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KEY=HOLT - PHELPS MCNEIL

HOLT CHEMISTRY

Holt Rinehart & Winston

CHEMISTRY, LIFE, THE UNIVERSE AND EVERYTHING

As you can see, this "molecular formula is not very informative, it tells us little or nothing about their structure, and suggests that all proteins are similar, which is confusing since they carry out so many different roles.

HOLT CHEMISTRY

VISUALIZING MATTER

Harcourt School

CHEMISTRY 2E

HOLT MCDUGAL MODERN CHEMISTRY

Modern Chemistry

TECHNICAL BOOK REVIEW

THE VOCABULARY AND CONCEPTS OF ORGANIC CHEMISTRY

John Wiley & Sons This book is a basic reference providing concise, accurate definitions of the key terms and concepts of organic chemistry. Not simply a listing of organic compounds, structures, and nomenclatures, the book is organized into topical chapters in which related terms and concepts appear in close proximity to one another, giving context to the information and helping to make fine distinctions more understandable. Areas covered include: bonding, symmetry, stereochemistry, types of organic compounds, reactions, mechanisms, spectroscopy, and photochemistry.

ORGANIC CHEMISTRY

METHANE TO MACROMOLECULES

MARCH'S ADVANCED ORGANIC CHEMISTRY

REACTIONS, MECHANISMS, AND STRUCTURE

John Wiley & Sons

SOLID STATE CHEMISTRY

SELECTED PAPERS OF C.N.R. RAO

World Scientific Solid State Chemistry today is a frontier area of mainstream chemistry, and plays a vital role in the development of materials. The present work, consisting of a selection of Prof. C N R Rao's papers, covers most of the important aspects of solid state chemistry and provides the flavor of the subject, showing how the subject has evolved over the years. The book is up-to-date, and will be useful to students, teachers, beginning researchers and practitioners in solid state chemistry as well as in the broader area of materials science.

VALENCY AND BONDING

A NATURAL BOND ORBITAL DONOR-ACCEPTOR PERSPECTIVE

Cambridge University Press The first modernized overview of chemical valency and bonding theory, based on current computational technology.

FOOD TEXTURE AND VISCOSITY: CONCEPT AND MEASUREMENT

Elsevier Food Science and Technology: A Series of Monographs: Food Texture and Viscosity: Concept and Measurement focuses on the texture and viscosity of food and how these properties are measured. The publication first elaborates on texture, viscosity, and food, body-texture interactions, and principles of objective texture measurement. Topics include area and volume measuring instruments, chemical analysis, multiple variable instruments, soothing effect of mastication, reasons for masticating food, rheology and texture, and the rate of compression between the teeth. The book then examines the practice of objective texture measurement and viscosity and consistency, including the general equation for viscosity, methods for measuring viscosity, factors affecting viscosity, tensile testers, distance measuring measurements, and shear testing. The manuscript takes a look at the selection of a suitable test procedure and sensory methods of texture and viscosity measurement. Discussions focus on nonoral methods of sensory measurement; correlations between subjective and objective measurements; variations on the texture profile technique; and importance of sensory evaluation. The publication is a vital source of information for food experts and researchers interested in food texture and viscosity.

CONCEPTS OF MATTER IN SCIENCE EDUCATION

Springer Science & Business Media Bringing together a wide collection of ideas, reviews, analyses and new research on particulate and structural concepts of matter, Concepts of Matter in Science Education informs practice from pre-school through graduate school learning and teaching and aims to inspire progress in science education. The expert contributors offer a range of reviews and critical analyses of related literature and in-depth analysis of specific issues, as well as new research. Among the themes covered are learning progressions for teaching a particle model of matter, the mental models of both students and teachers of the particulate nature of matter, educational technology, chemical reactions and chemical phenomena, chemical structure and bonding, quantum chemistry and the history and philosophy of science relating to the particulate nature of matter. The book will benefit a wide audience including classroom practitioners and student teachers at every educational level, teacher educators and researchers in science education. "If gaining the precise meaning in particulate terms of what is solid, what is liquid, and that air is a gas, were that simple, we would not be confronted with another book which, while suggesting new approaches to teaching these topics, confirms they are still very difficult for students to learn". Peter Fensham, Emeritus Professor Monash University, Adjunct Professor QUT (from the foreword to this book)

