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Title (max. 100 char.)	Simple chemistry expanded – what happens if A little more of that in first year chemistry?
Abstract (max. 1500 char.)	A graduated chemist is expected to be able to give a reasonable answer to most questions of the type "what happens if you mix this and that" without having the actual experience and without remembering the facts from textbooks or literature. Much first year general chemistry teaching seems to aim at other, fairly simple skills. Analysis of several first year general chemistry examination papers from more English speaking countries revealed that the problems presented were almost only of the type of questions with given data, familiar methods and given outcomes. Such questions mostly test recall of algorithms. Also in Denmark analogous examination papers have been rather standardised at certain universities, and qualitative reactions of the type "what happens if you add this to that in a stoichiometric amount and in excess" have only been included to a very limited extent. Questions of that category involve conceptual knowledge of reagent properties and reaction types and the some empirical knowledge of specific reactions and properties. If teaching did put more emphasis on the prediction from concepts, principles and key properties, the ability to give a more detailed response to "what happens if you mix" situations would be practiced. An example of a (short) teaching sequence with emphasis on this is given.