinorganic Chemistry Course at UTM	293
11.2.2	Benefits of Service-Learning	294

11.3	Active Learning Pedagogies	296
11.4	Conclusions and Outlook	297
	References	297
12	Inquiry-Based Student-Centered Instruction	301
	<i>Ram S. Lamba</i>	
12.1	Introduction	301
12.2	Inquiry-Based Instruction	303
12.3	The Learning Cycle and the Inquiry-Based Model for Teaching and Learning	304
12.4	Information Processing Model	308
12.5	Possible Solution	308
12.6	Guided Inquiry Experiments for General Chemistry: Practical Problems and Applications Manual	310
12.7	Assessment of the Guided-Inquiry-Based Laboratories	314
12.8	Conclusions	316
	References	317
13	Flipping the Chemistry Classroom with Peer Instruction	319
	<i>Julie Schell and Eric Mazur</i>	
13.1	Introduction	319
13.2	What Is the Flipped Classroom?	320
13.2.1	Three Big Ideas about Flipped Classrooms	321
13.2.2	Blended Learning and Flipped Classrooms	322
13.2.3	A Brief History of the Flipped Classroom	323
13.2.4	Traditional versus a Flipped Chemistry Classroom	323
13.2.5	Flipped Classrooms and Dependency on Technology	324
13.3	How to Flip the Chemistry Classroom	325
13.3.1	Common Myths about Flipped Classrooms	326
13.3.1.1	Myth 1: Flipped Classrooms are Just Video Lectures	326
13.3.1.2	Myth 2: Flipped Classrooms Have No Lectures	326
13.3.1.3	Myth 3: Students Won't Be Prepared for Class	327
13.3.1.4	Myth 4: Flipping Your Classroom Means Changing Everything You Do	327
13.3.1.5	Myth 5: Flipped Classrooms Solve All Students' Problems Immediately	328
13.3.2	FLIP	329
13.3.3	Student Attitudes toward Flipping General Chemistry	329
13.4	Flipping Your Classroom with Peer Instruction	329
13.4.1	What Is Peer Instruction?	330
13.4.2	What Is a ConcepTest?	331
13.4.3	Workflow in a Peer Instruction Course	332
13.4.4	ConcepTest Workflow	333
13.4.5	Peer Instruction and Classroom Response Systems	333
13.4.6	The Instructional Design of a Peer Instruction Course	334

13.4.7	Research on Peer Instruction	336
13.4.8	Strategies for Avoiding Common Pitfalls of Flipping the Classroom with Peer Instruction	336
13.4.8.1	Effective Grouping	337
13.4.8.2	Response Opportunities	337
13.4.8.3	Peer Discussion Opportunities	337
13.4.8.4	Response Sharing	338
13.4.9	Flipping the Chemistry Classroom with Peer Instruction	338
13.5	Responding to Criticisms of the Flipped Classroom	339
13.6	Conclusion: The Future of Education	341
	Acknowledgments	341
	References	341
14	Innovative Community-Engaged Learning Projects: From Chemical Reactions to Community Interactions	345
	<i>Claire McDonnell</i>	
14.1	The Vocabulary of Community-Engaged Learning Projects	345
14.1.1	Community-Based Learning	346
14.1.2	Community-Based Research	346
14.1.3	Developing a Shared Understanding of CBL and CBR	347
14.2	CBL and CBR in Chemistry	349
14.2.1	Chemistry CBL at Secondary School (High School) Level	352
14.2.2	Chemistry Projects Not Categorized as CBL or CBR	352
14.2.3	Guidelines and Resources for Getting Started	352
14.3	Benefits Associated with the Adoption of Community-Engaged Learning	353
14.3.1	How Do Learners Gain from CBL and CBR?	354
14.3.1.1	Personal Development and Graduate Attributes	354
14.3.1.2	High-Impact Educational Practices	354
14.3.2	How Do HEIs and Schools Gain from CBL and CBR?	356
14.3.3	How Do Communities Gain from CBL and CBR?	359
14.3.3.1	Reciprocity	359
14.3.3.2	Maximizing Impact for Community Partners	359
14.4	Barriers and Potential Issues When Implementing Community-Engaged Learning	360
14.4.1	Clarity of Purpose	360
14.4.2	Regulatory and Ethical Issues	360
14.4.3	Developing Authentic Community Partnerships	361
14.4.3.1	Useful Frameworks	361
14.4.3.2	Case Studies on Developing Authentic Community Partnerships	361
14.4.4	Sustainability	362
14.4.5	Institutional Commitment and Support	363
14.4.6	An Authentic Learning Environment	363
14.4.7	Reflection	363

