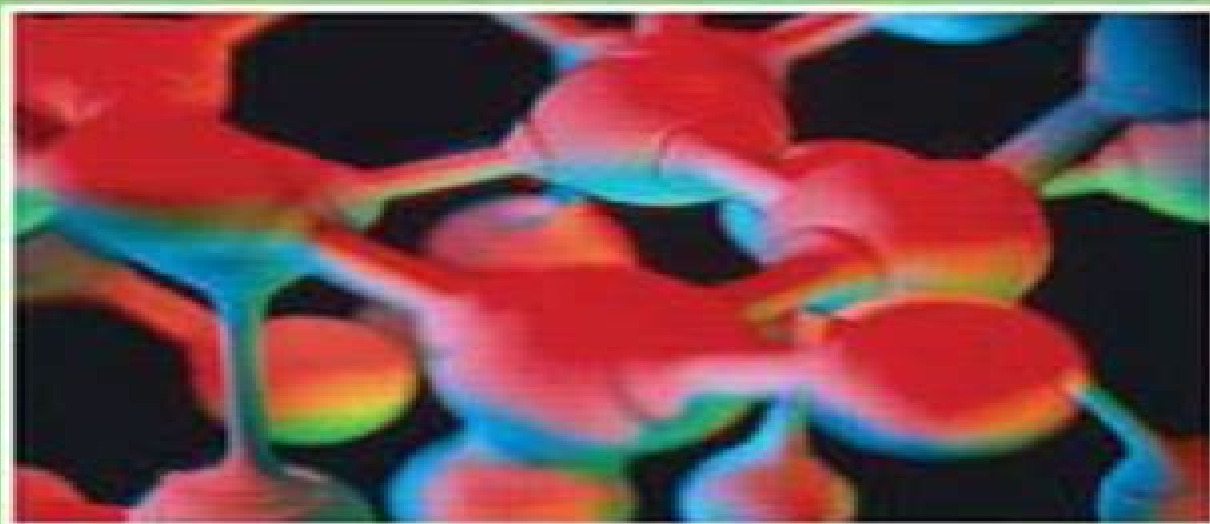


PEER-LED TEAM LEARNING

ORGANIC CHEMISTRY

SECOND EDITION



J. A. KAMPMEIER • PRATIBHA VARMA-NELSON
CARL C. WAMSER • DONALD K. WEDEGAERTNER



Peer Led Team Learning Organic Chemistry

Terrell Samoriski



Peer Led Team Learning Organic Chemistry:

Peer-led Team Learning Jack A. Kampmeier, 2006 This unique book explains the theory behind peer led team learning offers suggestions for successful implementation including how to write effective group problems and how to train peer leaders discusses how to evaluate the success of the program and answers frequently asked questions It is designed as a workbook to be used as the central focus of activity in a PLTL Workshop in organic chemistry It is not a drill book nor is it a self contained guided inquiry book As with the Workshops themselves this book is intended to be a companion to a textbook in a lecture course The Workshop problems are challenging and readers need to prepare for them by studying the book the lectures and by working the end of chapter problems ahead of Workshop time Structure Functional Groups Structure Molecular Geometry and Bonding Structure and Properties Acids and Bases Reaction Mechanisms Stereochemistry of Alkanes and Cycloalkanes Alkenes Electrophilic Addition Mechanism Carbocations Alkenes Reactions Free Radical Reactions Thermochemistry Organic Synthesis Chirality Nucleophilic Substitution Reactions Elimination Reactions Alkyl Halides and Alcohols Synthesis Epoxides and Ethers Conjugated Systems Aromaticity Aromatic Electrophilic Substitution Pericyclic Reactions Aldehydes and Ketones Enols and Enolate Ions Ester and β Dicarbonyl Enolates Carbohydrates Phenols Carboxylic Acids Carboxylic Acid Derivatives Nucleophilic Acyl Substitutions Lipids Amines Amino Acids and Peptides Metabolism For readers preparing for a PLTL Workshop in organic chemistry or for anyone interested in learning more about organic chemistry

Peer-Led Team Learning: Evaluation, Dissemination, and Institutionalization of a College Level Initiative Leo Gafney, Pratibha Varma-Nelson, 2008-06-24 There seems to be no end to the flood of conferences workshops panel discussions reports and research studies calling for change in the introductory science courses in our colleges and universities But there comes a time to move from criticism to action In 1993 the Division of Undergraduate Education of the National Science Foundation called for proposals for systemic initiatives to change the way introductory chemistry is taught One of the five awards was to design develop and implement the peer led Workshop a new structure to help students learn science This book is a study of 15 years of work by the Peer Led Team Learning PLTL project a national consortium of faculty learning specialists and students The authors have been in the thick of the action as project evaluator Gafney and co principle investigator Varma Nelson Readers of this book will find a story of successful change in educational practice a story that continues today as new institutions faculty and disciplines adopt the PLTL model They will learn the model in theory and in practice and the supporting data that encourage others to adopt and adapt PLTL to new situations Although the project has long since lost count of the number of implementations of the model conservative estimates are that more than 100 community and four year colleges and a range of universities have adopted the PLTL model to advance student learning for more than 20 000 students in a variety of STEM disciplines