A FRAMEWORK FOR K-12 SCIENCE EDUCATION

PRACTICES, CROSSCUTTING CONCEPTS, AND CORE IDEAS

National Academies Press Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

IMPLICATIONS OF MOLECULAR AND MATERIALS STRUCTURE FOR NEW TECHNOLOGIES

Springer Science & Business Media Recent years have seen a dramatic increase in the use of crystal structure information and computational techniques in the design and development of a very wide range of novel materials. These activities now encompass a broad chemical spectrum, reflected in the contributions published here, which cover: modern crystallographic techniques, databases and knowledge bases of experimental results, computational techniques and their interplay with experimental information, hydrogen bonding and other intermolecular interactions, supramolecular assembly and crystal structure prediction, and practical examples of materials design. Each author is a recognised expert and the volume contains state-of-the-art results set in the context of essential background material and augmented by extensive bibliographies. The volume provides a coherent introduction to a rapidly developing field and will be of value to both specialists and non-specialists at the doctoral and post-doctoral levels.

GENERAL CHEMISTRY

ATOMS FIRST

Pearson Educacion "General Chemistry: Atoms First," Second Edition starts from the building blocks of chemistry, the atom, allowing the authors to tell a cohesive story that progresses logically through molecules and compounds to help students intuitively follow complex concepts more logically. This unified thread of ideas helps students build a better foundation and ultimately gain a deeper understanding of chemical concepts. Students can more easily understand the microscopic-to-macroscopic connections between unobservable atoms and the observable behavior of matter in daily life, and are brought immediately into real chemistry instead of being forced to memorize facts. Reflecting a true atoms first perspective, the Second Edition features experienced atoms-first authors, incorporates recommendations from a panel of atoms-first experts, and follows historical beliefs in teaching chemistry concepts based and real experimental data first. This approach distinguishes this text in the market based whereby other authors teach theory first, followed by experimental data.

THE PERFECT SLIME

MICROBIAL EXTRACELLULAR POLYMERIC SUBSTANCES (EPS)

IWA Publishing The Perfect Slime presents the latest state of knowledge and all aspects of the Extracellular Polymeric Substances, (EPS) matrix - from the ecological and health to the antifouling perspectives. The book brings together all the current material in order to expand our understanding of the functions, properties and characteristics of the matrix as well as the possibilities to strengthen or weaken it. The EPS matrix represents the immediate environment in which biofilm organisms live. From their point of view, this matrix has paramount advantages. It allows them to stay together for extended periods and form synergistic microconsortia, it retains extracellular enzymes and turns the matrix into an external digestion system and it is a universal recycling yard, it protects them against desiccation, it allows for intense communication and represents a huge genetic archive. They can remodel their matrix, break free and eventually, they can use it as a nutrient source. The EPS matrix can be considered as one of the emergent properties of biofilms and are a major reason for the success of this form of life. Nevertheless, they have been termed the "black matter of biofilms" for good reasons. First of all: the isolation methods define the results. In most cases, only water soluble EPS components are investigated; insoluble ones such as cellulose or amyloids are much less included. In particular in environmental biofilms with many species, it is difficult to impossible isolate, separate the various EPS molecules they are encased in and to define which species produced which EPS. The regulation and the factors which trigger or inhibit EPS production are still very poorly understood. Furthermore: bacteria are not the only microorganisms to produce EPS. Archaea, Fungi and algae can also form EPS. This book investigates the questions, What is their composition, function, dynamics and regulation? What do they all have in common?