14.5	Current and Future Trends	364
14.5.1	Geographic Spread	364
14.5.2	Economic Uncertainty	364
14.5.3	The Scholarship of Community-Engaged Learning	365
14.5.4	Online Learning	365
14.5.5	Developments in Chemistry Community-Engaged Learning	366
14.6	Conclusion	366
	References	367
15	The Role of Conceptual Integration in Understanding and Learning Chemistry	375
	<i>Keith S. Taber</i>	
15.1	Concepts, Coherence, and Conceptual Integration	375
15.1.1	The Nature of Concepts	375
15.1.2	Concepts and Systems of Public Knowledge	377
15.1.3	Conceptual Integration	378
15.2	Conceptual Integration and Coherence in Science	381
15.2.1	Multiple Models in Chemistry	383
15.3	Conceptual Integration in Learning	385
15.3.1	The Drive for Coherence	386
15.3.2	Compartmentalization of Learning	387
15.3.3	When Conceptual Integration Impedes Learning	388
15.3.4	Conceptual Integration and Expertise	389
15.4	Conclusions and Implications	390
15.4.1	Implications for Teaching	390
15.4.2	Directions for the Research Programme	391
	References	392
16	Learners Ideas, Misconceptions, and Challenge	395
	<i>Hans-Dieter Barke</i>	
16.1	Preconcepts and School-Made Misconceptions	395
16.2	Preconcepts of Children and Challenge	396
16.3	School-Made Misconceptions and Challenge	396
16.3.1	Ions as Smallest Particles in Salt Crystals and Solutions	397
16.3.1.1	Challenge of Misconceptions	398
16.3.2	Chemical Equilibrium	401
16.3.2.1	Most Common Misconceptions	402
16.3.2.2	Challenge of Misconceptions	402
16.3.3	Acid–Base Reactions and Proton Transfer	405
16.3.4	Redox Reactions and Electron Transfer	411
16.4	Best Practice to Challenge Misconceptions	415
16.4.1	Misconceptions	416
16.4.2	Integrating Misconceptions into Instruction	417
16.5	Conclusion	419
	References	419

17	The Role of Language in the Teaching and Learning of Chemistry 421
	<i>Peter E. Childs, Silvija Markic, and Marie C. Ryan</i>
17.1	Introduction 421
17.2	The History and Development of Chemical Language 423
17.2.1	Chemical Symbols: From Alchemy to Chemistry, from Dalton to Berzelius 423
17.2.2	A Systematic Nomenclature 425
17.3	The Role of Language in Science Education 428
17.4	Problems with Language in the Teaching and Learning of Chemistry 430
17.4.1	Technical Words and Terms 432
17.4.2	Nontechnical Words 433
17.4.3	Logical Connectives 434
17.4.4	Command Words 435
17.4.5	Argumentation and Discourse 436
17.4.6	Readability of Texts 436
17.5	Language Issues in Dealing with Diversity 437
17.5.1	Second Language Learners 437
17.5.2	Some Strategies for Improving Language Skills of SLLs 440
17.5.3	Special-Needs Students 440
17.6	Summary and Conclusions 441
	References 442
	Further Reading 445
18	Using the Cognitive Conflict Strategy with Classroom Chemistry Demonstrations 447
	<i>Robert (Bob) Bucat</i>
18.1	Introduction 447
18.2	What Is the Cognitive Conflict Teaching Strategy? 448
18.3	Some Examples of Situations with Potential to Induce Cognitive Conflict 449
18.4	Origins of the Cognitive Conflict Teaching Strategy 451
18.5	Some Issues Arising from <i>A Priori</i> Consideration 453
18.6	A Particular Research Study 455
18.7	The Logic Processes of Cognitive Conflict Recognition and Resolution 459
18.8	Selected Messages from the Research Literature 461
18.9	A Personal Anecdote 465
18.10	Conclusion 466
	References 467
19	Chemistry Education for Gifted Learners 469
	<i>Manabu Sumida and Atsushi Ohashi</i>
19.1	The Gap between Students' Images of Chemistry and Research Trends in Chemistry 469

