CONTENTS

Title and Author(s)	Pages
EDITORIAL	187-188
INVITED CONTRIBUTION	
Interdisciplinary systemic <i>HOCS</i> development – The key for meaningful <i>STES</i> oriented chemical education <i>U. Zoller</i>	189-200
RESEARCH REPORTS	
Mass conservation in chemical reactions: The development of an innovative teaching strategy based on the history and philosophy of science M. F. Paixão and A. Cachapuz	201-215
Chemistry teaching in lower secondary school with methods based on: a) psychological theories; b) the macro, representational, and submicro levels of chemistry A. Georgiadou & G. Tsaparlis	217-226
Chemistry textbook approaches to chemical equilibrium and student alternative conceptions M.A. Pedrosa & M.H. Dias	227-236
Primary school teachers' views on fundamental chemical concepts G. Papageorgiou & D. Sakka	237-247
Primary student teachers' understanding of the particulate nature of matter and its transformations during dissolving <i>N. Valanides</i>	249-262
Approaching the concepts of acids and bases by cooperative learning <i>D. Sisovic & S. Bojovic</i>	263-275

RESEARCH COMMUNICATION

Dyslexic students in chemistry classes: Their difficulties with chemical 277-280 formulae

A. Ragkousis

THE PRACTICE OF CHEMISTRY EDUCATION: PAPER

An integrated physical-science (physics and chemistry) introduction for lower-secondary level (grade 7)

G. Tsaparlis & K. Kampourakis

THE PRACTICE OF CHEMISTRY EDUCATION: REPORTS

A new chemistry curriculum in a newly founded university: Design under 295-302 constraints

C.R. Theocharis & E. Leontidis

Towards a school of specialization for chemistry teachers in Italy: 303-311

The Tuscan experience

A. Bargellini