

## AUTHOR INDEX, VOLUME , 2004

*Alampei, A.* (with *M. Scoullos & V. Malotidi*) The methodological framework of the development of the educational package "Water in the Mediterranean": (2) 185-206.

*Arda, S.* (with, *İ. Morgil, N. Seçken, S.Yavuz, & Ö. Özyalçin Oskay*) The influence of computer-assisted education on environmental knowledge and environmental awareness: (2) 99-110.

*Bar-Dov, N.* (with, *Nahum, T.L., A. Hofstein, & R. Mamlok-Naaman*) Can final examinations amplify students' misconceptions in chemistry?: (3) 301-325.

*Bodner, G.* (with *M. Orgill*) What research tells us about using analogies to teach chemistry: (1) 15-32.

*Bucat, R.* Pedagogical content knowledge as a way forward: Applied research in chemistry education: (3) 215-228.

*Dori, Y.J.* (with *A. Lubezky & Zoller, U.*) HOCS-promoting assessment of students' performance on environment-related undergraduate chemistry: (2) 175-184.

*Dumon, A.* (avec *A. Laugier*) L' équation de réaction: Un nœud d'obstacles difficilement franchissable: (1) 51-68.

*Dumon, A.* (with *A. Laugier*) The chemical equation: A cluster of problems which are difficult to overcome: (3) 327-342.

*Hofstein, A.* The laboratory in chemistry education: Thirty years of experience with developments, implementation, and research: (3) 247-264.

*Hofstein, A.* (with *T.L. Nahum, & R. Mamlok-Naaman & N. Bar-Dov*) Can final examinations amplify students' misconceptions in chemistry?: (3) 301-325.

*De Jong, O.* (with *R. Justi, J. K. Gilbert, J.H.Van Driel, , & D.F. Treagust*) Securing a future for chemical education (1) 5-14.

*Del Pino, J.C.* (with *M.L. Eichler & L.Da C. Fagundes*) Development of cognitive conducts during a computer simulated environmental analysis: (2) 157-174.

*Dori, Y.J.* (with *A. Lubezky & U. Zoller*) HOCS-promoting assessment of students' performance on environment-related undergraduate chemistry

*Eichler, M.L.* (with *J.C. Del Pino, & L.Da C. Fagundes*) Development of cognitive conducts during a computer simulated environmental analysis: (2) 157-174.

*Eybe, H.* (with *H.-J. Schmidt*) Group discussions as a tool for investigating students' concepts: (3) 265-280.

*Eysel, C.* (with *M. Schallies*) Learning beyond school: Establishing a laboratory for sustainable education: (2) 111-126.

*Fagundes, L.Da C.* (with *M.L. Eichler & J.C. Del Pino*) Development of cognitive conducts during a computer simulated environmental analysis: (2) 157-174.

*Gilbert, J.K.* (with *R. Justi, J.H.Van Driel, O. De Jong, & D.F. Treagust*) Securing a future for chemical education (1) 5-14.

*Justi, R.* (with *J. K. Gilbert, J.H. Van Driel, O. De Jong, & D.F. Treagust*) Securing a future for chemical education (1) 5-14

*Laugier, A.* (avec *A. Dumon*) L' équation de réaction: Un nœud d'obstacles difficilement franchissable(1) : 51-68.

*Laugier, A.* (with *A. Dumon*) The chemical equation: A cluster of problems which are difficult to overcome: (3) 327-342.

*Lubezky A.* (with *Y.J. Dori & U. Zoller*) HOCS-promoting assessment of students' performance on environment-related undergraduate chemistry: (2) 175-184.

*Mahaffy, P.* The future shape of chemistry education: (3) 229-245.

*Malotidi, V.* (with *I. Alampeï & M. Scoullou*) The methodological framework of the development of the educational package "Water in the Mediterranean": (2) 185-206.

*Mamlouk-Naaman, R.* (with *T.L. Nahum, A. Hofstein, & N. Bar-Dov*) Can final examinations amplify students' misconceptions in chemistry?: (3) 301-325.