19.2	The Nobel Prize in Chemistry from 1901 to 2012: The Distribution and Movement of Intelligence 470
19.3	Identification of Gifted Students in Chemistry 472
19.3.1	Domain-Specificity of Giftedness 472
19.3.2	Natural Selection Model of Gifted Students in Science 474
19.4	Curriculum Development and Implementation of Chemistry Education for the Gifted 477
19.4.1	Acceleration and Enrichment 477
19.4.2	Higher Order Thinking and the Worldview of Chemistry 478
19.4.3	Promoting Creativity and Innovation 479
19.4.4	Studying Beyond the Classrooms 480
19.4.5	Can the Special Science Program Meet the Needs of Gifted Students? 482
19.5	Conclusions 484
	References 486
20	Experimental Experience Through Project-Based Learning 489 <i>Jens Josephsen and Søren Hvidt</i>
20.1	Teaching Experimental Experience 489
20.1.1	Practical Work in Chemistry Education 489
20.1.2	Why Practical Work in Chemistry Education? 490
20.1.3	Practical Work in the Laboratory 491
20.2	Instruction Styles 492
20.2.1	Different Goals and Instruction Styles for Practical Work 492
20.2.2	Emphasis on Inquiry 493
20.3	Developments in Teaching 494
20.3.1	Developments at the Upper Secondary Level 494
20.3.2	Trials and Changes at the Tertiary Level 495
20.3.3	Lessons Learned 497
20.4	New Insight and Implementation 498
20.4.1	Curriculum Reform and Experimental Experience 498
20.4.1.1	Problem-Based Group-Organized Project Work 498
20.4.1.2	Second Semester Project Work 499
20.4.2	Analysis of Second Semester Project Reports 502
20.4.2.1	Analysis of Reports from a Chemistry Point of View 503
20.4.2.2	Elements of Experimental Work 503
20.5	The Chemistry Point of View Revisited 511
20.6	Project-Based Learning 512
	References 514
21	The Development of High-Order Learning Skills in High School Chemistry Laboratory: "Skills for Life" 517 <i>Avi Hofstein</i>
21.1	Introduction: The Chemistry Laboratory in High School Setting 517

21.2	The Development of High-Order Learning Skills in the Chemistry Laboratory	519
21.2.1	Introduction	519
21.2.2	What Are High-Order Learning Skills?	520
21.3	From Theory to Practice: How Are Chemistry Laboratories Used?	522
21.4	Emerging High-Order Learning Skills in the Chemistry Laboratory	523
21.4.1	First Theme: Developing Metacognitive Skills	523
21.4.2	Second Theme: Scientific (Chemical) Argumentation	527
21.4.2.1	The Nature of Argumentation in Science Education	527
21.4.2.2	Argumentation in the Chemistry Laboratory	528
21.4.3	Asking Questions in the Chemistry Laboratory	531
21.5	Summary, Conclusions, and Recommendations	532
	References	535
22	Chemistry Education Through Microscale Experiments	539
	<i>Beverly Bell, John D. Bradley, and Erica Steenberg</i>	
22.1	Experimentation at the Heart of Chemistry and Chemistry Education	539
22.2	Aims of Practical Work	540
22.3	Achieving the Aims	540
22.4	Microscale Chemistry Practical Work – “The Trend from Macro Is Now Established”	541
22.5	Case Study I: Does Scale Matter? Study of a First-Year University Laboratory Class	542
22.6	Case Study II: Can Microscale Experimentation Be Used Successfully by All?	543
22.7	Case Study III: Can Quantitative Practical Skills Be Learned with Microscale Equipment?	544
22.7.1	Volumetric Analysis – Microtitration	544
22.7.2	Gravimetric Measurements	546
22.7.3	The Role of Sensors, Probes, and the Digital Multimeter in Quantitative Microscale Chemistry	548
22.7.3.1	Cell Potential Measurements	549
22.7.3.2	Electrical Conductivity, Light Absorption, and Temperature Measurements	551
22.8	Case Study IV: Can Microscale Experimentation Help Learning the Scientific Approach?	554
22.9	Case Study V: Can Microscale Experimentation Help to Achieve the Aims of Practical Work for All?	555
22.9.1	The UNESCO-IUPAC/CCE Global Microscience Program and Access to Science Education for All	555

- 22.9.2 The Global Water Experiment of the 2011 International Year of Chemistry – Learning from the Experience 556
- 22.10 Conclusions 559
References 559

Part III: The Role of New Technologies 563

23 Twenty-First Century Skills: Using the Web in Chemistry Education 565

Jan Apotheker and Ingeborg Veldman

- 23.1 Introduction 565
- 23.2 How Can These New Developments Be Used in Education? 567
- 23.3 MOOCs (Massive Open Online Courses) 572
- 23.4 Learning Platforms 574
- 23.5 Online Texts versus Hard Copy Texts 575
- 23.6 Learning Platforms/Virtual Learning Environment 577
- 23.7 The Use of Augmented Reality in (In)Formal Learning 579
- 23.8 The Development of Might^y/Macht^{ig} 580
- 23.9 The Evolution of MIGHT-^y 580
- 23.10 Game Play 581
- 23.11 Added Reality and Level of Immersion 582
- 23.12 Other Developments 586
- 23.13 Molecular City in the Classroom 587
- 23.14 Conclusion 593
References 593

