CHEMISTRY EDUCATION:
RESEARCH AND PRACTICE IN EUROPE
2002, Vol. 3**,** No. 2, pp. 269-274

NEWS AND ANNOUNCEMENTS

NEWS ABOUT *CERAPIE* (1)

'Europe' features in the title of CERAPIE to emphasise the links of the journal with the ECRICE conferences. However, the European authors and readers of CERAPIE extend now far beyond the ECRICEs. In addition, CERAPIE has become an international journal with authors and readers from all over the world. For this reason, from Volume 4 (with Issue 1 scheduled to appear in February 2003), the journal will drop Europe from its title. The new name will be:

CHEMISTRY EDUCATION: RESEARCH AND PRACTICE (CERP)

It is clear that *CERP* will continue to serve European chemistry education in the same way as CERAPIE did. On the other hand, the new title is expected to make authors from further afield feel equally welcome.

NEWS ABOUT CERAPIE (2)

In the first editorial of CERAPIE (Vol.1, No. 1) it was stated that “CERAPIE must have a more permanent presence" but that the work of producing the journal was too substantial to be undertaken by one person." Further, we invited "everyone interested in a dialogue about the most effective way to make the presence of CERAPIE permanent". The editor has been very pleased to have received many suggestions and offers of help from colleagues in the chemistry education/science education community. In addition, the editor would like to publicly thank those colleagues who have acted as reviewers for CERAPIE to date, as well as others who have offered to contribute to the work of the journal.

In the light of this input and the ongoing development of the journal, a number of Associate Editors, plus European and International Consultant Editors will be appointed for a term of three years, along with an editorial board drawn from colleagues from various countries who have contributed to the work of the journal to date. It is expected that the complete list of associate and consultant editors, plus the members of the editorial board will be announced in the near future.

Publication announcement:

CHEMICAL MISCONCEPTIONS: PREVENTION, DIAGNOSIS AND CURE (2 Volumes)

This publication is the outcome of a Royal Society of Chemistry Teacher Fellowship project: part of the Society's programme of producing materials to support classroom teaching. *Chemical misconceptions: Prevention, diagnosis and cure* derives from the 2000-1 project entitled *Challenging Misconceptions in the Classroom* which was described in an article in CERAPIE (Taber, 2001). The publication comprises of two volumes: *Theoretical Background* and *Classroom Resources*. The brief for the project was to respond to research showing that chemistry topics in the 11-19 curriculum are often misunderstood.

Volume 2: Classroom Resources presents a selection of probes and exercises to help teachers elicit and challenge common misconceptions in the classroom. All of the classroom materials have been piloted in schools and colleges, and are presented with a brief rationale, suggested instructions for use, and with model answers. These materials can be photocopied for use within educational institutions. Although designed primarily for use in school or college, some of the materials may well be useful as diagnostic exercises at first year university level.

Volume 1: Theoretical Background introduces and explains the educational ideas which underpin the materials presented in the second volume. The first five chapters focus on general topics that are important to anyone wishing to facilitate learning in science. Topics covered include the nature and significance of learners' alternative conceptions, the way knowledge is structured (both in chemistry itself, and by learners), the ways in which learners can come to misunderstand teaching (and how the teacher can respond as a 'learning doctor'), and how to scaffold the learning of difficult concepts. The discussion is informed by a constructivist approach, but one that is expanded to include wider aspects of learning theory.

The second half of the volume largely comprises of a set of chapters focusing on key areas of chemical theory that are basic to developing a scientific understanding of the subject: such as particle models, bonding and structure, and chemical change. Throughout the volume the presentation is informed by research, and is illustrated by examples of learners' responses to the classroom materials in the second volume. Volume 1 concludes with a synoptic chapter which reviews the ideas covered in the book. Although the two volumes are designed as a set, they could be used separately. *Volume 2: Classroom Resources* contains all the information the teacher needs to use the classroom materials. *Volume 1: Theoretical Background* is likely to be relevant to anyone interested in learning in science (and especially chemistry) even if they are not actively teaching the 11-19 age range.