Organic Chemistry, 2006 *Peer-Led Team Learning* J. A. Kampmeier, Pratibha Varma-Nelson, Donald K. Wedegaertner, 2000-09

Workbook developed from the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses Peer-Led Team Learning Pratibha Varma-Nelson, Department of Chemistry and Chemical Biology and Center for Teaching and Learning Pratibha Varma-Nelson, Mark S. Cracolice, 2000-08 Workbook developed from the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses Peer-led Team Learning David K. Gosser, Victor S. Strozak, Mark S. Cracolice, 2001 Workbook developed from the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses **Peer-Led Team Learning** David Gosser, Victor S. Strozak, Mark S. Cracolice, 2006 The Workshop Program is a collaboration of teachers learning specialists and students that develops and implements a Peer Led Team Learning model of teaching science Students who have done well in the course are selected and trained for leadership roles These peer leaders guide the work of teams of 6-8 students to solve carefully structured problems in weekly Workshop sessions Peer-Led Team Learning, General, Organic, and Biological Chemistry Pratibha Varma-Nelson, Mark S. Cracolice, 2008-03 Peer Led Team Learning 2e is an innovative model in science education Student leaders peers guide the activities of small groups of students in weekly Workshop meetings The students work through challenging problems that are designed to be solved cooperatively The peer leaders are trained to ensure that the students are actively and productively engaged with the material and with the each other This methodology offers a number of educational opportunities the supportive format encourages questions and discussions that lead to conceptual understanding students learn to work in teams and to communicate more effectively peer leaders learn teaching and group management skills Designed for students or instructors this book presents group problems that cover the one or two semester general organic and biological GOB curriculum Chemists' Guide to Effective Teaching Norbert J. Pienta, Melanie M. Cooper, Thomas J. Greenbowe, 2005 For courses in Methods of Teaching Chemistry Useful for new professors chemical educators or students learning to teach chemistry Intended for anyone who teaches chemistry or is learning to teach it this book examines applications of learning theories presenting actual techniques and practices that respected professors have used to implement and achieve their goals Each chapter is written by a chemist who has expertise in the area and who has experience in applying those ideas in their classrooms This book is a part of the Prentice Hall Series in Educational Innovation for Chemistry **Theoretical Frameworks for Research in Chemistry/science Education** George M. Bodner, MaryKay Orgill, 2007 Part of the Prentice Hall Series in Educational Innovation this concise new volume is the first book devoted entirely to describing and critiquing the various theoretical frameworks used in chemistry education science education research with explicit examples of related studies Provides a broad spectrum of theoretical perspectives upon which readers can base educational research Includes an extensive list of relevant references Presents a consistent

framework for each subject area chapter A useful guide for practicing chemists chemistry instructors and chemistry educators for learning how to do basic educational research within the context of their own instructional laboratories and classrooms

Peer-led Team Learning David K. Gosser, 2001 Reports the work of the Workshop Chemistry Project which explored developed and applied the concept of peer led team learning in problem solving workshops in introductory chemistry courses

Survival Handbook for the New Chemistry Instructor Diane M. Bunce, Cinzia M. Muzzi, 2004 This book provides an overview of the issues facing new chemistry faculty in preparation for teaching Serving as a reference to answer specific questions new chemistry faculty encounter this book is comparable to sitting down with a colleague in the department and talking through some ideas or gaining some pointers on how to avoid common pitfalls It is the one single place new chemistry faculty can go to find practical information on how to teach and how to prepare for teaching their first course Chapters are written both by established experts in the field and by new professors within their first couple of years of teaching

Part 1, The Design, Implementation, and Evaluation of Peer-Led Team Learning (PLTL) in a Second-semester Organic Laboratory Course ; Part 2, Misunderstandings of Thermodynamics and Kinetics by Second-semester Organic Chemistry Students Terrell Samoriski, 2015 Part 1 The design and implementation of the Peer Led Team Learning PLTL model is described for a second semester organic chemistry laboratory course PLTL instructional materials Workshops were prepared to help students based on the three phases of experimentation planning execution and data analysis The Workshops are described for each experiment with reflection on the cognitive levels of the revised Bloom s taxonomy promoted by the Workshop problems The student s thought processes needed for experimentation easily map onto the cognitive process dimension of the revised Bloom s taxonomy increasing in complexity in each subsequent Workshop prepared for each experiment Evaluation of the PLTL model includes student affirmative feedback regarding readiness for laboratory and analysis of results as well as Teaching Assistant Peer Leader feedback on the PLTL laboratory model The majority of Workshop participants felt better prepared and more comfortable with the task of analyzing data when compared to prior laboratory courses where Workshops were not utilized Part 2 Student misunderstandings by second semester organic chemistry students related to kinetic and thermodynamic principles were investigated over a three year period using a chemical problem on a Chemistry Questionnaire to probe student ability in connecting hypothetical data to abstract concepts by means of a Reaction Coordinate Diagram and short answer questions It was discovered that approximately 40% of the students held misunderstandings regarding what a Reaction Coordinate Diagram represents In addition student responses revealed that significant percentages of students encountered difficulty understanding energy relationships relative energy of species activation energy and energy use in a chemical reaction Misunderstandings regarding equilibrium and reaction pathways were also discovered Pages vi vii

