

# Teaching Secondary Chemistry

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key concepts in chemistry introducing particle theory introducing chemical change developing models of chemical bonding extent rates and energetics of chemical change acids and alkalis combustion and redox reactions electrolysis electrolytes and galvanic cells inorganic chemical analysis organic chemistry and the chemistry of natural products earth science chemistry in the secondary curriculum

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this text is written specifically for secondary chemistry syllabuses in east and central africa throughout this comprehensive text the concepts experiments and application of chemistry in modern africa are clearly presented extensive examples from east africa have been used and there are appendices on areas which can sometimes cause students problems such as drawing graphs examination techniques and laboratory safety this textbook is designed to meet the theoretical and practical needs of students studying chemistry for secondary examinations and beyond and should be a useful reference source for teachers

includes list of members 1882 1902 and proceedings of the annual meetings and various supplements

this book considers how post secondary chemistry education can be advanced in developing countries in order to respond to emerging global regional and local needs taking guyana as a case study it pays particular attention to local challenges facing such territories including human and financial resource shortages tension between quality and quantity of graduates cultural inequalities unequal access to increasingly important information and communication technology or technologies icts and increasing competition from international universities in the developed world written by a team with over 70 years in combined teaching experience it asks whether these challenges can be met and overcome and considers how tertiary chemistry education can better meet the rapidly changing needs of society the authors examine the status quo of tertiary chemistry education in guyana against the introductory backdrop of the internal and external stresses on the education system before exploring selected best practices grounded in a three pronged model focused on pedagogy programming and people advancing diversity on each of these levels the book ultimately shows how this framework can support better learning and teaching and the development of a better equipped and more diverse science technology engineering and mathematics stem workforce it will appeal to scholars researchers graduate students and tertiary level curriculum developers in chemistry education interested in an innovative holistic approach for transforming chemistry teaching that focuses on pedagogical diversity strategic co curricular programming and accommodating diversity and diverse learning styles in the classroom

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