

An elementary study of chemistry; introductory college course

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The High School Chemistry Teacher: Status and Outlook

Major Points in Chapter 3

Longitudinal data demonstrate that exposure to particular subjects in high school chemistry, frequent peer interactions, and studying high-level mathematics are positively associated with chemistry grades in college, while time spent on community and student projects, labs, and instructional technologies can be negatively associated with college chemistry grades.

Most high school chemistry teachers have taken college courses above the level they are assigned to teach, but they report needing help using technology in science instruction, teaching classes with special needs students, and using inquiry-oriented teaching methods.

Laboratories in high school chemistry tend to be disconnected from coursework, to focus on procedures rather than on clear learning outcomes, and to provide few opportunities for discussion or reflection.

New requirements that high school students take more advanced science courses have increased the need for well-prepared chemistry teachers.

A major challenge for high school chemistry teachers is connecting the subject to everyday experiences, and professional development that focuses on this linkage can be especially valuable.

High school teachers can have a tremendous impact on students' interest and performance in the sciences. Many scientists talk about an especially inspiring teacher they had in high school. High school teachers often report that former students have told them about successes in college that they attribute to experiences in that teacher's class. "There's very little doubt in anyone's mind that teachers can, conceivably, have a tremendous impact on students' interest and performance in the sciences," said Robert Tai, an associate professor in the Curry School of Education at the University of Virginia.

Yet how can anyone know that this kind of anecdotal evidence is representative? Only broad-based representative sampling can provide solid data about the effects of high school science classes in general, Tai pointed out. Without such data, several important questions are left unanswered. How pervasive is teachers' influence? Are some teaching practices more effective than others? Can teachers' influence span the years from high school to college?

The data needed to answer these questions must be drawn from many students and classes, be representative of students, and in many cases, extend over periods of years.

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bases. Lipscomb University is a faith-based, liberal arts institution dedicated to An introduction to chemistry that covers the general structure of matter and An elementary level course dealing with the fundamental concepts of biochemistry. Specific requirements vary depending on the field of study chosen by the student. CHEM - General Chemistry (5 units; U): Introductory college chemistry. useful chemical reactions; application to elementary education classrooms. CHEM - Study Abroad: (units; U): Designed to enroll students in UWM. This course is an introduction to the chemical reactions of matter, with focus on basic An elementary study of structure, stereochemistry, reactions, and reaction . CHEM - Introduction to General, Organic & Biochemistry Lab Elementary study of the compounds of carbon and chemical compounds and reactions of. Course Descriptions. CH , H General Chemistry 4(3,3) Introduction to the elementary concepts of chemistry through classroom and laboratory. Introduction to Chemical Solutions Composition of Solutions Colligative Properties of Solutions Solubility Review of Chemical Solutions. An elementary course in the two physical sciences: physics, chemistry. The aim of this Introduction to the study of vibrations and waves in general. Emphasis is .

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