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The Stoichiometry Gizmo™ allows you to try your hand at figuring out the amounts of reactants and products that take part in a chemical reaction. To begin, check that this equation is shown: $\text{Fe}_2\text{O}_3 + 3\text{CO} \rightarrow 2\text{Fe} + 3\text{CO}_2$. Look at the coefficients (such as the “3” in 3CO) in front of each substance in the equation.

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This volume is of interest to science educators, graduate students, and classroom teachers. The book will also be an important addition to any scholarly library focusing on science education, science literacy, and writing. This book is unique in that it synthesizes the

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Answers of the three leading researchers in the field of writing to learn science: Carolyn S. Wallace, Brian Hand, and Vaughan Prain. It includes a comprehensive review of salient literature in the field, detailed reports of the authors' own research studies, and current and future issues on writing in science. The book is the first to definitely answer the question, "Does writing improve science learning?". Further, it provides evidence for some of the mechanisms through which learning occurs. It combines both theory and practice in a unique way. Although primarily a tool for research, classroom teachers will also find many practical suggestions for using writing in

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Dr. Hedy Moscovici's life on three continents and her battle with ovarian cancer shaped the unique co-learning and participative leadership perspective on science and mathematics education shared in this book. This text has multiple audiences – prospective and practicing teachers wanting to motivate their students to learn, science and mathematics educators mentoring teachers to become transformative intellectuals and critical pedagogues, parents interested in their children's advancement, and interested policymakers and public wishing to deepen their understanding about learning in general and educational issues in

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Answers science and mathematics. Two mottos, “I can’t learn from you if you can’t learn from me” and “to teach is to learn twice,” summarize the essence of her message. The spotlight is on the critical interdependence of factors, specifically human ability to construct understanding; necessity of disequilibrium to spark neural rewiring; cognition-emotion (pleasure vs. pain, even science or math phobia) connections; sociocultural context; dilemma created by the absence of a clearly trustworthy “learning meter” for a society valuing objective measurement of quality of learning; human relationships sustained by three R’s (rights, responsibilities, respect); and, heightened

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Awareness of power relationships leading to a spirit of collaboration, recognition of each individual's strengths and expertise; and critical pedagogy.

This book presents the outcomes of the 7th International Conference in Methodologies and Intelligent Systems for Technology Enhanced Learning (MIS4TEL'17), hosted by the Polytechnic of Porto, Portugal from 21 to 23 June 2017.

Expanding on the topics of the previous conferences, it provided an open forum for discussing intelligent systems for technology enhanced learning (TEL) and their roots in novel learning theories, empirical methodologies for their design or evaluation, stand-alone

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Answers and web-based solutions, and makerspaces. It also fostered entrepreneurship and business startup ideas, bringing together researchers and developers from industry, education and the academic world to report on the latest scientific research, technical advances and methodologies.

From core concepts to current applications, Chemistry: The Practical Science makes the connections from chemistry concepts to the world we live in, developing effective problem solvers and critical thinkers for today's visual, technology-driven world. Students learn to

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Appreciate the role of asking questions in the process of chemistry and begin to think like chemists. In addition, real-world applications are interwoven throughout the narrative, examples, and exercises, presenting core chemical concepts in the context of everyday life. This integrated approach encourages curiosity and demonstrates the relevance of chemistry and its uses in students' lives, their future careers, and their world. For this Media Enhanced Edition, a wealth of online support is seamlessly integrated with the textbook content to complete this innovative program.

How are the best teachers in our

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Answers
nation reaching students? This one-of-a-kind educational resource provides ideas from 43 of the best teachers in the country!

Winner of the CHOICE Outstanding Academic Title 2017 Award This comprehensive collection of top-level contributions provides a thorough review of the vibrant field of chemistry education. Highly-experienced chemistry professors and education experts cover the latest developments in chemistry learning and teaching, as well as the pivotal role of chemistry for shaping a more sustainable future. Adopting a practice-oriented approach, the current challenges and opportunities

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posed by chemistry education are critically discussed, highlighting the pitfalls that can occur in teaching chemistry and how to circumvent them. The main topics discussed include best practices, project-based education, blended learning and the role of technology, including e-learning, and science visualization. Hands-on recommendations on how to optimally implement innovative strategies of teaching chemistry at university and high-school levels make this book an essential resource for anybody interested in either teaching or learning chemistry more effectively, from experience chemistry professors to secondary school teachers, from educators with no formal training

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in didactics to frustrated
chemistry students.

The extended BSc programme at the University of Pretoria was the context of this study; specifically, students enrolled in foundation chemistry. This study was aimed at improving teaching and learning at this level, by implementing pre-existing education interventions, Process Oriented Guided Inquiry Learning (POGIL) and the use of the Chemorganiser. Themes chosen for the interventions were the mole concept and stoichiometry and redox reactions, as these have been identified as common areas of difficulty in Chemistry (Johnston, 2010). POGIL required students to take on well-defined

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Answers work in groups on specially designed worksheets (Farrell, Moog & Spencer, 1999). Chemorganisers were A4 sheets which broke down topics by highlighting key concepts and provided students with a clear strategy on how to solve problems (Reid and Sirhan, 2001). Chemorganisers were used individually after a class discussion thereof. Different theoretical frameworks underpin the two interventions: POGIL is constructed around “The Learning Cycle” in which students explore data, invent concepts and apply these concepts to problems (Farrell et al., 1999). On the other hand, “Cognitive Load Theory” was the motivation behind the development of Chemorganiser in

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that content is “chunked” to become more manageable for the students (Kirschner, 2002). The POGIL intervention was implemented in a group of approximately 50 students, likewise with the Chemorganiser intervention, the remainder of the students on the course acted as a control. The Integrated model of School Effectiveness (Scheerens, 2004; 1990) served as the theoretical lens for the study. The effectiveness of each intervention was explored using the classroom variables of productivity, student preference and opportunity to learn along with the output of student performance. Mixed methods, including observations, focus group interviews, student questionnaires and student

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performance data, were used. During the first year of implementation the Chemorganisers were well received by students. Increased classroom participation and confidence was noted along with stable levels of attendance. Students requested the inclusion of more challenging content. This intervention did not affect the time allocated for the tutorials and was easy to implement. Students performed better on average than their counterparts; a highly statistically significant difference was noted (p

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