PRACTICAL PHARMACEUTICAL CHEMISTRY

Burns & Oates

ISOTOPE EFFECTS IN CHEMISTRY AND BIOLOGY

CRC Press The field of isotope effects has expanded exponentially in the last decade, and researchers are finding isotopes increasingly useful in their studies. Bringing literature on the subject up to date, Isotope Effects in Chemistry and Biology covers current principles, methods, and a broad range of applications of isotope effects in the physical, biolo

CHEMISTRY EDUCATION AND CONTRIBUTIONS FROM HISTORY AND PHILOSOPHY OF SCIENCE

Springer This book explores the relationship between the content of chemistry education and the history and philosophy of science (HPS) framework that underlies such education. It discusses the need to present an image that reflects how chemistry developed and progresses. It proposes that chemistry should be taught the way it is practiced by chemists: as a human enterprise, at the interface of scientific practice and HPS. Finally, it sets out to convince teachers to go beyond the traditional classroom practice and explore new teaching strategies. The importance of HPS has been recognized for the science curriculum since the middle of the 20th century. The need for teaching chemistry within a historical context is not difficult to understand as HPS is not far below the surface in any science classroom. A review of the literature shows that the traditional chemistry classroom, curricula, and textbooks while dealing with concepts such as law, theory, model, explanation, hypothesis, observation, evidence and idealization, generally ignore elements of the history and philosophy of science. This book proposes that the conceptual understanding of chemistry requires knowledge and understanding of the history and philosophy of science. "Professor Niaz's book is most welcome, coming at a time when there is an urgently felt need to upgrade the teaching of science. The book is a huge aid for adding to the usual way - presenting science as a series of mere facts - also the necessary mandate: to show how science is done, and how science, through its history and philosophy, is part of the cultural development of humanity." Gerald Holton, Mallinckrodt Professor of Physics & Professor of History of Science, Harvard University "In this stimulating and sophisticated blend of history of chemistry, philosophy of science, and science pedagogy, Professor Mansoor Niaz has succeeded in offering a promising new approach to the teaching of fundamental ideas in chemistry. Historians and philosophers of chemistry --- and above all, chemistry teachers --- will find this book full of valuable and highly usable new ideas" Alan Rocke, Case Western Reserve University "This book artfully connects

chemistry and chemistry education to the human context in which chemical science is practiced and the historical and philosophical background that illuminates that practice. Mansoor Niaz deftly weaves together historical episodes in the quest for scientific knowledge with the psychology of learning and philosophical reflections on the nature of scientific knowledge and method. The result is a compelling case for historically and philosophically informed science education. Highly recommended!" Harvey Siegel, University of Miami "Books that analyze the philosophy and history of science in Chemistry are quite rare. 'Chemistry Education and Contributions from History and Philosophy of Science' by Mansoor Niaz is one of the rare books on the history and philosophy of chemistry and their importance in teaching this science. The book goes through all the main concepts of chemistry, and analyzes the historical and philosophical developments as well as their reflections in textbooks. Closest to my heart is Chapter 6, which is devoted to the chemical bond, the glue that holds together all matter in our earth. The chapter emphasizes the revolutionary impact of the concept of the 'covalent bond' on the chemical community and the great novelty of the idea that was conceived 11 years before quantum mechanics was able to offer the mechanism of electron pairing and covalent bonding. The author goes then to describe the emergence of two rival theories that explained the nature of the chemical bond in terms of quantum mechanics; these are valence bond (VB) and molecular orbital (MO) theories. He emphasizes the importance of having rival theories and interpretations in science and its advancement. He further argues that this VB-MO rivalry is still alive and together the two conceptual frames serve as the tool kit for thinking and doing chemistry in creative manners. The author surveys chemistry textbooks in the light of the how the books preserve or not the balance between the two theories in describing various chemical phenomena. This Talmudic approach of conceptual tension is a universal characteristic of any branch of evolving wisdom. As such, Mansoor's book would be of great utility for chemistry teachers to examine how can they become more effective teachers by recognizing the importance of conceptual tension". Sason Shaik Saeree K. and Louis P. Fiedler Chair in Chemistry Director, The Lise Meitner-Minerva Center for Computational Quantum Chemistry, The Hebrew University of Jerusalem, ISRAEL

