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Professor Chemistry Education E-mail: dwaineandlucy@bellsouth.net. Research Interests | Publications. Dr. Eubanks earned both the B.S. (1960) and Ph.D. (1963) from the University of Texas at Austin. He was a research chemist for du Pont (1963-67) and subsequently a faculty member at Oklahoma State University (1967-92), where he reached the rank of professor in 1978.

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This guide is separated into first-term and second-term general chemistry material. Each section contains 8 chapters of material that also aligns to most general chemistry textbooks for a seamless addition to study materials for students. Each chapter is designed with an introductory section of the material including common representations and where to find this material in a textbook. The second section provides worked examples of typical, multiple choice questions including how the correct answer is determined as well as how the incorrect answers were determined. Also included for each study problem is a listing of the corresponding practice questions that use that concept. The final section is a series of practice problems to test the concepts collectively. The key is provided on a separate page for all study and practice problems.

Organic Chemistry Study Guide

Active learning methods can provide significant advantages over traditional instructional practices, including improving student engagement and increasing student learning. Active Learning in General Chemistry: Specific Interventions focuses on evidence-based active learning methods that offer larger gains in engagement with as well as a more thorough education in general chemistry. This work serves as a selection of techniques that can inspire chemistry instructors and a comprehensive survey of effective active learning approaches in general chemistry. Chemistry faculty and administrations will find inspiration for improved teaching within this volume.

Active learning methods can provide significant advantages over traditional instructional practices, including improving student engagement and increasing student learning. Focusing on class-level interventions, the chapters in this book showcase evidence-based techniques to encourage active learning in general chemistry. Contributing authors also include approaches to methods that encourage productive ways to engage inside and outside of classroom to support students' transition to university. Faculty and administrators considering more effective general chemistry courses will benefit from reading this volume.

This resource volume, written especially for teachers of introductory chemistry courses, is in a ready-to-use format that will enable instructors to integrate materials chemistry into their curriculum. The book collects a critical mass of text, demonstrations, and laboratory experiments. The first ten chapters present a general introduction to solids; numerous easy-to-do teacher demonstrations are integrated into the material. The second part of the volume consists of fifteen laboratory experiments for students. Examples from cutting-edge research, as well as everyday life, spark student interest while illustrating the basic ideas that are important to an understanding of chemistry.

A different kind of book about chemistry which teaches readers the process of learning chemistry, not the topic itself. Proving a valuable supplement to any introductory text, this guide offers inside information to help make chemistry less stressful—even enjoyable. Includes exercises and sections for self-assessment.

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Organic chemistry courses are often difficult for students, and instructors are constantly seeking new ways to improve student learning. This volume details active learning strategies implemented at a variety of institutional settings, including small and large, private and public, liberal arts and technical, and highly selective and open-enrollment institutions. Readers will find detailed descriptions of methods and materials, in addition to data supporting analyses of the effectiveness of reported pedagogies.

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