*Mavropoulos, A.* (with *M. Roulia, and A.L. Petrou*) An interdisciplinary model for teaching the topic "foods": A contribution to modern chemical education: (2) 143-155.

*Morgil, İ.* (with *S. Arda, N. Seçken, S.Yavuz, & Ö. Özyalçin Oskay*) The influence of computer-assisted education on environmental knowledge and environmental awareness: (2) 99-110.

*Nahum, T.L.* (with *A. Hofstein, R. Mamlouk-Naaman & N. Bar-Dov*) Can final examinations amplify students' misconceptions in chemistry?: (3) 301-325.

*Orgill, M.* (with *G. Bodner*) What research tells us about using analogies to teach chemistry: (1) 15-32.

*Özyalçin Oskay, Ö.* (with *İ. Morgil, S. Arda, , N. Seçken & S.Yavuz*) The influence of computer-assisted education on environmental knowledge and environmental awareness: (2) 99-110.

*Petrou, A.L.* (with *Mavropoulos, A. & M. Roulia*) An interdisciplinary model for teaching the topic "foods": A contribution to modern chemical education: (2) 143-155.

*Quílez, J.* A historical approach to the development of chemical equilibrium through the evolution of the affinity concept: Some educational suggestions: (1) 69-87.

*Quílez, J.* Changes in concentration and in partial pressure in chemical equilibria: Students' and teachers' misunderstandings: (3) 281-300.

*Roulia, M.* (with *A. Mavropoulos & A.L. Petrou*) An interdisciplinary model for teaching the topic "foods": A contribution to modern chemical education: (2) 143-155.

*Sarantopoulos, P.* (with *G. Tsaparlis*) Analogies in chemistry teaching as a means of attainment of cognitive and affective objectives: A longitudinal study in a naturalistic setting, using analogies with a strong social content: (1) 33-50.

*Schmidt, H.-J.* (with *H. Eybe*) Group discussions as a tool for investigating students' concepts: (3) 265-280.

*Seçken, N.* (with *İ. Morgil, S. Arda, S.Yavuz, & Ö. Özyalçin Oskay*) The influence of computer-assisted education on environmental knowledge and environmental awareness: (2) 99-110.

*Schallies, M.* (with *C. Eysel*) Learning beyond school: Establishing a laboratory for sustainable education: (2) 111-126.

*Scoullou, M.* (with *I. Alampeï & V. Malotidi*) The methodological framework of the development of the educational package "Water in the Mediterranean": (2) 185-206.

*Tal, R.T.* Using a field trip to a wetland as a guide for conceptual understanding in environmental education – A case study of a pre-service teacher's research: (2) 127-142.

- Treagust, D.F.* (with *O. De Jong, R. Justi, J. K. Gilbert, & J.H. Van Driel*) Securing a future for chemical education (1) 5-14
- Tsaparlis, G.* Has educational research made any difference to chemistry teaching?: (1) 3-4.
- Tsaparlis, G.* (with *P. Sarantopoulos*) Analogies in chemistry teaching as a means of attainment of cognitive and affective objectives: A longitudinal study in a naturalistic setting, using analogies with a strong social content: (1) 33-50.
- Tsaparlis, G.* Securing a future for CERP (Editorial) (3) 209-212.
- Van Driel, J.H.* (with *O. De Jong, R. Justi, J. K. Gilbert, & D.F. Treagust*) Securing a future for chemical education (1) 5-14.
- Yavuz., S.* (with *İ. Morgil, S. Arda, , N. Seçken & Ö. Özyalçin Oskay*) The influence of computer-assisted education on environmental knowledge and environmental awareness: (2) 99-110.
- Zoller, U.* Chemistry and environmental education (editorial): (2) 95-97.
- Zoller, U.* (with *A. Lubezky & Y.J. Dori*) HOCS-promoting assessment of students' performance on environment-related undergraduate chemistry: (2) 175-184.