SUPRAMOLECULAR CHEMISTRY

Springer Science & Business Media The first NATO Science Forum was held in Biarritz in September 1990. This Taormina Conference is the second in a series that we wish to be a long one and I believe that it has equalled the success of its predecessor. In setting up these meetings the NATO Science Committee wanted to gather leading experts to review fields of strong present interest. It was intended that presentations and discussions should pay special attention to potential developments. This "forward look" is indeed precious to us in mapping out the evolution of our Science Programme but more importantly, it is an essential part of the progress of Science. I believe that NATO, being able to bring together eminent scientists from both sides of the Atlantic, is in a privileged position to provide this service to our Scientific Community. It was only proper that Chemistry should be one of the first areas to be targeted: a central science with many rich borders touching on other disciplines, it deserved the full attention of our Committee. In its vast domain, among many possible topics, the present one was carefully selected and its choice resulted from an extensive consultation of many leading chemists. The large fraction of replies which pointed to Supramolecular Chemistry left us with little doubt about the timeliness of a Forum in this area and the strong interest attached to it.

STUDIES IN VAPOR PRESSURE

CHEMICAL MISCONCEPTIONS

PREVENTION, DIAGNOSIS AND CURE

Royal Society of Chemistry Chemistry is a conceptual subject and, in order to explain many of the concepts, teachers use models to describe the microscopic world and relate it to the macroscopic properties of matter. This can lead to problems, as a student's every-day experiences of the world and use of language can contradict the ideas put forward in chemical science. These titles have been designed to help tackle this issue of misconceptions. Part 1 deals with the theory, by including information on some of the key alternative conceptions that have been uncovered by research; ideas about a variety of teaching approaches that may prevent students acquiring some common alternative conceptions; and general ideas for assisting students with the development of appropriate scientific conceptions. Part 2 provides strategies for dealing with some of the misconceptions that students have, by including ready to use classroom resources including copies of probes that can be used to identify ideas held by students; some specific exercises aimed at challenging some of the alternative ideas; and classroom activities that will help students to construct the chemical concepts required by the curriculum. Used together, these two books will provide a good theoretical underpinning of the fundamentals of chemistry. Trialled in schools throughout the UK, they are suitable for teaching ages 11-18.

ACCELERATED AGING

PHOTOCHEMICAL AND THERMAL ASPECTS

Getty Publications Accelerated Aging: Photochemical and Thermal Aspects represents the culmination of more than 40 years of research by noted scientist Robert L. Feller. The book focuses on the long-term performance of materials such as wool, dyes, and organic compounds; their resistance to change when exposed to environmental factors such as oxygen, ozone, moisture, heat, and light; and their physical durability with handling and use over time. Processes of deterioration are discussed based on speeded-up laboratory studies designed to clarify the chemical reactions involved and their physical consequences.

MISCONCEPTIONS IN CHEMISTRY

ADDRESSING PERCEPTIONS IN CHEMICAL EDUCATION

Springer Science & Business Media Over the last decades several researchers discovered that children, pupils and even young adults develop their own understanding of "how nature really works". These pre-concepts concerning combustion, gases or conservation of mass are brought into lectures and teachers have to diagnose and to reflect on them for better instruction. In addition, there are 'school-made misconceptions' concerning equilibrium, acid-base or redox reactions which originate from inappropriate curriculum and instruction materials. The primary goal of this monograph is to help teachers at universities, colleges and schools to diagnose and 'cure' the pre-concepts. In case of the school-made misconceptions it will help to prevent them from the very beginning through reflective teaching. The volume includes detailed descriptions of class-room experiments and structural models to cure and to prevent these misconceptions.