Bibliographic details: Author: Keith Taber Published by: Royal Society of Chemistry, London (2002). Chemical misconceptions - Prevention, diagnosis and cure	2 volumes - ISBN 0-85404-390-X or available separately Volume 1: Theoretical background - ISBN 0-85404-386-1 Volume 2: Classroom resources - ISBN 0-85404-381-0

Reference

Taber, K. S. (2001). Constructing chemical concepts in the classroom?: Using research to inform practice. *Chemistry Education: Research and Practice in Europe*, 2, 43-51. [http://www/uoi.gr/conf_sem/cerapie]

JOURNAL OF BALTIC SCIENCE EDUCATION (JBSE): A NEW SCIENTIFIC JOURNAL FOR SCIENCE EDUCATION

Journal of Baltic Science Education (JBSE) is an international academic journal which publishes original scientific research articles in the field of science education and related areas for all educational levels in the Baltic countries. Its aim is to establish contacts between researchers and practical educators both in the Baltic countries and countries around. Language of the journal is English or Russian. JBSE is issued by the SMC *Scientia Educologica*, Lithuania. It is published since 2002**,** twice a year, in March and October.

ISSN 1648-3898.

Editor-in-Chief is Dr. *Vincentas LAMANAUSKAS* (Siauliai University /Lithuania), while Deputy Editors-in-Chief are Prof. Dr. *Andris BROKS* (University of Latvia /Latvia) and Prof., Dr. habil. *Aarne TÕLDSEPP* (Tartu University /Estonia). For more information see the following Web addresses:

http://vingis.ktu.lt/~jbse
http://www.su.lt/lt/centrai/scientia/index.htm

THE '*CHEMORGANISERS*' NOW IN LINE

In the pevious issue of CERAPIE (Sirhan & Reid, 2002), some new learning paper-based materials were described. The new materials were called '*Chemorganisers*' in that their key aim is to prepare (or organise) the mind for learning. They are now available at the following Web address:

http://www.gla.ac.uk/centres/scienceeducation/Chemorg/ChemorganisersHomePage.html

Reference

Sirhan, G. & Reid, N. (2002). An approach in supporting university chemistry teaching. *Chemistry Education, Research and Practice in Europe*, *3*, 65-75. [http://www.uoi.gr/conf_sem/cerapie]

VARIETY IN CHEMISTRY TEACHING 2002 (University of Keele, UK, 9th-10th September 2002)

Organised by the Royal Society of Chemistry Tertiary Education Group, the *Variety in Chemistry Teaching* conference provides a forum for the exchange of teaching practices, and of ideas about, the learning and teaching of chemistry at degree level. Our students need to develop an understanding of chemical principles and an ability to apply their knowledge in

unfamiliar situations. We can help them by increasing the variety of teaching methods we use. Many individuals have developed interesting ways of teaching, but have had little opportunity to discuss their ideas with others. *Variety in Chemistry Teaching* offers that opportunity for colleagues developing their own approaches to improvements in their teaching.

Submissions of workshops, oral and poster presentations are invited. Registration fees are modest due to generous sponsorship by the Royal Society of Chemistry.

For details of the draft programme, how to submit a contribution and how to register see www.physsc.ltsn.ac.uk or www.chemsoc.org or contact Dr *Tina Overton* t.l.overton@hull.ac.uk

6e Biennale internationale DES CHERCHEURS ET DES PRATICIENS DE L'EDUCATION ET DE LA FORMATION

Paris 3, 4, 5, 6 juillet 2002

Débats sur les recherches et les innovations. Organisés par l'APRIEF (Association pour la promotion des recherches et des innovations en éducation et formation) et l'INRP (Institut national de recherche pédagogique)

Publications: Les résumés des contributions seront assemblés dans le livre Résumés des contributions, remis à chaque participant, sur Internet : http://www.inrp.fr/biennale/

Secrétariat: APRIEF/INRP 29, rue d'Ulm, 75230 Paris Cedex 05; tél : 01.46.34.91.70; fax : 01.46.34.92.21; mél : biennale@inrp.fr

8th *FECS* Conference on Chemistry and the Environment "CHEMISTRY FOR A SUSTAINING WORLD "

31 August to 4 September 2002, Athens, Greece,

Under the auspices of the *Federation of the European Chemical Societies* (FECS), the *Association of Greek Chemists*, and the *National and Kapodistrian University of Athens*.

Organized by: *Department of Chemistry*, *University of Athens*.

Chairman: *Panayotis A. SISKOS*.

