

Chemistry Atoms Focused Approach Gilbert Thomas

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An Atoms-Focused Approach by Gilbert, Thomas R. , Isbn 9780393912340. Author: Cram101 Textbook Reviews. Publisher: Cram101. ISBN: Category: Page: 426. View: 381

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Chemistry: An Atoms-Focused Approach by Thomas R. Gilbert ...

For reference see “Chemistry: An Atoms-focused Approach” by Gilbert, Kirss, and Foster *In addition to reviewing this study guide, you should i) consult the Chapter Objectives posted on Blackboard and ii) PRACTICE PROBLEMS (Old exams, mock exams, end of chapter problems, etc.)

Chapter 15: Aqueous Equilibria - Clemson University

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Chemistry seeks to provide qualitative and quantitative explanations for the observed behaviour of elements and their compounds. Doing so involves making use of three types of representation: the macro (the empirical properties of substances); the sub-micro (the natures of the entities giving rise to those properties); and the symbolic (the number of entities involved in any changes that take place). Although understanding this triplet relationship is a key aspect of chemical education, there is considerable evidence that students find great difficulty in achieving mastery of the ideas involved. In bringing together the work of leading chemistry educators who are researching the triplet relationship at the secondary and university levels, the book discusses the learning involved, the problems that students encounter, and successful approaches to teaching. Based on the reported research, the editors argue for a coherent model for understanding the triplet relationship in chemical education.

Chemical education is essential to everybody because it deals with ideas that play major roles in personal, social, and economic decisions. This book is based on three principles: that all aspects of chemical education should be associated with research; that the development of opportunities for chemical education should be both a continuous process and be linked to research; and that the professional development of all those associated with chemical education should make extensive and diverse use of that research. It is intended for: pre-service and practising chemistry teachers and lecturers; chemistry teacher educators; chemical education researchers; the designers and managers of formal chemical curricula; informal chemical educators; authors of textbooks and curriculum support materials; practising chemists and chemical technologists. It addresses: the relation between chemistry and chemical education; curricula for chemical education; teaching and learning about chemical compounds and chemical change; the development of teachers; the development of chemical education as a field of enquiry. This is mainly done in respect of the full range of formal education contexts (schools, universities, vocational colleges) but also in respect of informal education contexts (books, science centres and museums).

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