ORBITAL INTERACTIONS IN CHEMISTRY

John Wiley & Sons Explains the underlying structure that unites all disciplines in chemistry Now in its second edition, this book explores organic, organometallic, inorganic, solid state, and materials chemistry, demonstrating how common molecular orbital situations arise throughout the whole chemical spectrum. The authors explore the relationships that enable readers to grasp the theory that underlies and connects traditional fields of study within chemistry, thereby providing a conceptual framework with which to think about chemical structure and reactivity problems. Orbital Interactions in Chemistry begins by developing models and reviewing molecular orbital theory. Next, the book explores orbitals in the organic-main group as well as in solids. Lastly, the book examines orbital interaction patterns that occur in inorganic-organometallic fields as well as cluster chemistry, surface chemistry, and magnetism in solids. This Second Edition has been thoroughly revised and updated with new discoveries and computational tools since the publication of the first edition more than twenty-five years ago. Among the new content, readers will find: Two new chapters dedicated to surface science and magnetic properties Additional examples of quantum calculations, focusing on inorganic and organometallic chemistry Expanded treatment of group theory New results from photoelectron spectroscopy Each section ends with a set of problems, enabling readers to test their grasp of new concepts as they progress through the text. Solutions are available on the book's ftp site. Orbital Interactions in Chemistry is written for both researchers and students in organic, inorganic, solid state, materials, and computational chemistry. All readers will discover the underlying structure that unites all disciplines in chemistry.

PHYSICS IN MOLECULAR BIOLOGY

Cambridge University Press This book, first published in 2005, is a discussion for advanced physics students of how to use physics to model biological systems.

DAMP INDOOR SPACES AND HEALTH

National Academies Press Almost all homes, apartments, and commercial buildings will experience leaks, flooding, or other forms of excessive indoor dampness at some point. Not only is excessive dampness a health problem by itself, it also contributes to several other potentially problematic types of situations. Molds and other microbial agents favor damp indoor environments, and excess moisture may initiate the release of chemical emissions from damaged building materials and furnishings. This new book from the Institute of Medicine examines the health impact of exposures resulting from damp indoor environments and offers recommendations for public health interventions. Damp Indoor Spaces and Health covers a broad range of topics. The book not only examines the relationship between damp or moldy indoor environments and adverse health outcomes but also discusses how and where buildings get wet, how dampness influences microbial growth and chemical emissions, ways to prevent and remediate dampness, and elements of a public health response to the issues. A comprehensive literature review finds sufficient evidence of an association between damp indoor environments and some upper respiratory tract symptoms, coughing, wheezing, and asthma symptoms in sensitized persons. This important book will be of interest to a wide-ranging audience of science, health, engineering, and building professionals, government officials, and members of the public.

THE DYNAMICS OF LIVING SYSTEMS

INAUGURAL LECTURE GIVEN ON THURSDAY 27 APRIL 2017

Collège de France How can we explain the fundamental paradox of living matter, which combines stability and robustness of form with constant internal dynamics? It is not only the genetic information contained in every cell, but also numerous stochastic biomolecular processes that are at work in morphogenesis. In addition, the shaping of an organism is driven by mechanical forces that operate within and between cells, across tissues and organs. The dynamics of morphogenesis is a self-organized process that emerges from biological control and physical constraints at all scales. Its study is currently bringing together a fast-growing interdisciplinary community that observes, analyses and models living organisms.

SINGLE MOLECULE SPECTROSCOPY

NOBEL CONFERENCE LECTURES

Springer Science & Business Media The topics range from single molecule experiments in quantum optics and solid-state physics to analogous investigations in physical chemistry and biophysics.

MECHANICS OF PNEUMATIC TIRES

TEACHING SCIENCE FOR UNDERSTANDING

A HUMAN CONSTRUCTIVIST VIEW

Academic Press Teaching Science for Understanding

SCIENCE NEWS LETTER

CHEMICAL EDUCATION: TOWARDS RESEARCH-BASED PRACTICE

Springer Science & Business Media 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).

A MICROSCALE APPROACH TO ORGANIC LABORATORY TECHNIQUES

Cengage Learning Featuring new experiments unique to this lab textbook, as well as new and revised essays and updated techniques, this Sixth Edition provides the up-to-date coverage students need to succeed in their coursework and future careers. From biofuels, green chemistry, and nanotechnology, the book's experiments, designed to utilize microscale glassware and equipment, demonstrate the relationship between organic chemistry and everyday life, with project-and biological or health science focused experiments. As they move through the book, students will experience traditional organic reactions and syntheses, the isolation of natural products, and molecular modeling. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

ADVANCED ORGANIC CHEMISTRY

PART A: STRUCTURE AND MECHANISMS

Springer Science & Business Media The two-part, fifth edition of Advanced Organic Chemistry has been substantially revised and reorganized for greater clarity. The material has been updated to reflect advances in the field since the previous edition, especially in computational chemistry. Part A covers fundamental structural topics and basic mechanistic types. It can stand-alone; together, with Part B: Reaction and Synthesis, the two volumes provide a comprehensive foundation for the study in organic chemistry. Companion websites provide digital models for study of structure, reaction and selectivity for students and exercise solutions for instructors.