24 Design of Dynamic Visualizations to Enhance Conceptual Understanding in Chemistry Courses 595

Jerry P. Suits

- 24.1 Introduction 595
- 24.1.1 Design of Quality Visualizations 595
- 24.1.2 Mental Models and Conceptual Understanding 596
- 24.2 Advances in Visualization Technology 598
- 24.3 Dynamic Visualizations and Student's Mental Model 603
- 24.4 Simple or Realistic Molecular Animations? 607
- 24.5 Continuous or Segmented Animations? 608
- 24.6 Individual Differences and Visualizations 609
- 24.6.1 Self-Explanations and Spatial Ability 609
- 24.6.2 Individual Differences and Visualization Studies 610
- 24.7 Simulations: Interactive, Dynamic Visualizations 611
- 24.7.1 Pedagogic Simulations 611
- 24.7.2 An Organic Pre-Lab Simulation 613
- 24.8 Conclusions and Implications 615
Acknowledgments 616
References 616

25	Chemistry Apps on Smartphones and Tablets	621
	<i>Ling Huang</i>	
25.1	Introduction	621
25.2	Operating Systems and Hardware	625
25.3	Chemistry Apps in Teaching and Learning	626
25.3.1	Molecular Viewers and Modeling Apps	626
25.3.2	Molecular Drawing Apps	629
25.3.3	Periodic Table Apps	631
25.3.4	Literature Research Apps	633
25.3.5	Lab Utility Apps	634
25.3.5.1	Flashcard Apps	635
25.3.5.2	Dictionary/Reference Apps	636
25.3.5.3	Search Engine Apps	637
25.3.5.4	Calculator Apps	639
25.3.5.5	Instrumental Apps	640
25.3.6	Apps for Teaching and Demonstration	641
25.3.7	Gaming Apps	642
25.3.8	Chemistry Courses Apps	644
25.3.9	Test-Prep Apps	644
25.3.10	Apps are Constantly Changing	645
25.4	Challenges and Opportunities in Chemistry Apps for Chemistry Education	646
25.5	Conclusions and Future Perspective	647
	References	649
26	E-Learning and Blended Learning in Chemistry Education	651
	<i>Michael K. Seery and Christine O'Connor</i>	
26.1	Introduction	651
26.2	Building a Blended Learning Curriculum	652
26.3	Cognitive Load Theory in Instructional Design	654
26.4	Examples from Practice	655
26.4.1	Podcasts and Screencasts	656
26.4.2	Preparing for Lectures and Laboratory Classes	657
26.4.3	Online Quizzes	659
26.4.4	Worked Examples	661
26.4.5	Clickers	662
26.4.6	Online Communities	663
26.5	Conclusion: Integrating Technology Enhanced Learning into the Curriculum	665
	References	666
27	Wiki Technologies and Communities: New Approaches to Assessing Individual and Collaborative Learning in the Chemistry Laboratory	671
	<i>Gwendolyn Lawrie and Lisbeth Grøndahl</i>	
27.1	Introduction	671

27.2	Shifting Assessment Practices in Chemistry Laboratory Learning	672
27.3	Theoretical and Learning Design Perspectives Related to Technology-Enhanced Learning Environments	675
27.4	Wiki Learning Environments as an Assessment Platform for Students' Communication of Their Inquiry Laboratory Outcomes	678
27.4.1	Co-Construction of Shared Understanding of Experimental Observations	679
27.4.2	Enhancing the Role of Tutors in the Wiki Laboratory Community	679
27.5	Practical Examples of the Application of Wikis to Enhance Laboratory Learning Outcomes	681
27.5.1	Supporting Collaborative Discussion of Experimental Data by Large Groups of Students during a Second-Level Organic Chemistry Inquiry Experiment	681
27.5.2	Virtual Laboratory Notebook Wiki Enhancing Laboratory Learning Outcomes from a Collaborative Research-Style Experiment in a Third-Level Nanoscience Course	682
27.5.3	Scaffolding Collaborative Laboratory Report Writing through a Wiki	682
27.6	Emerging Uses of Wikis in Lab Learning Based on Web 2.0 Analytics and Their Potential to Enhance Lab Learning	684
27.6.1	Evaluating Student Participation and Contribution as Insight into Engagement	684
27.6.2	Categorizing the Level of Individual Student Understanding	686
27.7	Conclusion	688
	References	689
28	New Tools and Challenges for Chemical Education: Mobile Learning, Augmented Reality, and Distributed Cognition in the Dawn of the Social and Semantic Web	693
	<i>Harry E. Pence, Antony J. Williams, and Robert E. Belford</i>	
28.1	Introduction	693
28.2	The Semantic Web and the Social Semantic Web	694
28.3	Mobile Devices in Chemical Education	702
28.4	Smartphone Applications for Chemistry	706
28.5	Teaching Chemistry in a Virtual and Augmented Space	708
28.6	The Role of the Social Web	717
28.7	Distributed Cognition, Cognitive Artifacts, and the Second Digital Divide	721
28.8	The Future of Chemical Education	726
	References	729
	Index	735