Student-Assisted Teaching Judith E. Miller, James E. Groccia, Marilyn Sue Miller, Marilyn S. Miller, 2001-01-15 This book provides a range of models for undergraduate student

assisted teaching partnerships to help teachers and administrators make learning more student centered effective and productive The 31 models describes a range of approaches and applications in a variety of settings and disciplines The chapters are 1 Establishing a Common Ground a Conjoint Training Model for Instructors and Peer Educators Eve M Adams Susan C Brown and Terry L Cook 2 Lessons from Peers The Design Exchange Mark J Chidister Frank H Bell Jr And Kurt M Earnest 3 Peer Teaching in the Experimental College Robyn Gittleman and Howard Woolf 4 Peer Facilitators as Lead Freshman Seminar Instructors Jean M Henscheid 5 The Teaching Teams Program a Just in Time Model for Peer Assistance Harold P Larson Reed Mencke Stacy J Tollefson Elizabeth Harrison and Elena Merman 6 The Teaching Teams Program Transforming the Role of the Graduate Teaching Assistant David A Wood Jr Jennifer L Hart Stacy J Tollefson Dawn E DeToro and Julie Libarkin 7 The Teaching Teams Program Empowering Undergraduates in a Student Centered Research University Lacey A Stover Kirstin A Story Amanda M Skousen Cynthia E Jacks Heather Logan and Benjamin T Bush 8 Peer Assisted Cooperative Learning An Experiment in Educational Quality and Productivity Judith E Miller David DiBiasio John Minasian and James S Catterall 9 Students Managing to Learn Teachers Learning To Manage Martin H Murray 10 Undergraduates Teaching in a Collaborative Learning Paradigm Samuel B Thompson Sarah B Westfall and Christine Reimers 11 Peers at Work Tutors at Spelman College Anne B Warner and Christine K Farris 12 Students Mentoring Students in Portfolio Development W Alan Wright and Bruce Barton 13 The Experimental Study Group An Alternative First Year Program at mit David Custer and Peter Dourmashkin 14 mash Math and Science Help Supplemental Instruction at a Technological University Ann Garvin and Dale Snyder 15 Undergraduate Peer Mentors in Mathematics Miguel Paredes Paul Pontius Rene Torres and Joseph Chance 16 a Model for Integrating Technical Preceptors into the Classroom Mary Poulton and John Kemeny 17 Academic Excellence Workshops Boosting Success in Technical Courses Ruth A Streveler 18 Supplemental Instruction at an Urban Community College Joyce Ship Zaritsky 19 Peer Assisted Teaching and Learning in Distance Education Judith A Couchman 20 Using Structured Study Groups To Create Chemistry Honors Sections Brian P Coppola Douglas S Daniels and Jason K Pontrello 21 Student Mentoring and Community in a University Honors Program Ronald E Mickel 22 Where Undergraduates Are the Experts Peer Based Instruction in the Writing Center Dennie Paoli and Eric Hobson 23 Peer Facilitators of In Class Groups Adapting Problem Based Learning to the Undergraduate Setting Deborah E Allen and Harold B White iii 24 Student Directed Instruction in an Undergraduate Psychopathology Course Cheryl Golden and Calverta McMorris 25 Peer Writing Tutors Lisa Lebduska 26 The Workshop Project Peer Led Team Learning in Chemistry Jerry L Sarquis Linda J Dixon David K Gosser Jack A Kampmeier Vicki Roth Victor S Strosak and Pratibha Varma Nelson 27 a Introductory Psychology Laboratory Designed and Taught by Undergraduate Teaching Interns Stephen P Stelzner Michael G Livingston and Thomas Creed 28 Undergraduate Teaching Assistants Bring Active Learning to Class Melissa A Thibodeau 29 Student Faculty Partnerships To Develop Teaching and Enhance Learning Milton D Cox 30

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 Bunce, Renée S. Cole, 2008 The purpose of this book is to address the key elements of planning chemical education research
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 active learning methods in teaching analytical science broadly defined at both the undergraduate and graduate levels The
 volume includes a wide range of examples of how these methods are being applied at public and private community colleges
 four year colleges and graduate research universities in the United States and abroad **Combined Matrix Isolation and
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