FROM CHEMICAL TOPOLOGY TO THREE-DIMENSIONAL GEOMETRY

Springer Science & Business Media Even high-speed supercomputers cannot easily convert traditional two-dimensional databases from chemical topology into the three-dimensional ones demanded by today's chemists, particularly those working in drug design. This fascinating volume resolves this problem by positing mathematical and topological models which greatly expand the capabilities of chemical graph theory. The authors examine QSAR and molecular similarity studies, the relationship between the sequence of amino acids and the less familiar secondary and tertiary protein structures, and new topological methods.

DAIRY CHEMISTRY AND BIOCHEMISTRY

Springer This book is the most comprehensive introductory text on the chemistry and biochemistry of milk. It provides a comprehensive description of the principal constituents of milk (water, lipids, proteins, lactose, salts, vitamins, indigenous enzymes) and of the chemical aspects of cheese and fermented milks and of various dairy processing operations. It also covers heat-induced changes in milk, the use of exogenous enzymes in dairy processing, principal physical properties of milk, bioactive compounds in milk and comparison of milk of different species. This book is designed to meet the needs of senior students and dairy scientists in general.

THE SCIENCES OF THE ARTIFICIAL, THIRD EDITION

MIT Press Continuing his exploration of the organization of complexity and the science of design, this new edition of Herbert Simon's classic work on artificial intelligence adds a chapter that sorts out the current themes and tools—chaos, adaptive systems, genetic algorithms—for analyzing complexity and complex systems. There are updates throughout the book as well. These take into account important advances in cognitive psychology and the science of design while confirming and extending the book's basic thesis: that a physical symbol system has the necessary and sufficient means for intelligent action. The chapter "Economic Reality" has also been revised to reflect a change in emphasis in Simon's thinking about the respective roles of organizations and markets in economic systems.

RELEVANT CHEMISTRY EDUCATION

FROM THEORY TO PRACTICE

Springer This book is aimed at chemistry teachers, teacher educators, chemistry education researchers, and all those who are interested in increasing the relevance of chemistry teaching and learning as well as students' perception of it. The book consists of 20 chapters. Each chapter focuses on a certain issue related to the relevance of chemistry education. These chapters are based on a recently suggested model of the relevance of science education, encompassing individual, societal, and vocational relevance, its present and future implications, as well as its intrinsic and extrinsic aspects. "Two highly distinguished chemical educators, Ingo Eilks and AviHofstein, have brought together 40 internationally renowned colleagues from 16 countries to offer an authoritative view of chemistry teaching today. Between them, the authors, in 20 chapters, give an exceptional description of the current state of chemical education and signpost the future in both research and in the classroom. There is special emphasis on the many attempts to enthuse students with an understanding of the central science, chemistry, which will be helped by having an appreciation of the role of the science in today's world. Themes which transcend all education such as collaborative work, communication skills, attitudes, inquiry learning and teaching, and problem solving are covered in detail and used in the context of teaching modern chemistry. The book is divided into four parts which describe the individual, the societal, the vocational and economic, and the non-formal dimensions and the editors bring all the disparate leads into a coherent narrative, that will be highly satisfying to experienced and new researchers and to teachers with the daunting task of teaching such an intellectually demanding subject. Just a brief glance at the index and the references will convince anyone interested in chemical education that this book is well worth studying; it is scholarly and readable and has tackled the most important issues in chemical education today and in the foreseeable future." - Professor David Waddington, Emeritus Professor in Chemistry Education, University of York, United Kingdom