

NEWS AND ANNOUNCEMENTS

WOBBE DE VOS

Dr. *Wobbe de Vos* died on Wednesday 17th July 2002. He was a fine chemistry-teacher trainer and a good researcher, and published numerous papers in international journals and in conference proceedings. He was very involved in the analysis of the chemistry curriculum. Several times he was invited to be a keynote speaker at national and international conferences. Chemical educators, researchers and practitioners alike, both in the Netherlands and abroad, will remember him for his important contributions to chemistry education. (*CERAPIE* had invited him to contribute to Theme Issue 2 on Structural Concepts, but he was unable because of his illness.)

NEW CHAIRMAN OF DIVISION OF CHEMICAL EDUCATION OF FECS

After many years of service as chairman of the Division of Chemical Education of FECS, Dr. *Michael Gagan*, of the *Open University*, UK, completed his office, and since last September, *Peter E. Childs* took over. Dr. Childs lectures in Inorganic and Environmental Chemistry at the *University of Limerick* and is also involved in the training of science teachers. He has been the Director of the Schools Information Centre on the Irish Chemical Industry (SICICI) since 1989, and has been producing a magazine, *Chemistry in Action!*, for Irish and UK chemistry teachers since 1980, and has run an annual conference for chemistry teachers - ChemEd-Ireland since 1982. He contributes a regular column on the language of chemistry, *Chemlingo*, to *Education in Chemistry*. He was recognized as BP Science Educator of the Year by the Irish Science Teacher's Association in 1985 and was awarded the Boyle-Higgins Gold Medal of the Institute of Chemistry of Ireland for contributions to chemical education in 1992. He has just been given the 2001 award for Community Service by the University of Limerick. He represents Ireland on the FECS Education Division Council and on IUPAC's Committee for the Teaching of Chemistry.

REPORT FROM A SYMPOSIUM: RESEARCH IN CHEMICAL EDUCATION - WHAT DOES THIS MEAN?

Under this title, the *16th Symposium on Chemical Education* at the *University of Dortmund* took place from the 22 to 24 May 2002. The intention of the symposium was to reflect about the following questions. *What does the word 'research' mean in the field of chemical education? How do we deal with the connection between research and practice?* The main objective of the symposium was to bring people from all these different areas within chemical education together and to promote understanding and respect between the stakeholders of the different directions. Another intention was to start thinking about a closer co-operation between the different fields of chemical education.

The symposium was built on twelve papers in four sessions coming from six different European countries. Participants in discussion came from ten European countries and represented the researchers, teacher trainers and teachers perspective within chemical education. Presenters were the following:

- *Nicos Valanides (Nicosia, Cyprus)*, who gave an overview of the situation and the actual tendencies in the development of chemical education and research within chemical education from his personal perspective.
- *Cornelia Graesel (Saarbrücken, Germany)*, who focused on what is to be expected from research in chemical education if seen from the perspective of research in general education, and vice versa.
- *Hans-Jürgen Becker and Henry Hildebrandt (Paderborn, Germany)*, who discussed the development of chemical education in Germany during the last decades as well as the impact research in chemical education has had on teacher education.
- *Keith S. Taber (Cambridge, UK)*, whose paper dealt with the actual situation and perspectives of pure empirical research. [The paper was presented by *Alan Goodwin (Manchester, UK)*.]
- *Elke Sumfleth (Essen, Germany)*, who considered the actual problems of science teaching in Germany after PISA and reported about new projects of empirical research.
- *Ludo Brandt (Leuven, Belgium)*, who discussed the use of concept mapping and visualisation techniques in science teaching at secondary schools.
- *Jan van Driel (Leiden, The Netherlands)*, who reflected on the role of teachers' knowledge in the context of reform in chemical education in the Nehtelrands.
- *Ingo Eilks (Dortmund, Germany)*, who described the application of Participatory Action Research as a design for applied research within chemical education.
- *Astrid M. W. Bulte and Albert Pilot (Utrecht, The Netherlands)*, who reported on a co-operation of researchers with teachers and students for the development of teaching modules was discussed.
- *Phillip Mayring (Klagenfurt, Austria)*, who overviewed the understanding of research of learning and instruction, and discussed a possible integration of quantitative and qualitative approaches of research in educational sciences.
- *Wolfgang Gröber (Kiel, Germany)*, who gave some insights in teaching approaches which are stronger orientated on scientific literacy and include the use of new media.
- *Judith M. Benett (York, UK)*, who asked 'What factors help research in chemical education and have an impact on classroom practice?', and provided some answers from her research on evaluation and implementation.

The problems identified and discussed during the Symposium call for international co-operation for finding appropriate solutions to them. It is hoped that the symposium contributed to the solution of these problems by providing a forum for exchange of ideas and discussions that may lead to further international co-operation and joint efforts to improve chemical education.