For more information see the Website of the Conference at: http://www.eex.gr/conference2002/

FORTHCOMING PAPER

The following paper has been accepted for publication and will appear in the next issue of *CERAPIE* (Vol. 3, No. 3, October 2002). It is not included in this Issue because of its themed character.

C. Furió, R. Azcona, & J. Guisasola: The learning and teaching of the concepts 'amount of substance' and 'mole': A review of the literature.

CHEMISTRY EDUCATION: RESEARCH AND PRACTICE IN EUROPE (*CERAPIE*)

Special section(s) with papers from 6th ECRICE / 2nd ECCE

Scheduled to be included in the October 2002 and/or February 2003 issues

CALL FOR PAPERS
Deadline extended to 30 June 2002

Contributions reporting original work are invited for one or two special sections of CERAPIE that will include papers presented in the 6th ECRICE / 2nd ECCE that took place in Aveiro, Portugal (September 2001). A special section is scheduled to be included in the October 2002 and/or February 2003 issues of *CERAPIE*. Suitable manuscripts will be put in the standard review process; however, REVIEWS WILL BE NOT ANONYMOUS.

RESEARCH REPORTS: Authors are requested to submit complete research reports (except in the cases where we have research communications - see ***Guidelines for submissions***).

PAPERS ON THE PRACTICE OF CHEMISTRY EDUCATION: *CERAPIE* has a preference for science-education-research informed papers.

In both cases, it is expected that manuscripts will not be identical with what may have been submitted for inclusion in the Proceedings of the Conference, that is, all submissions should be suitable for a scientific journal. AUTHORS SHOULD FILL IN AND SUBMIT TOGETHER WITH THEIR MANUSCRIPT THE RELEVANT ***SUBMISSION FORM*** (*see button on the left-hand-column of CERAPIE*).

DEADLINE FOR SUBMISSION OF MANUSCRIPTS NOW EXTENDED TO: 30 June 2002

Authors should send **four (4) print** copies of their manuscript, printed on both faces of A4 paper (font: TimesNewRoman; size: 12; space 1.5).

MANUSCRIPTS SHOULD BE POSTED TO:
Georgios TSAPARLIS (CERAPIE) University of Ioannina, Department of Chemistry, GR-451 10 Ioannina, Greece

CHEMISTRY EDUCATION: RESEARCH AND PRACTICE IN EUROPE (*CERAPIE*)

Theme Issue on *TEACHING CHEMISTRY AND PHYSICS*

Scheduled for publication in May 2003

GUEST EDITOR: ***Keith S. TABER***

CALL FOR PAPERS

Contributions are invited for a themed peer-reviewed issue, on the theme of *the relationship of physics to chemistry teaching*. Possible subject matter for contributions might include:

- the common ground in chemistry and physics teaching
- the role physics plays in supporting the teaching of chemistry
- students' difficulties in appreciating the relationship between associated topics taught under the headings 'chemistry' and 'physics'
- the influence of the incorporation of ideas from quantum theory on the teaching of chemistry
- the influence of the widespread use of physical techniques such as spectroscopy upon the teaching of chemistry (ditto laser, microwave techniques)
- differences in the traditions of physics and chemistry, and how this influences or should influence the teaching of the subjects
- preferred learning styles of physics and chemistry students
- the effect of subject specialism when teaching across the chemistry-physics distinction
- the nature (and future?) of 'physical science' courses
- learning difficulties in science: do alternative conceptions in chemistry and in physics present the same problems for teachers?

This list is not intended to be exclusive, but rather to suggest the scope of possible contributions. Papers could discuss one or more of secondary, college/high school or university level.

The **guest editor** for the themed issue will be Dr. ***Keith Taber***, Faculty of Education, University of Cambridge, Hills Road, Cambridge, CB2 2PH, U.K. Informal approaches about the suitability of possible contributions may be made to Dr. Taber preferably through e-mail at kst24@cam.ac.uk Submissions, in the format required by the journal (see GUIDELINES FOR SUBMISSIONS) **should be sent by post (*NOT BY e-mail*) * to the guest editor**, to arrive by **November 30, 2002**. Potential contributions will be subject to the journal's usual peer review process. Where revisions are required as a condition of publication, authors will be required to resubmit by **March 31, 2003**.

Please remember to submit **four (4) print copies** of your manuscript, of which **three** must be prepared for **anonymous review**.