The *Book of Proceedings* is published by *Shaker Publishing*, Aachen, Germany. Single copies can be ordered from Bernd Ralle and Ingo Eilks (eilks@pop.uni-dortmund.de) for the price of 25 Euro (incl. postage and packaging).

(This is an abridged version of a report sent by Bernd Ralle & Ingo Eilks)

VARIETY IN CHEMISTRY TEACHING, 2002

The 11th *Variety in Chemistry Teaching*, the annual conference organised by the Royal Society of Chemistry (RSC) Tertiary Education Group (CERG), took place from 9 to 10 September 2002 at the University of Keele, Staffordshire, UK. Conference organisers were: *Stuart Bennett* (Chairman), Department of Chemistry, The Open University; *Tina Overton*, University of Hull; *Ray Wallace*, Nottingham Trent University; and *Paul Yates*, University of Keele. Both oral contributions and poster presentations were included in the programme, as well as social events.

This year's *CERG Lecture* was delivered by *Georgios Tsaparlis*, Editor of *CERAPIE*, and dealt with "*Globalisation in chemistry education research and practice - Necessity or utopian dream?*". The *John Garratt Lecture* was given by Professor Sir *Harry Kroto*, University of Sussex Nobel Laureate, President-elect of the *Royal Society of Chemistry*. The final (third) plenary speaker was *Tony Rest*, of the *University of Southampton*, who spoke about the design and production of multiple-language multimedia courseware; title of his talk was "*Blessed Are Those Who Have Not Seen And Yet Have Believed*".

ESERA 2003 CONFERENCE: THE NETHERLANDS, 2003

The 4th International Conference of the *European Science Education Research Association* (ESERA) organising committee of the ESERA2003 Conference will take place in the Netherlands from 19 until 23 August 2003. The Conference Web site is as follows: <http://www1.phys.uu.nl/esera2003> Chairman of the Organising Committee is Harrie Eijkelhof; Centre for Science and Mathematics Education Utrecht University P.O. Box 80.000 3508 TA Utrecht; tel 31.30.2534719; e-mail: esera2003@phys.uu.nl

7th ECRICE: LJUBLJANA, SLOVENIA, 2004

The 7th ECRICE will be held at the University of Ljubljana, Faculty of Education, Ljubljana, Slovenia, from 1 to 5 September 2004. Note that the Conference will be delayed by one year, to avoid conflict with the ESERA Conferences that are organised biannually in odd years. President of the Scientific Advisory Committee will be S.A. Glazar and of the Local Organising Committee D. Krnel, both of the University of Ljubljana.

THE IMPACT OF CERAPIE PAPERS

Dr. Frank Jenkins of the 'Education Center South' of the *University of Alberta* (address: 341 Education South, University of Alberta, Edmonton AB T6G 2G5; e-mail: fjenkins@ualberta.net), asked to get permission to reprint from *CERAPIE* the Abstract and Introduction to the May 2002 paper "*Teaching chemistry progressively*" (by Peter G. Nelson) in *The Alberta Science Teacher* newsletter or the *Alberta Science Education Journal*. They would then provide the URL for teachers to access the rest of the article on-line. Dr. Jenkins stated in his message to the editor of *CERAPIE*: "*Since our chemistry curriculum is going to be revised, I would like to see this article distributed widely in Alberta to the Alberta Teachers' Association Science Council members.*"

UNIVERSITY CHEMISTRY EDUCATION

We remind our readers of the electronic free journal University Chemistry Education (UChemEd) which is published by the Royal Society of Chemistry (RSC), and covers the teaching of chemistry in higher education. Volume 6, Issue No 2 (November 2002) will be shortly posted on the Web. Note that all issues from Volume 1, No. 1, are available at the following Web address: <http://www.rsc.org/uchemed>

JOURNAL OF BALTIC SCIENCE EDUCATION (JBSE): SECOND ISSUE

The second issue of the new journal "Journal of Baltic Science Education" (JBSE) has now been published. The contents of the issue are as follows: Understanding global and personal use of energy (by B. Andersson, F. Bach, & A. Zetterqvist); The influence of experimental teaching on 5 - and 7- year old children's concepts of the earth and gravity (by E. Kikas, T. Hannust, & H. Kanter); The science teacher in the situation of changing educational paradigm (by D. Namsone); Some aspects of motivation of interaction with nature (by V. Lamanaukas); Aspects of constructivism (by N. Valanides); Evaluation of Latvia's science education in the IEA TIMSS and OECD PISA framework (by A. Geske & A. Kangro); Questions of chemical content in the integrated courses of natural sciences (by A. Bratennikova & E. Vasilevskaya); Science teachers change towards STL teaching (by M. Rannikmäe)

For more information see the following Web addresses:

<http://vingis.ktu.lt/~jbse>

<http://www.su.lt/lt/centrai/scientia/index.htm>